SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM 2011

PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM OF PSYCHOLOGY

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Title:

"REVISED PSYCHOLOGY CURRICULUM-2011"

Approved from Statutory Bodies:

- 3rd Meeting of the Academic Council held on Wednesday, 2nd March, 2011
- 7th Meeting of the Syndicate held on Saturday, 2nd July, 2011.

Compiled By:

Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.

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Obtainable From: Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.
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SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

UNIVERSITY AT A GLANCE

Shaheed Benazir Bhutto Women University Peshawar is a premier women university of Khyber Pakhtunkhwa. It has earned this position by virtue of its futuristic outlook towards higher education, strong emphasis on need-based research and focus on innovation and entrepreneurship. Its academic programmes are designed to meet the national needs and challenges of the new millennium. While traditional fields of Social, Biological and Physical Sciences have been updated with emerging trends, modern disciplines are being offered to prepare professionals to manage the ever-growing demands of knowledge economy with requisite degree of expertise.

This university is the first ever female university which was established in accordance with the Frontier Women University Act 2004, passed by the Provincial Assembly and assented by the Governor Khyber Pakhtunkhwa on 7th February, 2005. However, according to the revised Act (Khyber Pakhtunkhwa Act No. XI 2010), passed by the provincial assembly Khyber Pakhtunkhwa on September 6, 2010, the University was renamed as Shaheed Benazir Bhutto Women University. The University is destined to be a leading public sector Women University to impart education to the female population of this region in order to develop scientific, socio cultural, economic and political stability, through learner centered teaching and research, while strengthening the identity of the students at national and international level.

Shaheed Benazir Bhutto Women University has come a long way in developing as a global centre of excellence for imparting higher education. The universities at large have assumed the role of drivers of knowledge-based regional development. In contemporary times, the transformation in the world economy is perennial; technologies evolve at neck breaking speeds. These are extra ordinary times requiring extra ordinary preparations and efforts.

VISION OF THE UNIVERSITY

To be a leading public sector university engaged in learner-centered teaching and research; to educate women by developing their knowledge of science, culture, economy and politics, and by ensuring that they understand their responsibilities as citizens of Pakistan and as citizens of the world.

MISSION STATEMENT OF THE UNIVERSITY

Our mission is to:

- Promote academic excellence and integrity through continuous assessment of our academic programs, faculty and students.

- Educate women to think creatively, interact effectively and to be technologically aware.

- Function as a responsible and responsive institution to inculcate patriotism, cultural, moral and ethical values to respond to the needs of the society at regional, national and international level.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO DEPARTMENT OF PSYCHOLOGY

Momentum for development of Psychology at the Shaheed Benazir Bhutto Women University Peshawar can be traced to the establishment of the Department of Psychology in year 2005 and by later declaring it as the flagship department. In the years to follow Psychotherapeutic Center was established to provide service to the society at large.

In the discipline of Psychology, faculty members are involved in the acquisition, representation, modeling, integration, interpretation, and transformation of psychological data & methodologies. The department aims to produce knowledgeable, self aware, thoughtful, responsible and well adjusted individuals who are responsive to the needs of rapidly changing social world. To achieve these objectives, the Department of Psychology endeavors to enhance the understanding of students about social, environmental and cultural factors relevant to mental health and also to enable them apply this knowledge in their own lives and in the society at large for better adjustment and learning.

The Department of Psychology was set up to develop a comprehensive training program for professional Psychologists in the country and expand the role of Psychology to deal with a wide range of problems of the individual as well as the community at large. Department endeavors to raise the standard of training of Psychologists in different fields of the subject on national and international levels, enhance the standing of Psychology as an independent professional discipline, to meet the growing needs and changing demands of the society, and direct research towards developing an empirical knowledge base of indigenous Psychology in Pakistan.

The Department is committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the

profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionist; social learning theory; and person-centered approaches.

BACKGROUND

Today, psychology is largely defined as "the study of behavior and mental processes". Philosophical interest in the mind and behavior dates back to the ancient civilizations of Egypt, Greece, China and India.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig. Wundt was also the first person to refer to himself as a psychologist and wrote the first textbook on psychology: *Principles of Physiological Psychology*. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in the study of memory), William James (the American father of pragmatism), and Ivan Pavlov (who developed the procedures associated with classical conditioning).

Soon after the development of experimental psychology, various kinds of applied psychology appeared. G. Stanley Hall brought scientific pedagogy to the United States from Germany in the early 1880s. John Dewey's educational theory of the 1890s was another example. Also in the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis, which has been widely influential.

The 20th century saw a reaction to Edward Titchener's critique of Wundt's empiricism. This contributed to the formulation of behaviorism by John B. Watson, which was popularized by B. F. Skinner. Behaviorism proposed limiting psychological study to that of overt behavior, because that could be quantified and easily measured. Behaviorists considered knowledge of the "mind" too metaphysical to achieve scientifically. The final decades of the 20th century saw the decline of behaviorism and the rise of cognitive science, an interdisciplinary approach to studying the human mind. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, behaviorism, and neurobiology. This form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

VISION STATEMENT OF THE DEPARTMENT

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

MISSION STATEMENT OF THE DEPARTMENT

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY

PESHAWAR

CURRICULUM

OF

BS-PSYCHOLOGY (4-YEAR PROGRAM)

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

PREFACE

The accomplishment of anything worthwhile, whether large or small, depends on the completion of goals, activities and milestones. An effective curriculum offers all these things. It provides administrators, teachers and students with structure and sense of progression. Therefore, the importance and impact of curriculum cannot be overstated. A curriculum is more than putting together a set of academically required subjects. Several things must be considered such as the learning needs of students; the consensus of teachers and administrators; the expectations of the community promoted a sense of order and structure in the pursuit of academic success.

Designing a curriculum involves the interaction of several participants, reaching beyond the academic wall to impact the entire community. Without an effective curriculum, students would not be able to understand or meet the challenges of society. A curriculum prepares an individual with the knowledge to be successful, confident and responsible citizens.

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like of a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

Psychology is the science of behavior and the physiological and cognitive processes associated with behavior. Psychology is also the profession that applies the science of behavior to practical problems. Human behavior can be understood from each of four broad theoretical perspectives. The biological perspective considers the evolutionary, neuro-scientific, and biological process that determines and shapes our behavior. The cognitive perspective considers the role of the mind in behavior, including how we perceive and represent the world, learn and remember information, and solves problems. The developmental perspective considers how behavior and mental process change across the lifespan. The social perspective considers the dynamic relationship between the individual and the social context in which behavior occurs.

Psychology is an interdisciplinary scientific field that draws on theories, concepts, and methods of inquiry from neighboring natural science and social science disciplines. All inquiry in psychology is guided by the scientific method, a process of answering questions about behavior that involves forming theoretical explanations and testing those theories against real-world observations.

Assistant Registrar Academics
Shaheed Benazir Bhutto Women University Peshawar

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR
DEPARTMENT OF PSYCHOLOGY**

UNDERGRADUATE PROGRAM IN PSYCHOLOGY

Psychology is the scientific study and application of knowledge concerning the behavioral and cognitive processes of humans and other animals. The Department offers a Bachelor of Science (BS) degree in Psychology. This degree prepares students for employment in applied settings or for graduate study in psychology and related fields. Students who choose not to continue toward a graduate degree may find employment in a wide variety of organizations and agencies as well as in research settings where knowledge of behavior and cognition is useful. For such students, a BS in psychology offers a broad liberal arts background.

The psychology curriculum introduces students to the basic scientific and applied areas of the discipline. It emphasizes theories, methods, and terminology, as well as research findings in each of psychology's major subareas. Students learn about various research methods used to study psychological phenomena, as well as the strengths and limitations of each.

MISSION STATEMENT OF THE BS PROGRAMME

To train the next generation professionals to gain advanced knowledge in Psychology that is required to design and implement novel methods which can be useful to define and solve problems with emphasis on acquisition, representation, retrieval, visualization and analysis of psychological data.

BS PROGRAMME OBJECTIVES

The BS programme is designed to:

- Equip the student with basic knowledge, skills and capabilities required in the various areas of Psychology;
- Give students a balanced and firm foundation in theory and research vis-à-vis the contemporary demands of society;
- Develop critical thinkers and creative workers who will use their knowledge for the full development of human beings in a growing society; and
- Cultivate scientific literacy in the appreciation of the role played by science in a developing society.

LEARNING OUTCOMES OF THE BS PROGRAMME

At the completion of this programme, students will be prepared to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.
- Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

REQUIREMENTS OF THE BS PROGRAMME

BS student is required to either do a Research Project in the final semester to fulfill the degree requirement. Candidates will be expected to develop their ideas to the point of publication.

ADMISSION REQUIREMENTS

ELIGIBILITY

At least 45% marks in Intermediate in aggregate.

DURATION

- 4 years
- Programme spread over 8-Semesters.
- 2-Semesters per year.

COURSE AND CREDIT REQUIREMENTS

A total of 132-144 credits are required to complete Bachelor of Science in Psychology.

EVALUATION

For uniformity in the evaluation system, the minimum CGPA required for award of degree is 2.5 out of 4.0 at undergraduate level subject to meet all requirements of the university.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

FOUR-YEAR CURRICULA FOR BACHELOR DEGREE IN PSYCHOLOGY

STRUCTURE

S.NO	CATEGORIES	NO. OF COURSES MIN- MAX	CREDIT HOURS MIN- MAX
1	Compulsory Requirement (No Choice).	09-10	25-28
2	General Courses to be chosen from other departments.	07-08	21-24
3	Discipline Specific Foundation Courses	09-10	30-33
4	Major Courses including Research Project/Internship	11-13	36-42
5	Electives within the Major	04-05	12-15
	TOTAL	**40-46**	**124-142**

Total numbers of Credit Hours	138
Duration	4 YEARS
Semester Duration	16-18 WEEKS
Semesters	8
Course Load Per Semester	16-18 CREDIT HOURS
Number of Courses Per Semester	4-6 (not more than 3 lab/practical courses)

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR DEPARTMENT OF PSYCHOLOGY

LAYOUT

S.No	COMPULSORY REQUIREMENTS (NO CHOICE)	
	9-10 COURSES	
	25-28 CREDIT HOURS	
	SUBJECT	CREDIT HOURS
1.	English-I	3
2.	English-II	3
3.	English-III	3
4.	Introduction to Computer	3
5.	Pakistan Studies	2
6.	Islamic Studies / Ethics	2
7.	Mathematics-I	3
8.	Mathematics-II	3
9.	Statistics-I	3
10.	Statistics-II	3
	Total Credit Hours	**28**

S.No	GENERAL COURSES TO BE CHOSEN FROM OTHER DEPARTMENTS	
	7-8 COURSES	
	21-24 CREDIT HOURS	
	SUBJECT	CREDIT HOURS
1.	Introduction to Management	3
2.	Sociology-I	3
3.	Sociology-II	3
4.	Biology-I	3
5.	Biology-II	3
6.	Economics-I	3
7.	Economics-II	3
	Total Credit Hours	**21**

S.No	DISCIPLINE SPECIFIC FOUNDATION COURSES	
	9-10 COURSES	
	30-33 CREDIT HOURS	
	SUBJECT	**CREDIT HOURS**
1.	Introduction to Psychology	4
2.	History and Schools of Psychology	3
3.	Experimental Psychology	4
4.	Introduction to Social Psychology	3
5.	Personality Theories – I	3
6.	Personality Theories – II	4
7.	Mental Health and Psychopathology – I	3
8.	Mental Health and Psychopathology – II	3
9.	Neurological Bases of Behavior	3
10.	Developmental Psychology	3
	Total Credit Hours	**33**

S.No	MAJOR COURSES INCLUDING RESEARCH PROJECT/INTERNSHIP	
	11-13 COURSES	
	36- 42 CREDIT HOURS	
	SUBJECT	**CREDIT HOURS**
1.	Psychological Testing – I	3
2.	Psychological Testing – II	3
3.	Research Methods – I	4
4.	Research Methods – II	3
5.	Elementary Statistics	3
6.	Applied Statistics	3
7.	Advance Social Psychology	3
8.	Positive Psychology	3
9.	Educational Psychology	3
10.	Cross Cultural Psychology	3
11.	Cognitive Psychology	3
12.	Research Project	4
13.	Internship	2
	Total Credit Hours	**40**

S.No	ELECTIVE COURSES WITHIN THE MAJOR	
	4-5 COURSES	
	12-15 CREDIT HOURS	
	SUBJECT	**CR. HR.**
1.	Muslim Psychology	3
2.	Psychology of Mass, Media & Communication	3
3.	Therapies in Clinical Psychology	3
4.	Counseling Psychology	3
5.	Ethics in Psychology	3
	Total Credit Hours	**15**

Total Credit Hours: 136

- University may recommend the courses in the category of general courses from Humanities, Social & Biological Sciences.

Note: Elective courses may be developed and offered by the concerned universities according to their specialties.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

SCHEME OF STUDIES OF BS PSYCHOLOGY (SESSION- 2011& ONWARDS)

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
1.	1st	English-I	PY – 311	3 (3,0)	
2.		Pakistan Studies	PY – 312	2 (2,0)	
3.		Mathematics – I	PY – 313	3 (3,0)	
4.		Statistics – I	PY – 314	3 (3,0)	
5.		Sociology – I	PY – 315	3 (3,0)	
6.		Introduction to Psychology	PY – 316	4 (3,1)	
		Total Credit Hours (Theory, Labs)		**18 (17, 1)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
7.	2nd	Islamic Studies	PY – 321	2 (2,0)	
8.		English-II	PY – 322	3 (3,0)	
9.		Mathematics-II	PY – 323	3 (3,0)	
10.		Biology-I	PY – 324	3 (2,1)	
11.		Economics-I	PY – 325	3 (3,0)	
12		History and Schools of Psychology	PY – 326	3 (3,0)	
		Total Credit Hours (Theory, Labs)		**17 (16, 1)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
13.	3rd	English-III	PY – 431	3 (3,0)	
14.		Introduction to Computer	PY – 432	3 (3,0)	
15.		Statistics-II	PY – 433	3 (3,0)	**PY-314**
16.		Sociology-II	PY – 434	3 (3,0)	**PY-315**
17.		Experimental Psychology	PY – 435	4 (3,1)	
18.		Personality Theories – I	PY – 436	3 (3,0)	
		Total Credit Hours (Theory, Labs)		**19 (18, 1)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
19.	4th	Introduction to Management	PY – 441	3 (3,0)	
20.		Economics-II	PY – 442	3 (3,0)	**PY-325**
21.		Biology-II	PY – 443	3 (2,1)	**PY-324**
22.		Introduction to Social Psychology	PY – 444	3 (3,0)	
23.		Personality Theories-II	PY – 445	4 (4,0)	**PY-436**
		Total Credit Hours (Theory, Labs)		**16 (15, 1)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
24.	**5th**	Mental Health and Psycho-Pathology-I	PY – 551	3 (3,0)	
25.		Neurological Basis of Behavior	PY – 552	3 (3,0)	
26.		Psychological Testing-I	PY – 553	3 (3,0)	
27.		Research Methods-I	PY – 554	4 (4,0)	
28.		Elementary Statistics	PY – 555	3 (3,0)	
		Total Credit Hours (Theory, Labs)		**16 (16, 0)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
29.	**6th**	Mental Health and Psycho-Pathology-II	PY – 561	3 (3,0)	**PY-551**
30.		Developmental Psychology	PY – 562	3 (3,0)	
31.		Psychological Testing-II	PY – 563	3 (3,0)	**PY-553**
32.		Research Methods-II	PY – 564	3 (3,0)	**PY-554**
33.		Applied Statistics	PY – 565	3 (3,0)	**PY-555**
34.		Advance Social Psychology	PY – 566	3 (3,0)	**PY-444**
		Total Credit Hours (Theory, Labs)		**18 (18, 0)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
35.	**7th**	Positive Psychology	PY – 671	3 (3,0)	
36.		Educational Psychology	PY – 672	3 (3,0)	
37.		Muslim Psychology	PY – 673	4 (4,0)	
38.		Psychology of Mass Media & Communication	PY – 674	3 (3,0)	
39.		Ethics in Psychology	PY – 675	3 (3,0)	
40.		Internship	PY – 676	2 (0,2)	
		Total Credit Hours (Theory, Labs)		**18 (16, 2)**	

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
41.	**8th**	Cross Cultural Psychology	PY – 681	3 (3,0)	
42.		Cognitive Psychology	PY – 682	3 (3,0)	
43.		Therapies in Clinical Psychology	PY – 683	3 (3,0)	
44.		Counseling Psychology	PY - 684	3 (3,0)	
45.		Research Project	PY – 689	4 (0,4)	
		Total Credit Hours (Theory, Labs)		**16 (12, 4)**	

**Total Credit Hours of Program: 138
(Theory, Labs): (128, 10)**

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SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR
DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-I

Course Name: English-I	**Course Code:** PY – 311
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Introduction

The usefulness of English Language cannot be denied. It enriches our thought and culture, and provides us with the most important international vehicle of expression. It has opened for us several doors of light and knowledge, for it is the Lingua Franca of the world and the language of science, technology, commerce and diplomacy. Without English we shall be handicapped in our advancement and our progress will be seriously retarded in several important spheres of life. To give it up means putting the hands of the clock back by more than a century, to take several steps backwards, to surrender ground which has been gained through persistent toil and labour, to lose the front seat in international forums and to miss the opportunity of having a direct impact on the other people's minds.

Course Objectives

The objectives of the course are:
1. To build the sound vocabulary of the students
2. To improve the linguistic skills of the students
3. Enhance language skills and develop critical thinking.

Intended Learning Outcomes

Students will be able: to express their ideas in a coherent manner, speak English with correct pronunciation, read and comprehend the written material, understand the class lectures easily.

Course Outline

- Basics of Grammar
- Parts of speech and use of articles
- Sentence structure
- Active and passive voice
- Practice in unified sentence

- Analysis of phrase
- Clause and sentence structure
- Transitive and intransitive verbs
- Punctuation and spelling

Recommended Books

Functional English
a) **Grammar**
- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0 194313492
- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0 194313506

b) **Writing**
   Writing, Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet Oxford Supplementary Skills, Fourth Impression 1993, ISBN 0 19 435405 7 Pages 20-27 and 35-41.

c) **Reading/Comprehension**
   Reading. Upper Intermediate, Brain Tomlinson and Rod Ellis, Oxford Supplementary Skills, Third Impression 1992, ISBN 0 19 453402 2

Course Name: Pakistan Studies	**Course Code:** PY-312
Course Structure: Lectures: 2	**Credit Hours:** 2
Prerequisites: None	

Course Introduction

An introduction to the history of Pakistan is studied with reference to the history of pre independence period and then what were the reforms after the independence of Pakistan. The subject also discusses the different presidential eras and what contributions were made by different rulers in various fields of nation's development. This is a history-related course with the goal to introduce the student to basic history. Students will be presented with material, which will give them a broad base of understanding of their nation history. Contemporary issues will also be discussed as well as the history of nation's changes which have occurred over the past one hundred years.

Course Objectives

Upon completion of this subject the students will be able to:
- Learn about the historical revolutions that led to freedom
- Understand the great works and study what steps their leaders had taken to free the nation
- The aims and goals of establishing a Muslim state
- What reform their leaders have made to develop the state

Intended Learning Outcomes

Students will have knowledge of the history and present status of Pakistan

Course Contents

- Ideology of Pakistan, Pakistan Ideology
- Historical perspective of Pakistan Ideology
- Aligarh movement, Establishment of Pakistan, Land of Pakistan
- Geographic boundaries of Pakistan, Resources of Pakistan
- Division of Assets, Ayub Khan's era, Creation of Bangladesh
- Bhutto's reforms, Zia's era, Social structure of Pakistan
- Literacy in Pakistan, Agriculture of Pakistan
- Industries of Pakistan, Foreign policy of Pakistan
- Pakistan and the Muslim World
- Pakistan and ECO
- Pakistan and India

Recommended Books

- Ikram-e-Rabbani: Pakistan Studies
- Dr. Javaid Iqbal: Ideology of Pakistan, Ferozsons, Rawalpindi

Course Name: Mathematics-I	**Course Code:** PY-313
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

The course is designed to:
- Give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.
- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective discipline;
- Model the effects non-isothermal problems through different domains;

Course Outline

1. **Algebra:** Preliminaries: Real and complex numbers, Introduction to sets, set operations, functions, types of functions. Matrices: Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. Quadratic equations: Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. Sequence

and Series: Arithmetic, geometric and harmonic progressions. Permutation and combinations: Introduction to permutation and combinations, Binomial Theorem: Introduction to binomial theorem. Trigonometry: Fundamentals of trigonometry, trigonometric identities. Graphs: Graph of straight line, circle and trigonometric functions.

2. **Statistics:** Introduction: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. Frequency distribution: Organisation of data, array, ungrouped and grouped data, types of frequency series, tally sheet method, graphic presentation of frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative frequency curve. Measures of central tendency: Mean medians and modes, quartiles, deciles and percentiles. Measures of dispersion: Range, inter quartile deviation, mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Recommended Books

1. Swokowski. E. W., '*Fundamentals of Algebra and Trigonometry*', Latest Edition.
2. Kaufmann. J. E., '*College Algebra and Trigonometry*', PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., '*Introduction of Statistics*', Prentice Hall, Latest Edition.
4. Wilcox, R. R., '*Statistics for The Social Sciences*',

Course Name: Statistics-I	**Course Code:** PY-314
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

The course aims at enabling the students to understand the basic statistical tools for research and economic models development.

The course covers basic concepts, descriptive statistics, probability, random variables, probability distributions, parameter estimation, hypothesis testing, linear correlation, linear regression, contingency tables, and analysis of variance. Applications are made to business, social sciences, and natural/physical sciences

Intended Learning Outcomes

a. **Knowledge and understanding:**
   i. Learn about early development of statistics.
   ii. ii. Upgrade students' knowledge about hypothesis and the use of parametric and

non parametric tests.
iii.   Explain the role and importance of statistics in psychology.

b. **Intellectual skills**
   i.   Understand the basic qualities of central tendency, dispersion, hypotheses etc.

c. **Professional and practical skills**
   i.   Use of Statistics in psychological researches.
   ii.   Use of z test, t test, ANOVA etc.
   iii. Interpret test scores.

d. **General and transferable skills**
   i.   Apply and interpret various statistical methods.

Course Outline

Unit I. What is Statistics?
   Definition of Statistics, Population, sample Descriptive and inferential Statistics, Observations, Data, Discrete and continuous variables, Errors of measurement, Significant digits, Rounding of a Number, Collection of primary and secondary data, Sources, Editing of Data. Exercises.

Unit 2. Presentation of Data
   Introduction, basic principles of classification and Tabulation, Constructing of a frequency distribution, Relative and Cumulative frequency distribution, Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram, Frequency polygon and Frequency curve, Cumulative Frequency Polygon or Ogive, Historigram, Ogive for Discrete Variable. Types of frequency curves. Exercises.

Unit 3. Measures of Central Tendency
   Introduction, Different types of Averages, Quantiles, The Mode, Empirical Relation between Mean, Median and mode, Relative Merits and Demerits of various Averages. properties of Good Average, Box and Whisker Plot, Stem and Leaf Display, definition of outliers and their detection. Exercises.

Unit 4. Measures of Dispersion
   Introduction, Absolute and relative measures, Range, The semi-Inter-quartile Range, The Mean Deviation, The Variance and standard deviation, Change of origin and scale, Interpretation of the standard Deviation, Coefficient of variation, Properties of variance and standard Deviation, Standardized variables, Moments and Moments ratios. Exercises.

Unit 5. Probability and Probability Distributions.
   Discrete and continuous distributions: Binomial, Poisson and Normal Distribution. Exercises

Unit 6. Sampling and Sampling Distributions.
   Introduction, sample design and sampling frame, bias, sampling and non

sampling errors, sampling with and without replacement, probability and non-probability sampling, Sampling distributions for single mean and proportion, Difference of means and proportions. Exercises.

Unit 7. Hypothesis Testing

Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors, level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis. Exercises.

Unit 8. Testing of Hypothesis-Single Population

Introduction, Testing of hypothesis and confidence interval about the population mean and proportion for small and large samples, Exercises

Unit 9. Testing of Hypothesis-Two or more Populations

Introduction, Testing of hypothesis and confidence intervals about the difference of population means and proportions for small and large samples, Analysis of Variance and ANOVA Table. Exercises

Unit 10. Testing of Hypothesis-Independence of Attributes

Introduction, Contingency Tables, Testing of hypothesis about the Independence of attributes. Exercises.

Unit 11. Regression and Correlation

Introduction, cause and effect relationships, examples, simple linear regression, estimation of parameters and their interpretation. r and R^2. Correlation. Coefficient of linear correlation, its estimation and interpretation. Multiple regression and interpretation of its parameters. Examples

Recommended Books

1. Walpole, R. E. 1982. "Introduction to Statistics", 3rd Ed., Macmillan Publishing Co., Inc. New York.
2. Muhammad, F. 2005. "Statistical Methods and Data Analysis", Kitab Markaz, Bhawana Bazar Faisalabad.

Course Name: Sociology-I	**Course Code:** PY-315
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Intended Learning Outcomes

The students will:

- Gather and analyze social science data using appropriate research methods, e.g. observations, surveys, and/or secondary analysis, and use theory to interpret these social science data.
- Critically read sociological materials in order to compare and evaluate alternative explanations of social behavior.
- Communicate sociological research and theory effectively in written assignments.
- Apply functional, conflict, and symbolic-interactions theoretical perspectives to real world examples.
- Assess how social institutions and structures (such as schools, the mass media, and the family) foster social stability/instability and inequality that are based on class, race, gender, and sexuality.
- Use the sociological perspective to identify social processes, define opportunities and constraints that arise out of the structure and functioning of social life, and compare and evaluate alternative explanations of social behavior.
- Identify the social forces that have not only shaped the discipline of sociology, but have also influenced the structure of societies, the shape of cultures, the process of socialization and the nature of social behavior from one historical period to another.

Course Outline

1. Introduction
    a. Definition, Scope, and Subject Matter
    b. Sociology as a Science
    c. Historical back ground of Sociology

2. Basic Concepts
    a. Group, Community, Society
    b. Associations
        i. Non-Voluntary
        ii. Voluntary
    c. Organization
        i. Informal
        ii. Formal
    d. Social Interaction
        i. Levels of Social Interaction
        ii. Process of Social Interaction
            a) Cooperation
            b) Competition
            c) Conflict
            d) Accommodation
            e) Acculturation and diffusion

  f) Assimilation
  g) Amalgamation

3. Social Groups
  a. Definition & Functions
  b. Types of social groups
    i. In and out groups
    ii. Primary and Secondary group
    iii. Reference groups
    iv. Informal and Formal groups
    v. Pressure groups

4. Culture
  a. Definition, aspects and characteristics of Culture
    i. Material and non material culture
    ii. Ideal and real culture
  b. Elements of culture
    i. Beliefs
    ii. Values
    iii. Norms and social sanctions
  c. Organizations of culture
    i. Traits
    ii. Complexes
    iii. Patterns
    iv. Ethos
    v. Theme
  d. Other related concepts
    i. Cultural Relativism
    ii. Sub Cultures
    iii. Ethnocentrism and Xenocentrism
    iv. Cultural lag

5. Socialization & Personality
  a. Personality, Factors in Personality Formation
  b. Socialization, Agencies of Socialization
  c. Role & Status

6. Deviance and Social Control
  a. Deviance and its types
  b. Social control and its need
  c. Forms of Social control
  d. Methods & Agencies of Social control

7. Collective Behavior
  a. Collective behavior, its types
  b. Crowd behavior
  c. Public opinion
  d. Propaganda
  e. Social movements
  f. Leadership

Recommended Books

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Gidden, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koening Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*. New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology* Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4th edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

Course Name: Introduction to Psychology	**Course Code:** PY-316
Course Structure: Lectures: 3, Labs: 1	**Credit Hours:** 4
Prerequisites: None	

Course Objectives

- To describe psychology with major areas in the field,
- To identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated.
- To gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Intended Learning Outcomes

Students will have the basic knowledge of Psychology, human behavior, methods used in testing of human behavior.

Course Outline

1. Introduction to Psychology:
   a. Nature and Application of Psychology with special reference to Pakistan.
   b. Historical Background and Schools of Psychology (A Brief Survey)

2. Methods of Psychology
   a. Observation
   b. Case History Method Experimental Method
   c. Survey Method
   d. Interviewing Techniques

3. Biological Basis of Behavior
   a. Neuron: Structure and Functions
   b. Central Nervous System and Peripheral Nervous System
   c. Endocrine Glands

4. Sensation, Perception and Attention
   a. Sensation
      i. Characteristics and Major Functions of Different Sensations
      ii. Vision: Structure and function of the Eye.
      iii. Audition: Structure and functions of the Ear.

   b. Perception
      i. Nature of Perception
      ii. Factors of Perception: Subjective, Objective and Social
      iii. Kinds of Perception
      iv. Spatial Perception
      v. Temporal Perception; Auditory Perception

   c. Attention
      i. Factors, Subjective and Objective
      ii. Span of Attention
      iii. Fluctuation of Attention
      iv. Distraction of Attention (Causes and Control)

5. Motives
   a. Definition and Nature
   b. Classification

   Primary (Biogenic) Motives: Hunger, Thirst, Defection and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex

   Secondary (Sociogenic) Motives: Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization.

6. Emotions
   a. Definition and Nature
   b. Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupilliometrics
   c. Theories of Emotion
   d. James Lange Theory; Canon-Brad Theory
   e. Schechter-Singer Theory

7. Learning
   a. Definition of Learning
   b. Types of Learning: Classical Operant Conditioning, Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

8. Memory
   a. Definition and Nature
   b. Memory Processes: Retention, Recall and Recognition
   c. Forgetting: Nature and Causes

9. Thinking
   a. Definition and Nature
   b. Tools of Thinking: Imagery, Language, Concepts
   c. Kinds of Thinking
   d. Problem Solving, Decision Making, Reasoning

10. Individual References
   a. Definition concepts
   b. Intelligence, Personality, aptitude, achievement

Recommended Books

1. Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology* (13th ed.). Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. USA: WMC Brown Publishers.
3. Glassman, W. E. (2000). *Approaches to psychology*. Open University Press. Hayes, N. (2000). *Foundation of psychology* (3rd ed.). Thomson Learning. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.
4. Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
5. Myers, D. G. (1992). *Psychology.* (3rd ed.). New York: Wadsworth Publishers.
6. Ormord, J. E. (1995). *Educational psychology*: *Developing learners*. Prentice- Hall, Inc

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR
DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-II

COURSE NAME: English – II	**COURSE CODE:** PY-321
COURSE STRUCTURE: Lectures: 3	**CREDIT HOURS:** 3
PREREQUISITES: None	

Course Objectives

To develop good English writing, language usage and reading skills. To appreciate the importance of business communication and to develop understanding of communication concepts, principles, theories and problems. To develop good oral communication and presentation skills.

- In this rapidly changing world communication has become very vital and important. Every time we have to contact each other for many reasons and without communication either for ourselves or on the behalf of the organization we cannot make progress in any sphere of life.
  "The persons we seek must have strong oral and written communication skills".
- From Chief Financial Officer to Product Manager, from Senior Economist to Personnel Analyst, from Senior Sales Representative to Petroleum Buyer – these positions will be filled by people who can communicate well.
- Focus will be on oral communication and presentation of students in the class in developing communication skills. As we all know, every message, whether verbal or nonverbal, communicates something about our values & ethics. Thus, this course will also instruct the students the means to anticipate and analyze the ethical dilemmas they will face on the job/practical life. Taking an ethical position on the face of pressures and temptations requires more than courage – it really requires strong communication skills. Enable the students to meet their real life communication needs.

Intended Learning Outcomes:

After the completion of this course students will be able to improve their four basic skills (reading, writing, speaking and listening), thus there will be fluent in their written and spoken English

Course Contents

1. **Paragraph writing:** Practice in writing a good, unified and coherent paragraph
2. **Essay writing** : Introduction
3. **CV and job application:** Translation skills- Urdu to English
4. **Study skills:** Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension
5. **Academic skills:** Letter/memo writing, minutes of meetings, use of library and internet
6. **Presentation skills**
   Personality development (emphasis on content, style and pronunciation)
   Note: documentaries to be shown for discussion and review

Recommended Books

Communication Skills
   a. Grammar
      1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

   b. Writing
      1. Writing. Intermediate by Marie-Chrisitine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
      2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

   c. Reading
   1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
   2. Reading and Study Skills by John

COURSE NAME: Islamic Studies	**COURSE CODE:** PY – 322
COURSE STRUCTURE: Lectures: 2	**CREDIT HOURS:** 2
PREREQUISITES: None	

Course Objectives

This course is aimed at:
   • To provide Basic information about Islamic Studies

- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Intended Learning Outcomes

Student will have knowledge of basic teaching of Islam.

Course Contents

Introduction to Quranic Studies
1. Basic Concepts of Quran
2. History of Quran
3. Uloom-ul -Quran

Study of Selected Text of Holy Quran
1. Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)
2. Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
3. Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
4. Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
5. Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran
1. Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2. Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
3. Verses of Surah Al-Saf Related to Tafakar,Tadabar (Verse No-1,14)

Seats of Holy Prophet (S.A.W) I
1. Life of Muhammad Bin Abdullah (Before Prophet Hood)
2. Life of Holy Prophet (S.A.W) in Makkah
3. Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II
1. Life of Holy Prophet (S.A.W) in Madina
2. Important Events of Life Holy Prophet in Madina
3. Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah
1. Basic Concepts of Hadith
2. History of Hadith

3. Kinds of Hadith
4. Uloom –ul-Hadith
5. Sunnah & Hadith
6. Legal Position of Sunnah

Selected Study from Text of Hadith

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

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

Islam & Science
1. Basic Concepts of Islam & Science
2. Contributions of Muslims in the Development of Science
3. Quranic & Science

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

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

Islamic History
1. Period of Khlaft-E-Rashida
2. Period of Ummayyads
3. Period of Abbasids

Social System of Islam
1. Basic Concepts Of Social System Of Islam

2. Elements Of Family
3. Ethical Values Of Islam

Recommended Books

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

COURSE NAME: Mathematics – II	COURSE CODE: PY – 323
COURSE STRUCTURE: Lectures: 3	CREDIT HOURS: 3
PREREQUISITES: None	

Course Objectives

To prepare the students with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.

Course Outline

1. Preliminaries: Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities.

2. Limits and Continuity: Limit of a function, left-hand and right-hand limits, continuity, continuous functions.

3. Derivatives and their Applications: Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.

4. Integration and Definite Integrals: Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.

Recommended Books

1. Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8th edition), 2005, John Wiley, New York
2. Stewart J, *Calculus* (3rd edition), 1995, Brooks/Cole (suggested text)
3. Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston
4. Thomas GB, Finney AR, *Calculus* (11th edition), 2005, Addison-Wesley, Reading, Ma, USA

COURSE NAME: Biology – I	**COURSE CODE:** PY – 324
COURSE STRUCTURE: Lectures: 2, Labs: 1	**CREDIT HOURS:** 3
PREREQUISITES: None	

Course Introduction

The course emphasizes a multi-representational approach to algebra, with concepts, results, and problems being expressed graphically, analytically, and verbally. The course uses four themes to organize important concepts throughout the course: science, technology, and society; evolution; the relationship between structure and function; and science as a process.

Course Objectives

The Biology course involves the scientific study of living organisms. The course considers the interactions among the vast number of organisms that inhabit planet Earth. It presents the basic form and function of these organisms, from cells to organ systems, from simple viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives.

Intended Learning Outcomes

After completing this course students will be able to:
- Understand basic biochemistry
- Understand the makeup and energetics of plant and animal cells
- Determine basic inheritance patterns
- Understand the basic classification of organisms
- Understand the form and function of microorganisms
- Understand the form and function of plants
- Understand the form and function of animals
- Understand the workings of human biological systems
- Understand biology as it relates to the Earth's environment

Course Outline

Biological Methods

Principles of Cellular Life
- Chemical Basis
- Structure and Function
- Principles of Metabolism
- Energy Acquisition

Principles of Inheritance
- Mitosis and Meiosis
- Chromosomes
- Observable Inheritance Patterns
- DNA Structure and Function
- RNA and Proteins
- Genes
- Genetic Engineering and Biotechnology

Biodiversity
- Fundamental Concept of Biodiversity
- One or two examples of each of the following from commonly found organism
- Prions
- Viruses
- Bacteria
- Protistans
- Algae
- Fungi
- Plants
- Crops
- Animals
- Invertebrates
- Vertebrates

Recommended Books

1. Roberts, M.M., Reiss and G.Monger. 2000. Advanced Biology, Nelson.
2. Starr, C, and R, Taggart, 2001. Biology: The Unity and Diversity of Life Brooks and Cole.
3. Campbell, N.A., J.B, Reece, L.G. Mitchell, M.R, Taylor. 2001. Biology: Concepts and Connections. Prentice-Hall.

Course Name: Economics-I	Course Code: PY – 325
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

The course is designed for the beginners with either no formal background or very little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in microeconomics. Emphasis will be on the use of graphs, diagrams and numerical tables/schedules for exposition. The teacher is expected to draw examples from the surrounding world to clarify the concept.

Intended Learning Outcomes

1. Students will understand the role of supply and demand in a market economy and the necessary conditions for market economies to function well
2. Students will understand the efficiency advantages of a market system and the role of prices in achieving efficiency
3. Students will understand the economic role of government, fiscal and monetary policy, the Federal Reserve, fractional reserve banking, and market structure
4. Students will be able to identify the benefits and costs of a global economy.

Course Outline

1. **Introduction**
    An overview of the social system, Economy as integral part of the social system, Economic agents and economic problem, Economics as a science of choices between competing wants and limited resources, Classification of economics, Importance and scope of micro-economics, Basic concepts: Commodities, Income and Resources, Production and Consumption, Exchange and Distribution.

2. **The Price Mechanism**
    The concept of a market economy, Laws of demand and supply, schedules & graphs of demand and supply, Market equilibrium and determination of price, Movement along and shifting of demand and 13 supply curves, Concept of elasticity of demand and supply, Importance of elasticity.

3. **Consumer's Behavior**
    Consumers/ households as economic agents, Problem of the consumers, The utility theory, Laws of diminishing marginal utility and equi-marginal utilities, Budget constraint and consumer's equilibrium, Individual demand and market demand, Introduction to demand elasticity.

4. **Firms and Industries**

   Business enterprises, Forms of business organization: Proprietorship, Partnership, Joint stock companies and Multi-national corporations, Classification of the firms, Production and supply of commodities (goods and services), Objectives of the firm: The profit motive, Output maximization and cost minimization, Industrial structure & market supply.

5. **Production and Cost Functions**

   Production function, Primary inputs: factors of production, Secondary/intermediate inputs: Raw material and energy, The laws of returns, Revenues of the firm: total, average and marginal revenues, Cost function: Total, average and marginal costs, Short-run and Long-run costs, Equilibrium of the firm.

6. **Market Structure**

   Classification of markets according to nature of commodity, extent, time and degree of competition, Perfect competition among buyers and sellers, Imperfect competition: Monopoly and Monoposony, Monopolistic competition, Price determination, The need for market regulation and role of the government, Public goods and their provision beyond the market.

Recommended Books

- Mankiw, G. (2nd ed.)(2001).*Principles of Economics*. South-West Publishers.
- Samuelson and Nordrons.18th Edition (2004). *Economics*. New Delhi: McGraw Hill.
- McConnel and Bruce. (17th ed.)(2006). *Principles of Economics*. New Delhi: McGraw Hill
- Lipsey and Goerant.10th Edition (2003).*Principles of Economics*. Oxford University Press.

Course Name: History and Schools of Psychology	**Course Code:** PY – 326
Course Structure: Lectures: 3, Labs: 0	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of Psychology. To examine the historical context within which that historical development took place and the schools of psychology. To be able to place current

psychological thought within that historical development and context.

Intended Learning Outcomes

Students will have the basic knowledge of the history of Psychology, its beginning and philosophy, diversification in the field of psychology and the schools of thought of Psychology.

Course Outline

1) **Introduction**
   a. Why study the history of psychology? Revisions in the traditional views of science Persistent questions in psychology
   b. Early Greek Philosophy.
   c. The first philosophers: Thales, Alaxinander, Heraclites, Parmenides, Pythagoras, Empedoclesm, and Democritus
   d. Early Greek Medicine
   e. The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates, Plato, Aristotle; After Aristotle
   f. Skepticism & Cynicism
   g. Epicureanism and Stoicism Neoplatonism and Emphasis on spirit Contribution of Muslim Philosopher
   h. Scholasticism

2) **The Beginning of Modern Science and Philosophy**

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

3) **Psychobiology**

   a. Karl and Lashley; New connectionism; Behavioral genetics
   b. Contemporary Psychology
   c. The Diversity in contemporary psychology
   d. The tension between pure, scientific and applied psychology
   e. Psychology's status as a science; Post modernism

4) **Systems and Schools of Thought**

    a. Structuralism Functionalism Behaviorism
    b. Gestalt psychology and Field Theory
    c. Psychodynamics Humanistic Psychology Cognitive Psychology
    d. New trends in Psychology
    e. Psychology in Pakistan

Recommended Books

1. Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York: Wadsworth.
2. Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.
3. Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays.* Islamabad: National Institute of Psychology, Quaid-i-Azam University.
4. Boring, E. G. (1957). *A history of psychology.* New Jersey: Prentice-Hall.
5. Leahey, T. H. (1987). *A history of psychology.* New Jersey: Prentice-Hall Inc.
6. Murphy, G. (1949). *Historical introduction to modern psychology.* London: Routledge & Kegan Paul.
7. Shultz, D. *(1981). A history of psychology.* Florida: Academic Press.
8. Wolmen, B. B. (I *979). Contemporary theories and systems in psychology.* New York: Harper & Row.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-III

Course Name: English-III	**Course Code:** PY – 431
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Introduction

The usefulness of English Language cannot be denied. It enriches our thought and culture, and provides us with the most important international vehicle of expression. It has opened for us several doors of light and knowledge, for it is the Lingua Franca of the world and the language of science, technology, commerce and diplomacy. Without English we shall be handicapped in our advancement and our progress will be seriously retarded in several important spheres of life. To give it up means putting the hands of the clock back by more than a century, to take several steps backwards, to surrender ground which has been gained through persistent toil and labour, to lose the front seat in international forums and to miss the opportunity of having a direct impact on the other people's minds.

Course Objectives

The objectives of the course are:
1. To build the sound vocabulary of the students
2. To improve the linguistic skills of the students
3. Enhance language skills and develop critical thinking.

Intended Learning Outcomes

Students will be able: to express their ideas in a coherent manner, speak English with correct pronunciation, read and comprehend the written material, understand the class lectures easily.

Course Outline

- **Presentation skills**
- **Essay writing**

Descriptive, narrative, discursive, argumentative

- **Academic writing**
  i.   How to write a proposal for research paper/term paper
  ii. How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

- **Technical Report writing**

- **Progress report writing**

Note: Extensive reading is required for vocabulary building

Recommended Books

Technical Writing and Presentation Skills

   a)   Essay Writing and Academic Writing
       1.   Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

       2.   College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
       3.   Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.
   b)   Presentation Skills
   c)   Reading
       The Mercury Reader. A Custom Publication. Compiled by norther Illinois University.   General Editiors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

Course Name: Introduction to Computer	**Course Code:** PY – 432
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives:

This course focuses on introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts.

Course Outline

Brief history of computers and their applications. Major components of a computer. Application software and system software. Computers in offices, industry, and education. Office automation tools: Word-processing, graphics packages, databases and spreadsheets. Introduction to Microsoft Windows, and Linux Operating System. Using Internet: Introduction to WWW (Web Server, Web Client, HTML, and HTTP). Computer and Society. The social impact of computer age. Current trends, research and future prospects. Legal and moral aspects of computer science.

Lab Outline

Observe the major components of a Desktop PC, especially CPU. Installation of different types of application software. Installation of different Microsoft Windows Operating Systems. Installation of Linux Operating System and applying its basic commands. Implementing some basic HTML tags to construct a simple static web page. Installation of Microsoft IIS (Internet Information Server) and Microsoft IE (Internet Explorer). Submitting a report describing the impact of computer on human society and the social issues of IT.

Recommended Books

1. Glenn Brooks Hear, Computer Science – An Overview, 3rd Edition.
2. PK Sinha, Introduction to Computer Science A.M Choudhry; "A Hand Book of Company Law" Lahore, PLD Publishers.

Course Name: Statistics – II	**Course Code:** PY – 433
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Objectives:

The course covers basic concepts, descriptive statistics, probability, random variables, probability distributions, parameter estimation, hypothesis testing, linear correlation, linear regression, contingency tables, and analysis of variance. Applications are made to business, social sciences, and natural/physical sciences

Intended Learning Outcomes:

1. Develop skills in understanding and applying basic statistical methods.

2. Develop an appreciation for the use of statistics in decision making, and an appreciation of its limitations.
3. Develop an ability to use computers and/or calculators for statistical analysis of data.

Course Outline

- Discrete Random Variables
- Probability Distribution
- Mean and Variance of a discrete random variable.
- Bernoulli trials.
- Properties, applications and fitting of Binomial Poisson, Hypergeometric, Negative Binomial and Geometric distributions.
- Continuous Random Variable
- Probability density function and its properties.
- Normal Distribution and its properties
- Standard Normal Curve
- Normal approximation to Binomial and Poisson distributions.

Recommended Books

1. Spiegel, M.R., Schiller, J.L. and Sirinivasan, R.L. (2000) "*Probability and Statistics*", 2nd ed. Schaums Outlines Series. McGraw Hill. NY.
2. Clark, G.M. and Cooke, D. (1998), "*A Basic Course in Statistics*" 4th ed, Arnold, London.
3. Walpole, R.E., Myers, R.H and Myers, S.L. (1998), "*Probability and Statistics for Engineers and Scientist*" 6th edition, Prentice Hall, NY.
4. Mclave, J.T., Benson, P.G. and Snitch, T. (2005) "*Statistics for Business & Economics*" 9th ed. Prentice Hall, New Jersey.
5. Weiss, N.A. (1997), *"Introductory Statistics"* 4th ed. Addison-Wesley Pub. Company, Inc.
6. Chaudhry, S.M.and Kamal, S. (1996), "*Introduction to Statistical Theory*" Parts I & II, 6th ed, Ilmi Kitab Khana, Lahore, Pakistan.

Course Name: Sociology - II	**Course Code:** PY – 434
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	
Course Objective	

The course will provide familiarity about history of social thought, stages of social development and change. The course will emphasize contributions of Western, Eastern and Muslim Thinkers towards social thought and social development.

Intended Learning Outcomes

After the completion of the course student will get familiarized with the history, stages of sociology, and development in the field of sociology.

Course Outline

1. Introduction
   a. Historical Development of Social Philosophy
2. Early Social Thought
   a. Folk Thinking
   b. Greek
   c. Egyptian
   d. Babylonian
   e. Chinese
   f. Indian Social Thought
3. Contribution of Muslim Thinkers in Social thought
   a. Abuzar Ghafari
      i. Wealth Theory
   b. Imam Ghazali
      i. Causes of group life
      ii. Social justice
      iii. Educational reforms
   c. Ibn-E-Khuldun
      i. Philosophy of history
      ii. Science of culture
      iii. Ethnocentrism
      iv. Rise & fall of nations
      v. Causes of social life
   d. Shah Waliullah
      i. Evolution of society
      ii. Causes of social life
      iii. Societal disease
      iv. Concept of perfect society
   e. Moulana Ubedullah Sindhi
      i. Basic Human Ethics
   f. Allama Iqbal
      i. Concept of self
      ii. Theory of religion

Recommended Books

1. Barnes, H.E. (Ed.) 1966. *An Introduction to the History of Sociology.* Chicago: The University of Chicago Press.
2. Bogardus, Emory S. 1960. *The Development of Social thought.* 4th ed. New York: Longmans, Green & Co.
3. Coser, Lewis A. 1971. *Masters of Sociological Thought: Ideas in Historical and Social Context.* New York: Harcourt Brace Jovanovich Publishers
4. Coser, Lowis A. 1977. *Masters of Sociological Thought.* New York: Harcourt Brace Jovanarich Publisher
5. Kinlock, Graham C. 1987. *Sociological Theory:Its Development and Major Paradigms.* New York: McGraw Hill Inc.
6. Keat, Russel and John Urry. 1982. *Social Theory as Science.* London: Routledge and Kegan Paul Ltd.
7. Ritzer, George. 2000. *Sociological Theory.* 5th ed. York: McGraw Hill Book Co.
8. Turner J.H. 2003. *The Structure of Sociological Theory.* 7th ed. Australia: Thomson Wadsworth
9. Zeitlin, Irving M. 1981. *Ideology and the Development of Sociological Theory.* New Jersey: Prentice-Hall, Inc.
10. Turner, J H. 1987. *The Structure of Sociological Theory* Homewood Illinois: Dorsey Press.
11. Ritzer, George. 1988. *Sociological Theory.* Singapore: McGraw Hill.
12. Coser, L A. 1971. *Master of Sociological Though: Ideas in Historical Social Context.* New York, Harcourt Brace.
13. Dubin Robert. 1978. *Theory Building.* New York: Maxwell, Macmillan.

Course Name: Experimental Psychology	**Course Code:** PY – 435
Course Structure: Lectures: 3, Labs: 1	**Credit Hours:** 4
Prerequisites:	

Course Objectives:

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

Intended Learning Outcomes:

At the completion of Experimental Psychology the successful student should be able to:

1. Describe the critical distinctions between scientific and non-scientific approaches to understanding behavior;

2. Describe how psychological concepts, constructs, and variables are operationally defined;

3. Identify the independent and dependent variables of a hypothesis;

4. Select an appropriate research methodology to test a variety of hypotheses and predictions;

5. Perform appropriate descriptive and inferential statistical analyses to obtain valid research results;

6. Describe and to adhere to ethical standards for conducting psychological research.

Course Outline

1. **Psychophysics:**
   Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection.

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

3. **Practical Work:**
   The following experiments shall be performed by the students:
   a. Meaningful vs. Nonsense Learning
   b. Retroactive Inhibition Simple
   c. Reaction Time Transfer of
   d. Training
   e. Trial Position Effect under
   f. Massed and Distributed
   g. Practice
   h. Whole vs. Part Learning

4. **Learning:**
   a. Simple Learning and Conditioning.
   b. Classical versus instrumental conditioning.
   c. Basic factors in learning and performance.
   d. Role of reinforcement in learning.
   e. Contemporary theories of Learning
   f. Transfer of training

5. **Memory**:
   a. Theories of Memory.

     b.   Compartments of Memory.
     c.   The storage and retrieval process.
     d.   Transplantation of Memory.
     e.   Memory Experiments.
     f.   Mnemonics: ways of improving memory (Devices Mnemonics)

6.   **Thinking and Problem-Solving:**
     a.   Nature of Thinking.
     b.   Concept formation.
     c.   Imageless thought Controversy.
     d.   Set and attitude as factors in Thinking.
     e.   Creative Thinking.
     f.   Theories of Thinking.

7.   **Practical Work:**
   Following experiments shall be performed by the students:
   Judgment Time Mapping Cetaceous Sense Spot Mental Fatigue Negative after Image
   Retention for Complete and Interrupted Task Thermal Adaptation

Recommended Books

1. McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7th Edition). Prentice Hall. UK.
2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). Experimental Psychology: Understanding Psychological Research. (5th edition). West Publishing Company, USA.
3. Boring, E. G. (2007). History of Experimental Psychology. Cosmo Publications New Delhi.
4. Postman, L & Eagan, J. P. (2007). An Introduction. New York: Harper and Row.
5. Andreas, B.G. (1972). Experimental Psychology (2nd ed). New York: John Wiley and Sons,

Course Name: Personality Theories-I	**Course Code:** PY – 436
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Objectives

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

and understanding of psychopathology.

Intended Learning Outcomes
- Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.
- Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.
- Conduct archival research on a major theory and present findings to peers in the classroom setting.
- Describe the differences between major theoretical approaches to personality in classroom discourse, performance on criterion referenced tests and in the personality self-assessment.
- Engage in a critical discourse with peers about the difficulties encountered in assessment of subjective aspects of human behavior.
- Demonstrate research skills by writing a personality self-assessment in APA style and format.
- Apply assessment methods to the analysis of one's own personality

Course Outline

1. **Psychology of personality**
   a. Introduction to the Discipline
   b. Meaning of personality
   c. Meaning of theory
   d. Components of personality theory

2. **The Psychoanalytic Legacy; Sigmund Freud**
   a. Biographical sketch
   b. Basic concepts
   c. Personality structure
      i. Three interacting systems.
      ii. Personality development
      iii. Five sequential stages.
      iv. Personality dynamics
      v. instincts / anxiety / catharsis and anti-catharsis
      vi. Defense mechanisms
   d. Application of psychoanalytic theory; Dream analysis paraphrases
   e. Psychotherapy
   f. Critical evaluation

3. **Personality's ancestral foundations: Carl Jung:**
   a. Biographical sketch
   b. Basic concepts: Conscious and unconscious; Archetypes, Personality

typology Personality development

    c. Further applications: Dream analysis; Psychopathology; Psychotherapy

    d. Critical evaluation

4. **Overcoming inferiority and striving for superiority: Alfred Adler**

    a. Biographical sketch

    b. Basic concepts:
        I. Developing social feelings: society; work and love
        II. Style of life; future goals vs. past events; overcoming inferiority Striving for superiority and superiority complex; Family influences on personality development

    c. Further applications: Dream analysis; Psychopathology Psychotherapy

    d. Critical evaluation

5. **Neo Freudians**
    a. **Karen Horney**
        i. Basic anxiety
        ii. Coping by way of 10 neurotic needs moving towards, or against, or away from people
        iii. Development of an idealized vs. a real image of self
        iv. Claims, should and Defense mechanisms.

    b. **Harry Stack Sullivan**
        v. Empathy
        vi. Anxiety and security
        vii. 3 modes of experience
        viii. 6 stages of Development

    c. **Henry A. Murray**
        ix. Definition of need
        x. variety of needs
        xi. Strength of needs and interactions Environmental press
        xii. Thema

    d. **Erik Erikson**
        xiii. Psycho-social stages of personality development
        xiv. Identity crises

    e. **Erich Fromm**
        xv. Existential needs
        xvi. Individual and social characters

6. **Evolutionary Psychology**

Recommended Books

1. Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nd ed.) Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.).
3. New Jersey: Lawrence Erlbaun Associate Publishers.
4. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
5. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.

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DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-IV

Course Name: Introduction to Management	**Course Code:** PY – 441
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.

Intended Learning Outcomes

This course will cover the basic managerial functions of planning, organizing, leading, and controlling, We will also try to learn the evolution and best practices which are been used in today's modern era.

At the conclusion of this course, the student should be able to:
1. Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations.
2. Understand the relevance of the western management principles and theories, for local settings.
3. Understand the Islamic perspective of managing businesses and organizations.=
4. Apply course concepts and theory in a practical context.
5. Integrate several of the disciplines studied
6. Demonstrate empirical investigative skills by producing an in-depth analysis of a management situation usually presented through case studies, resulting in recommendations for a programme of action.
7. Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

Course Outline

- Introduction to Management
- Organization, The management Process
- The History and evaluation of Management
- Organizational theories and different approaches to management
- The organizational Culture and the Manager
- The external environment and the Manager
- The internal environment and the manager
- Foundations and basic elements of Planning
- Process of planning and MBO
- Effective strategic planning
- Decision Making
- The manager's role as decision maker
- Decision making process
- Basics of Strategic Management
- Case of Strategic Management
- Strategic management process
- Organizational Structure
- Types of organizational structures
- Case Decision-making
- Human Resource Management
- HRM processes
- Motivation its theories
- Current issues in Motivation
- Team work and Group Behaviour
- Case of team and team work
- Leadership and its characteristics
- Leadership styles and behaviours
- The process of Control
- The Control Standards
- Case of Controlling
- Presentation
- Staffing
- Presentation

Recommended Books

1. Mary Coulter & Robbins, Management, International ed.

Course Name: Economics – II	Course Code: PY – 442
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: PY – 325	

Course Objective

The course is designed for the beginners with no formal background or little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in macroeconomics. Emphasis will be on the use of graphs, diagrams and numerical tables/schedules for exposition. The teacher is expected to draw examples from the surrounding world to clarify the concepts.

Intended Learning Outcomes

Upon completion of the course students will be able to:
1. Define and identify economic terms and concepts.
2. Distinguish between similar or grouped economic concepts and measurements.
3. Read and interpret graphs.
4. Perform calculations.
5. Apply the tools of analysis to predict the economic consequences of various events.

Course Outline

1. Introduction

The economy in aggregate, Complexities of the world of business, Scope of macroeconomics, Brief account of the development of macro-economics after the World War-II, Concept of business cycles: Boom and Depression, Concepts of Inflation and Unemployment, Macroeconomic variables and their mutual relationship, Macro-models as abstraction from the real economy.

2. National Income

Definition and concept of national income, Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP), GDP at factor cost and at market prices, Computation of national income: Product, Income and Expenditure approaches, Circular flow of income, Nominal versus Real income, Per capita income and the standard of living.

3. Components of Aggregate Demand

The Concept of Open and closed economy models, Concept of aggregate markets: Product, Money, Labor and Capital markets, Components of aggregate demand:

Consumption, Investment and Government spending, Income and expenditure identities.

4. Money and Banking

Money: definition, forms and functions, Central Bank and its functions with reference to the State Bank of Pakistan, Commercial banking, The Quantity Theory of money, Inflation: measurement and impacts, causes of inflation and remedies, Monetary policy: brief introduction.

5. Public Finance and Taxation

Sources of public revenue, Various forms of taxes: Direct and Indirect, Income and Commodity taxes, Sales, Excise, Customs, Non-tax revenues, Major heads of public expenditure, Revenue and Capital account, Concept of budget deficits and sources of filling the gaps, Deficit financing, Fiscal policy: meaning and objectives.

6. International Trade

Global distribution of resources, Concept of imports and exports, Theory of absolute and comparative advantage, Currency exchange rates, Balance of Payments: causes of deficits in BOP of Pakistan and remedial measures, Custom Unions, The problem of external debt, Commercial Policy: objectives and scope.

Recommended Books:

- Mankiw,G–Principles of Economics-2nd Edition (2001)- South-West Publishers.
- Samulson and Nordrons - Economics –18th Edition (2004)- McGraw Hill. Inc.
- Parkin, Michael - Macroeconomics, 7th Edition (2004)- Prentice Hall.
- Miller, R.L. – Economics Today -14th Edition (2005) - Addison Wesley.

Course Name: Biology – II	**Course Code:** PY – 443
Course Structure: Lectures: 2, Labs: 1	**Credit Hours:** 3
Prerequisites: PY – 324	

Course Introduction

The course emphasizes a multi-representational approach to algebra, with concepts, results, and problems being expressed graphically, analytically, and verbally. The course uses four themes to organize important concepts throughout the course: science, technology, and society; evolution; the relationship between structure and function; and science as a process.

Course Objectives

The Biology course involves the scientific study of living organisms. The course considers the interactions among the vast number of organisms that inhabit planet Earth. It presents the basic form and function of these organisms, from cells to organ systems, from simple viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives.

Intended Learning Outcomes

After completing this course students will be able to:
- Understand basic biochemistry
- Understand the makeup and energetic of plant and animal cells
- Determine basic inheritance patterns
- Understand the basic classification of organisms
- Understand the form and function of microorganisms
- Understand the form and function of plants
- Understand the form and function of animals
- Understand the workings of human biological systems
- Understand biology as it relates to the Earth's environment

Course Outline

1. Myths and Realities of Evolution
- Microevolution
- Speciation
- Macroevolution

2. Level of Organization

2.1 Plants
- Tissues
- Nutrition and Transport
- Reproduction
- Growth and Development

2.2 Animals
- Tissue, Organ System and Homeostasis
- Information Flow and Neuron
- Nervous System
- Circulation and Immunity
- Nutrition and Respiration
- Reproduction and Development

2.3 Ecology and Behavior
- Ecosystems
- Biosphere
- Social Interactions
- Community Interactions
- Human Impact on Biosphere
- Environment Conservation

Recommended Books

1. Roberts, M.M., Reiss and G.Monger. 2000. Advanced Biology, Nelson.
2. Starr, C, and R, Taggart, 2001. Biology: The Unity and Diversity of Life Brooks and Cole.
3. Campbell, N.A., J.B, Reece, L.G. Mitchell, M.R, Taylor. 2001. Biology: Concepts and Connections. Prentice-Hall.

Course Name: Introduction to Social Psychology	**Course Code:** PY – 444
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: PY – 316	

Course Objective

Social Psychology is to give awareness of certain fundamental concepts and principles involved in human behavior. It provides an awareness of the major problems and issues in the discipline of social psychology, and the capacity to interpret research findings. To accomplish this goal, this course emphasizes the understanding and interpretation of research findings and an ability to evaluate their usefulness.

Intended Learning Outcomes

Students will gain knowledge and understanding of core theories and topics in social psychology. They will:
- Evaluate the way in which concepts are defined, measured and tested.
- Appraise the relative merits of different theoretical frameworks
- Relate experimental findings to everyday behavior
- Apply insights from the academic study of social psychology to the way others seek to change our attitudes and behavior (or how we might affect these changes in others)
- Better understand the psychological processes involved in current key issues
- Understand how complex social behaviors with many factors can be studied in controlled experiments and field studies

- Critically examine evidence in light of different theoretical frameworks and various methods used to test those
- Better understand how people interact in groups striving for a common goal (e.g. work task groups)
- Critically evaluate evidence and ideas in relation to competing theories
- Develop a critical approach in investigating topics
- Communicate accurately and effectively in writing

Course Outline

1. **The Field of Social Psychology**
   a. Introduction to social psychology
   b. Current trends and future scope
   c. Conducting research in social psychology

2. **Self- Presentation and Social Perception**
   a. Non verbal behavior
   b. Attribution
   c. Impression management

3. **Social Cognition**
   a. Schemas
   b. Heuristics
   c. Affect and Cognition.

4. **Behavior and Attitudes**
   a. Nature of attitudes
   b. Formation, maintenance, and change in attitudes
   c. Relationship between attitude and behavior
   d. Cognition & attitude

5. **Aspects of Social Identity**
   (I) The self
        a. Nature of the self
        b. Self concept
        c. Social diversity
        d. Self esteem
   (II) Other aspects of self functioning
        a. Self focusitig
        b. Cognitive and affective aspects
        c. Self Monitoring
        d. Self Efficacy
   (III) Gender & socialization

6. **Social Influence**
   a. Conformity
   b. Compliance
   c. Obedience

7. **Pro-social Behavior**
   a. Why do we help?
   b. When do we help?
   c. Does true altruism really exist?
   d. Whom do we help?
   e. How we can increase helping?

8. **Aggression /hurting others**
   a. What is Aggression?
   b. Influences on Aggression
   c. Reducing Aggression
   d. Lucifer effect
   e. Bullying

Recommended Books

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

Course Name: Personality Theories-II	**Course Code:** PY – 445
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: PY – 436	
Course Objectives	

Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology. Students will be able critically evaluate each theory.

Intended Learning Outcomes
- Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.

- Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.
- Conduct archival research on a major theory and present findings to peers in the classroom setting.
- Describe the differences between major theoretical approaches to personality in classroom discourse, performance on criterion referenced tests and in the personality self-assessment.
- Engage in a critical discourse with peers about the difficulties encountered in assessment of subjective aspects of human behavior.
- Demonstrate research skills by writing a personality self-assessment in APA style and format.
- Apply assessment methods to the analysis of one's own personality

Course Outline

1. **Dispositional theories:**
    a. Gordon Allport
        i.   Personality development
        ii. Personality traits
        iii. Critical evaluation

    b. Raymond Cattell
        i.   View of a person; Understanding of the person Factor analysis; Economic model
        ii. Basic concepts; Data types; Traits; Personality of nations c) Critical evaluation
        iii. Hans Eysenck
        iv. Basic concepts; Traits and types; Measuring and describing E, N, and P
        v.   Critical evaluation

2. **Humanistic and existentialist theories**
    a. Abraham Maslow
    b. Basic concepts
    c. Five basic human needs
    d. Self actualizing person
    e. Critical evaluation
        i.   Carl Rogers
        ii. Biographical sketch
        iii. Basic concepts
        iv. Actualization
        v.   Importance of self
        vi. Personality development

       vii.   Client centered therapy
- f. Critical evaluation
- g. George Kelly
- h. Biographical sketch
- i. Basic concepts
  - viii. Personality as a system of constructs
  - ix. Relation among constructs
- j. Personality development
  - x. Predictability
  - xi. Dependency constructs
  - xii. Role playing
  - xiii. Choices: the C-P-C cycle
  - xiv. Critical evaluation

3.   **Behaviorist theories**

(I) B.F. Skinner
- a. Basic Concepts
  - i. Operant conditioning
  - ii. Positive reinforcement
  - iii. Negative reinforcement and punishment
  - iv. Schedules of reinforcement
  - v. Operant conditioning and reinforcement
  - vi. Development of humans: Language, Personality and child rearing
- b. Critical evaluation

(II) John Dollard and Neal E. Miller
- a. Basic concepts
  - i. Psychopathology
  - ii. How fear is learned
  - iii. Effect of fear
  - iv. Critical evaluation

(III) Social Learning Theory of Albert Bandura
- a. Basic concepts
  - i. Models and modeling
  - ii. Goals and self regulating
  - iii. Self efficacy
  - iv. Reward
  - v. Defensive behavior
- b. Critical evaluation
  - i. Current paradigms

Recommended Books

1. Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). *An introduction to theories of personality*. (5th ed.) New Jersey: Lawrence Erlbaun Associate Publishers.
3. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.

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DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-V

Course Name: Mental Health and Psycho-Pathology-I	**Course Code:** PY – 551
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Objective

Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.

Intended Learning Outcomes

The course is designed to give the students grounding in mental health (manifestations, diagnoses and treatment) as perceived in different cultural societies, as well as highlighting the influence of different cultures on people´s attitudes to and view of illness.

Course Outline

1. **Introduction to Abnormal Psychology**
    a. Concept of Abnormality;
    b. Criteria of Normality and Abnormality;
    c. Defining Psychological Abnormality
    d. (Deviance, Distress, Dysfunction, Danger)
    e. Paradigm shift of mental health

2. **Historical Background of Modern Abnormal Psychology**
    a. Ancient views and treatment
    b. Greek and Roman views; Europe in the middle ages
    c. The Renaissance; 19th Century
    d. Views of abnormality; modern trends

3. **Models of Psychopathology**

a. Biological Model
b. The Psychodynamic Model
c. Behavioral Model
d. Cognitive Model
e. The Humanistic Model
f. The Socio-cultural Model
g. Eclectic Approach

4. **Clinical Assessment of Abnormality:**
   a. A brief overview of clinical observation, tests and interviews
   b. Diagnostic Classification Systems: DSM and ICD

Recommended Books

1. American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC.
2. Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman & Company.
3. Neale, J. M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

Course Name: Neurological Basis of Behavior	**Course Code:** PY – 552
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

To present current methodologies and concepts in experimental psychology. To equip students with techniques of communicating results of experiments. To instill an ethical approach to conduct the experimental research.

Intended Learning Outcomes

This course is about moving beyond memorizing facts, to engaging with a deeper and critical consideration of the topics covered. Students are expected to be accessing the primary scientific literature to enhance their comprehension of the lecture material, and thinking critically about the topics, questions and new research in Neuroethology.

Specific learning outcomes are:
- Explain patterns of nervous system evolution
- Explain the complexities when relating behavioral phenotypes to the genome
- Source primary scientific literature to research an essay on a topic related to the lecture material.

- Generate hypotheses, and design new experiments to test hypotheses.
- Execute a small independent scientific project.
- Present experimental findings as a paper written in the style of a recognized scientific journal.
- Present a research project orally.
- Critique, review and discuss primary scientific papers

Course Outline

1. **Origins of Neuropsychology**
   a. Neurological explanation of behavior
   b. Historical roots of Physiological Psychology
   c. Evolution of brain
   d. Genetics and evolution of behavior
   e. Ethical issues in Neuropsychological research

2. **Physiology of Neural Cells**
   a. Neurons
   b. Types of neurons
   c. Nerve impulse
   d. Communication within a neuron
   e. Communication between neurons.

3. **Physiology of Nervous System**
   a. Basic features of nervous system
   b. Central nervous system
   c. Peripheral nervous system
   d. Development of the brain.
   e. Investigating how the brain controls behavior.

4. **Emotions and Regulations of Internal Body States**
   a. Neural control of emotional response patterns
   b. Role of orbit frontal cortex in social judgment and emotions
   c. Neural basis of the communication of emotions
   d. Endocrine system and emotions
   e. Homeostasis
   f. The psychology and biology of thirst
   g. The multiple controls of hunger
   h. Physiological mechanisms of sleep and waking.

Recommended Books

1. Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole Publishing Company.
2. Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.). Boston: Allyn and Bacon.

Course Name: Psychological Testing-I	**Course Code:** PY – 553
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Outline

1. **Psychological Assessment and tests**
   a. Definition
   b. Nature of Psychological assessment
   c. Psychological testing
   d. Types and uses
   e. Control in use of psychological tests
   f. Sources of information about tests
   g. Ethics of psychological testing
   h. Standards of testing and test administration.

2. **History of psychological testing**
   a. Antecedents
   b. Rise of modern psychological testing
   c. Current status and controversies

3. **Test construction and adaptation**
   a. A general introduction
   b. Characteristics of a good psychological test
   c. Steps of test construction and adaptation.

4. **Item writing**
   a. Types of items
   b. General guidelines for writing items
   c. Methods of scoring

5. **Item analysis**
   a. Meaning and purpose of item analysis
   b. Item difficulty
   c. Item discrimination
   d. Item distracters
   e. Factors influencing item difficulty and item discrimination
   f. Item response theory
   g. Item characteristic curves.
   h. Problems of item analysis: Cross Validation.
   i. Item analysis of tests.

6. **Reliability**
   a. Introduction
   b. Types of reliability
   c. Measurement of reliability
   d. Test-retest, split-half reliability
   e. Parallel forms and inter-rater reliability
   f. Cronbach alpha.
   g. Factors influencing reliability of test scores
   h. Improving reliability of tests.

7. **Validity**
   a. Introduction
   b. Types of validity
   c. Face / Content, Criterion, Concurrent, Predictive and Construct validity
   d. Relation of validity & reliability
   e. Convergent & divergent validation
   f. Statistical methods for calculating validity
   g. Threats to validity
   h. Handling threats to internal and external validity.

8. **Test norms**
   a. Introduction
   b. Types of norms
   c. Steps in developing norms
   d. Relativity of norms
   e. Cut-off scores.
   f. Response sets in test scores
   g. Meaning of response sets Types of response sets
   h. Implications of response sets Methods to eliminate response sets
   i. Interpretation of test scores
   j. Usage of computer in testing

Recommended Books

1. Anastasia, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan. Anastassi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York: Prentice-Hall Inc.
2. Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). London: Harper & Row Publishers.
3. Thorndike R. L., & Hagen, E. P. (1995). *Measurement and evaluation in psychology and education* (4th ed.). New York: Macmillan.

Course Name: Research Methods-I	Course Code: PY – 554
Course Structure: Lectures: 4	Credit Hours: 4
Prerequisites:	

Course Objective

The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings. The course also aims to develop scientific reasoning and understating of link between theory and empirical investigation.

Intended Learning Outcomes

- Explain different research methods used by psychologists.
    a. Describe how various research designs address different types of questions and hypotheses
    b. Articulate strengths and limitations of various research designs
    c. Distinguish the nature of designs that permit causal inferences from those that do not
- Evaluate the appropriateness of conclusions derived from psychological research.
    a. Interpret basic statistical results
    b. Describe effect size and confidence intervals
    c. Evaluate the validity of conclusions presented in research reports
- Design and conduct basic studies to address psychological questions using appropriate research methods.
    a. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
    b. Formulate testable research hypotheses, based on operational definitions of variables
    c. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations
    d. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses
    e. Recognize that theoretical and socio-cultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and

interpretation
- Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research

Course Outline

1. **Introduction**
   a. Scientific and non-scientific approaches to knowledge.
   b. The scientific method: definition, features, goals, and steps.

2. **Identifying a research problem**
   a. Basic approaches
   b. Sources of research literature

3. **Scientific theories and hypotheses**
   a. Formulation of a hypothesis
   b. Criteria of a hypothesis
   c. The nature and types of hypotheses
   d. Operational definitions

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

   a. Risk versus benefit
   b. Anonymity and privacy of the subjects
   c. Informed consent
   d. Research with animals
   e. Qualitative Techniques
   f. Program evaluation Focus groups

5. **Descriptive research methods**
   a. Observation
      i. Naturalistic observation \ observation without intervention
      ii. Observation with intervention
         - Participant observati
         - Structured observation
         - Field experiments
      iii. Recording behaviour
         - Qualitative measures of behaviour
         - Quantitative measures of behaviour
      iv. Analysis of observational data Advantages, problems, and methodological issues
   b. Unobtrusive measures of behaviour

a. Physical traces
b. Archival data

6. **Sampling techniques**
    a. Basic terminology ; representativeness and bias
    b. Probability sampling
        i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling
        ii. Stratified random sampling
        iii. Cluster sampling; simple and multistage
    c. Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling
    d. Time and event sampling
    e. Situation sampling

Recommended Books

1. Ellis, L. (1994). *Research methods in social sciences*. Madison: Brown and Benchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005*). Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

Course Name: Elementary Statistics	**Course Code:** PY – 555
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

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 grasp the concepts, theoretical rationale, use of certain statistical analysis, and also to learn to carry out thesis analysis.

Intended Learning Outcomes

- Effective oral and written communication skills
- A higher level of critical and creative thinking processes
- Ability to solve problems using a variety of techniques and methods, and

- The ability to utilize the technology relevant to the learner's discipline.

Course Outline

1. Introduction
2. Descriptive and Inferential Statistics
3. Scales of measurement
4. Importance and limitations of statistics in psychology
5. Management and analyses data through SPSS
   a. Types of data
   b. Collection of data
   c. Classification and organization of data
   d. Presentation of data (Tables, charts, Graphs)

6. **Descriptive statistics**
   Measures of central tendency (Mean, Median, Mode)
   Measures of Dispersion (Range, deviation, Z Scores, Standard
   Deviation, Variance)

7. **Correlation, Regression and Prediction**
   Correlation (Pearson product moment correlation, Spearman rank order
   correlation, Point bi-serial estimation, Linear regression
   Scatter diagram Standard error of estimation.

8. **Probability**
   a. Defining probability
   b. Subjective, empirical and classical probability
   c. Laws of probability
   d. Permutation and combination.

Recommended Books

1. Collins, M., & Drever. J. (1994). *A first laboratory guideline in psychology*. London: Methuen.
2. Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. New York: McGraw-Hill.
3. Henry, E. & Garrett, T. E. (1975*). Statistics in psychology and education*. New York: Longman Publishers.
4. Postman, L. J. & Egan, J. (2001). *Experimental psychology: An introduction*. New Delhi: Kalyan Publishers.
5. Trevor, G. B. & Christine, M. F. (2001). *Applying the rasch model: fundamental measurement in the human sciences*. Lawrence Erlbaum Associates, Inc.

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DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-VI

Course Name: Mental Health and Psycho-Pathology-II	**Course Code:** PY – 561
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: PY-551	

Course Objective

Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.

Intended Learning Outcomes

The course is designed to give the students grounding in mental health (manifestations, diagnoses and treatment) as perceived in different cultural societies, as well as highlighting the influence of different cultures on people´s attitudes to and view of illness.

Course Outline

Introduction and basic concept of Abnormal Behavior
Differential Diagnosis and Etiological Factor described in DSM-IV

Axis I, II, III, & IV

Recommended Books

1. American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC.
2. Comer, R. J. (2004). *Abnormal psychology.* USA: Freeman and Company.
3. Neale, J. M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

Course Name: Developmental Psychology	**Course Code:** PY – 562
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Objective

To know the important aspects of developmental research and some of the theoretical explanations of the developmental process. Understand the relationship between heredity and environment as they form the foundations of human development. Understand the advances in cognitive, moral, and social development occurring in late childhood, a ges seven to twelve. Understand the crises and their effects on the individual in various developmental stages throughout out the lifespan. Understand the developmental challenges of adolescence.

Intended Learning Outcomes

This course aims to develop the graduate attributes associated with the scientist-practitioner model, which forms the basis for training of psychologists internationally. Graduate attributes describe the generic skills, abilities and qualities that university students should acquire. The Department of Psychology is committed to providing an environment that promotes specific skills that are relevant to careers in psychology, as well as more general skills that will be useful beyond psychology. The following attributes and learning outcomes will be developed through lectures and tutorials and assessed in the Child Study Report and the final examination.

- Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Developmental Psychology
- Understand, apply and evaluate basic research methods in Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.
- Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach
- Value empirical evidence; act ethically and professionally; understand socio-cultural diversity
- Communicate effectively in a variety of formats and in a variety of contexts
- Understand and apply psychological principles to personal and social issues.

Course Outline

1. Nature and Scope
2. Research Methods in Developmental Psychology: Longitudinal;

3. Cross-Sectional; Experimental Aspects of Development: Physical, Psychological, Social, Linguistic & Cognitive
4. Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age

Recommended Books

1. Ahmad, F. Z. (1993). Mental health and patterns of child rearing in Pakistan. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.
2. Bee, H. (1994). Lifespan development. Harper Collins College Publishers.
3. Berk, E. L. (2000). Child development (5th ed.). Boston: Allyn & Bacon.
4. Feldman, R. S. (1999). Child development: A typical approach. USA: Prentice- Hall, Inc.
5. Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). Human development (8th ed.). New York: McGraw-Hill.
6. Sprinthall, N. A., & Collins, W. A. (1984). Adolescent psychology: A developmental view. (3rd ed.). USA: McGraw-Hill.

Course Name: Psychological Testing-II	**Course Code:** PY – 563
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: PY-553	

Course Objective

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

Course Outline

1. **Assessment of intellectual and cognitive abilities**
   a. Intelligence
   b. Nature, Meaning, Different view points
   c. Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon-Binet, Wechsler, Kaufman.
   d. Differential Ability Scales
   e. Problems in testing intelligence during infancy, childhood, adulthood and old age.
   f. Cross cultural & longitudinal studies in intelligence testing.
   g. Diversity in test performance

2. **Tests for special populations**
    a. Infant & Preschool Testing
    b. Testing of the Mentally Retarded populations.
    c. Testing for physical disabilities
    d. Multicultural testing.
    e. Adaptive Testing

3. **Computer Based Administration**
    a. Multilevel batteries
    b. Educational Testing
    c. Career guidance
    d. Aptitude testing
    e. Achievement testing
    f. Learning disabilities

4. **Personality Assessment and Testing**
    a. Meaning & purpose of personality assessment and testing.
    b. Types of personality tests:
        i. Objective and projective tests.
        ii. Inventories, check lists, Autobiographical memories, rating and ranking scales
    c. Interview:
        iii. structured, semi structured and unstructured
    d. Current status of different personality assessment techniques
    e. When to use which test or assessment techniques

5. **Assessment of interests, values & attitudes**
    a. Overview & highlights
    b. Significant trends
    c. Performance.

6. **Occupational & Organizational Testing and assessment**
    a. Criteria for occupational testing
    b. Career assessment
    c. Tests applied to organizational setting

7. **Assessment and Psychological Testing in Clinical & Counseling Settings**
    a. Psycho Neurological tests
    b. Behavioral assessment and clinical judgment
    c. Battery of diagnostic tests
    d. Evaluation of various assessment techniques

Recommended Books

1. Aiken Lewis. R. Psychological Testing & Assessment (Latest Edition) Allyn & Bacon, Inc.
2. Anastasia, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall.
3. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
4. Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
5. Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
6. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

Course Name: Research Methods-II	Course Code: PY – 564
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: PY-554	

Course Objective

The course will enable the students to select research designs, methodologies, and measurement strategies used in social work research, and be able to assess the strengths and weaknesses. Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications. Apply research concepts and principles in the development and use of qualitative and quantitative methodologies and analytical approaches.

Intended Learning Outcomes

- Explain different research methods used by psychologists.
    - d. Describe how various research designs address different types of questions and hypotheses
    - e. Articulate strengths and limitations of various research designs
    - f. Distinguish the nature of designs that permit causal inferences from those that do not
- Evaluate the appropriateness of conclusions derived from psychological research.
    - d. Interpret basic statistical results
    - e. Describe effect size and confidence intervals
    - f. Evaluate the validity of conclusions presented in research reports
- Design and conduct basic studies to address psychological questions using appropriate research methods.
    - f. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
    - g. Formulate testable research hypotheses, based on operational definitions

of variables

h. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations

i. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses

j. Recognize that theoretical and socio-cultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation

- Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research

Course Outline

1. **Co-relational research**

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

2. **Surveys**

   a. Nature, goals, and, basic steps

   Survey methods: mail surveys, personal interviews, telephone surveys

3. **Survey Research Designs**

   a. Cross-sectional design Successive independent samples design.

   b. Longitudinal design

4. **Experimental Research Methods**

   a. Experimental method: Control and variability, logic, characteristics

   b. Independent measure designs/Between group design Random group design.

   c. Alternative independent groups design.

   d. Methodological issues: Individual differences; Assigning conditions.

   e. Repeated Measures designs/Within group design.

   f. Advantages and methodological issues: Differential carry-over effect, and general practice effect Complex designs Small N designs Classical, After – only, Before – after no control group, Crossover, Solomon four-group, and Factorial designs

5. **Applied Research**

   a. Single Case research designs

6. **Quasi- Experimental Designs**

a. Retrospective \ Ex Post Facto Designs Prospective Quasi – Experimental Designs Time Series Designs Event – Specific Alignment DesignsTwin Studies and Adoption Studies

7. **Reporting Investigations**

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

Recommended Books

1. Ellis, L. (1994). *Research methods in the social sciences*. Madison: Brown & Benchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

Course Name: Applied Statistics	**Course Code:** PY – 565
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: PY – 555	

Course Objectives

This course would familiarize students with statistical concepts used in psychological research. It will further equip and train the students how and when to use different inferential statistics for research data analysis in Psychology and Social Sciences.

Intended Learning Outcomes

- Effective oral and written communication skills
- A higher level of critical and creative thinking processes
- Ability to solve problems using a variety of techniques and methods, and
- The ability to utilize the technology relevant to the learner's discipline.

Course Outline

1. **Probability:**
   a. Distributions: Binomial & Poisson Distribution
   b. Normal Distribution: Proportion & Application

2. **Sampling Distribution & Estimation:**
   a. How to make a sampling distribution: properties & application
   b. A brief introduction to estimation; proportion & estimation

3. **Inferential statistics**:
   a. Definition, basic assumptions / rationale and when to use which inferential statistic
   b. Hypothesis formulation: Null and Alternative Hypothesis
   c. One tailed & two tailed hypotheses tests.
   d. Hypothesis testing
   e. Level of significance: acceptance and rejection regions
   f. Type – I & Type – II errors.
   g. Testing the hypotheses: difference between means and within means of both large & small samples

4. **Parametric statistics**
   a. Introduction
   b. Z - Test
   c. t – Test
   d. Analysis of variance: one – way, two – way analysis of variance and multivariate analysis (ANOVA & MANOVA)
   e. Covariance and repeated measures

5. **Non-parametric statistics**
   a. **Introduction**
      i. Chi-square test (contingency table and proportions, Yates Correction)
      ii. Other non-parametric tests: (Wilcoxan test, Mann-Whitney test, Sign test, U-test Kruskal Wallis)

   b. **Inferential Statistics and SPSS**:
      i. Analysis and Interpretation of parametric and non parametric test through **SPSS** output
      ii. How to construct tables for research report / thesis

Recommended Books

1. Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education.* New York: West Publishing Co.
2. Howell, D. C. (2004). *Fundamental statistics for behavioral sciences.* (4th ed.). Australia: Thomson, Brook.
3. McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-

Hall

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

Course Name: Advanced Social Psychology	**Course Code:** PY – 566
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: PY-444	

Course Objectives

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

Course Outline

1. **Orientation to Theories**
   a. Stereotypes
   b. Prejudice and Discrimination
   c. Nature
   d. Social causes
   e. Historical Manifestation
   f. Combating Prejudice and hate crimes.

2. **Interacting with others**
   a. Interpersonal Attraction – need
   b. Characteristics of other situation and problems
   c. Intimacy — Parent-child.
   d. Interpersonal violence.

3. **Group Influence**
   a. Nature and functions
   b. How groups affects individual performance
   c. Facilitation
   d. Social loafing
   e. Coordination in groups
   f. Cooperation or conflict
   g. Perceived fairness in groups
   h. Decision making by groups:
   i. Process
   j. Nature

k. Potential dangers.

4. **Leadership**
   a. History of leadership
   b. Types and leadership styles
   c. Effective leadership process
   d. Core activities of a leader
   e. Leadership Training
   f. Leadership & Gender.

5. **Role of Media in Social Psychology**
   a. Perception, Persuasion
   b. Propaganda
   c. Portrayal of Role Models & Media and Agent of change,

6. **Social Psychology in action**
   a. Applying social psychology to:
   b. Interpersonal aspects of the legal system
   c. Health related behavior
   d. World of work

Recommended Books

1. Feldman, R. S. (1998). *Social psychology: Theories, research and application*. New York: McGraw-Hill.
2. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St. Martin Press.
3. Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing Company.
4. Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill. Myers, D. G. (1987). *Social psychology*. New York: McGraw-Hill.
5. Wayant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

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DETAILED COURSE OUTLINE OF PSYCHOLOGY
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SEMESTER-VII

Course Name: Positive Psychology	**Course Code:** PY – 671
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

The proposed course aims at enriching the students regarding positive aspect of human nature. It also covers subjective state of well being, optimism and emotional intelligence that facilitates the development of human resource in any society.

Intended Learning Outcomes

At the end of the course the student will:
1. Display knowledge of key constructs in positive psychology research
2. Evidence competence in planning, implementing and reporting of personal and interpersonal change efforts based in part on personal assessment results.
3. Provide evidence of evaluation skills related to extant literature in positive psychology.

Course Outline

Introduction
   a. Nature and Scope of Positive Psychology
   b. Evolutionary Perspectives
   c. Positive Personal Traits
   d. Nature and Associated Psychological Factors:
   e. Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism
   f. Self Determination Theory and Intrinsic Motivation
   g. Social Development and Well Being

Recommended Books

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

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

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

Course Name: Educational Psychology	**Course Code:** PY – 672
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

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

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

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

Recommended Books

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

Course Name: Muslim Psychology	**Course Code:** PY – 673
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites:	

Course Objectives

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

Intended Learning Outcomes

a. <u>**Knowledge and understanding:**</u>
   i. To make the students understand the work of different early Muslim Philosophers (Psychologist) and their background
   ii. 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.
   iii. To develop the knowledge base to a level where students can independently understand Muslim psychology.

b. <u>**Intellectual skills**</u>
   i. Intellectually groom them to evaluate and asses' human nature in light of muslim philosophy of human nature.
   ii. Motivate them to intellectually challenge all the theories independently and without biases
   iii. 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

c. **Professional and practical skills**
   i. Ability of assessing human nature in light of muslim religion.
   ii. To think and evaluate like a psychologist.
   iii. Understanding contents of personality

d. **General and transferable skills**
   i. Ability to discuss different problems
   ii. Interactive Communications
   iii. 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
  - Erik Erikson
- Concept of Man
- Quranic Concept of Human Psyche
- Personality Theories
  - Ghazali, Mishkewah, Ashraf Ali Thanvi
- Self Determination
  - Nafs, Laataif, Hawadaas, Khawatir
- Muslim approach to mental health
- Well being, love, contentment, satisfaction
- Hope, optimism and happiness
- Psychological implication of Huqooq Allah and HAqooq Ibad
- Psychotherapy – an extensible approach
- Classified and measurement of character strength

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.

- 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.
- Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International society fro the History of Islamic Medicine.
- Hanafy, Y. A., Fatma, Y.A. & Dening, T.R. (1996). Evidence for the existence of schizophernia in medieval Islamic society. History of Psychiatry.

Course Name: Psychology of Mass Media and Communication	Course Code: PY – 674
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives

i. To give a complete picture of the course of Mass Media and Communication
ii. At the end of the course students should be able to understand the relationship between communication and culture
iii. 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

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

ed.), New York; Pltman Publishing inc.

- Rodman, G. (2006). *Mass Media in a Changing World*. New York: McGraw Hill
- Dominick, J.R. (2007). *The Dynamics if Mass Communication: Media in the Digital Age*. (9th ed.), New York: McGraw Hill
- Barans S. J. (2006). *Introduction to Mass Communication: Media Litracy and Culture*. (4th ed.) New York: McGraw Hill

Course Name: Ethics in Psychology	**Course Code:** PY – 675
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

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

Intended Learning Outcomes

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

b. **Intellectual skills**
   i. Students would be able to analyze their decisions and actions as responsible members of community.

c. **Professional and practical skills**
   i. Students would be able to understand the ethical issues involved in experimentation with animals and human subjects.
   ii. Students would able to understand the ethical responsibilities of the profession .

d. **General and transferable skills**
   i. 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

1. Ethical Conduct Of Psychologists
Ethics Codes ,Enforcement of Ethical Conduct in psychologists, Informal Peer Monitoring ,Ethical Standards

2. Privacy And Confidentially

Classroom Material, Research Data, Assessment Materials.

3. Ethics In Psychotherapy

Therapists Obligations .Sexually Intimated Behavior with Clients.

4. Psychologists and Advertising

Acceptable Advertisement, Unacceptable Advertisement

5. Relationship With Colleagues:

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

6. Plagiarism
7. Ethical Issues In Testing

Recommended Books

- Austin, K.M., Moline, Mc & William, G.T (1990). Malpratice: 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 Edition). NY: Oxford University Press.

Course Name: Internship	**Course Code:** PY – 676
Course Structure: Practical: 2	**Credit Hours:** 2
Course Outline	

Course Outline

Internship in any field of Psychology in recognized organizations followed by an internship report to be submitted.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF PSYCHOLOGY
BS (4-YEARS PROGRAM)

SEMESTER-VIII

Course Name: Cross Cultural Psychology	Course Code: PY – 681
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objective

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

Intended Learning Outcomes

1. Assess the ways in which cultures vary in terms of basic social psychological theories and findings
2. Critically evaluate contemporary theories on how such findings may be explained in terms of cultural dimensions and beliefs theories
3. Search for, gather and critically assess literature in area of cross-cultural psychology
4. Critically discuss central issues in areas such as cultural difference and cultural change making reasoned and substantive argument
5. Develop an awareness of cultural universals and multi-level approaches to cross-cultural psychology

Course Outline

1. **History of Cross Cultural Psychology**
   a. Methodological issues of cross cultural psychology Comparability and Equivalence
   b. Emics and Etics
   c. Sampling Strategy in Cross Cultural Research
   d. Problems of translation, adaptation and application of psychological tests across cultures

2.   **Culture and Basic Psychological Processes**
   a.   Culture and Cognition
   b.   Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock
   c.   Cross Cultural Studies on Perception and Cognitive Styles
   d.   Cross Cultural Research on Motivation
   e.   Socialization across cultures:
   f.   Individualism & Collectivism
   g.   Sex-trait stereotypes
   h.   Development of Gender-stereotypes
   i.   Parental acceptance – Rejection Theory (PART)
   j.   Cross Cultural Testing of PART
   k.   Worldwide application of Piaget cognitive theory
   l.   New Trends in Cross Cultural Research
   m.   Indigenous Psychology across Cultures

Recommended Books

1.   Matsumoto, D. & Juang, L. (2004). *Cure and psychology*. Sydney: Thomson's Wadsworth.
2.   Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross cultural psychology.* (Vol. I). Boston: Alyn & Bacon.
3.   Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of cross cultural psychology.* (Vol. I). Boston: Alyn & Bacon.
4.   Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersy: Lawrence Erllbaum Associates, Publishers.
5.   Rohner, R. P. (1986). *The warmth dimension: foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.
6.   Rohner, R. P. H. (1999). *Handbook for the study of parental acceptance and rejection.* Stress. CT: University of Connecticut.

Course Name: Cognitive Psychology	Course Code: PY – 682
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objective

To understand the contributions made to the understanding of human thought processes by cognitive psychologists. To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what

psychologists have observed. To develop each student's skills in analytical and synthetic thinking, research methods.

Intended Learning Outcomes

- Ability to demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Cognitive Psychology.
- Ability to use critical and creative thinking to address issues related to behavior and mental processes.
- Ability to apply your knowledge of Cognitive Psychology to personal, social, and organizational issues.
- Ability to value and apply empirical evidence and to cope with ambiguity.
- Use of the language of the science of psychology, through effective speaking, reading and writing.
- Understanding of individual differences and socio-cultural factors and how these factors affect applied and scholarly work

Course Outline

1. **Introduction**
    a. Historical Perspective
    b. Cognitive neuroscience
    c. The eye and Visual cortex
    d. Perception of movement and form
    e. The ear and auditory cortex
    f. Magnocellular and parvocellular pathways
    g. Memory scanning. Mental processing revealed by reaction time experiments.
    h. Colour perception
    i. Depth Perception.

2. **Visual & Auditory Perception**
    a. Sensory memory: iconic memory & Echoic memory
    b. Pattern Recognition
    c. Selective adaptation of linguistic feature detectors
    d. Failure to detect changes to people during a real world interaction Dichotic listening task

3. **Visual Imagery**
    a. Visual images preserve metric spatial information. Reinterpreting visual patterns
    b. Neural Basis of mental imagery. Size-distance paradox.
    c. Mental rotation.

4. **Attention & Short Term Memory**
   a. Magic number 7, chunking
   b. Studies of interference in serial verbal reactions Attention and cognitive control.
   c. Selection for actions and the of inhibitory mechanisms Visual Perception.
   d. Masking.

5. **Learning & Long Term Memory**
   a. Retention in episodic memory
   b. Semantic integration of verbal information into a visual memory Working Memory and long term memory
   c. Creating false memories
   d. Fan effect
   e. Levels of processing
   f. Practice effects
   g. Mnemonic devices
   h. Recall vs recognition
   i. Implications for studying and examination: the SQ3R's

6. **Thinking and Problem Solving o Categorization**
   a. Basic Objects in natural categories
   b. Concepts and conceptual structure Modus tollens
   c. Cognitive biases & gambler's fallacy
   d. Heuristics and algorithms

7. **Psycholinguistics**
   a. Chomsky's contribution
   b. Language comprehension Reading: Parsing
   c. Linguistics Determinism: Whorf-Sapir hypothesis

8. **Cognitive Development**
   a. Piaget's contribution
   b. Social and Emotional development Moral Development
   c. Gender differences in development
   d. Development of Language in genie Child's learning of morphology
   e. Rule learning by 7-month old infants
   f. Bilingual development: child-adult differences.

Recommended Books

1. Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.). John Wiley Inc.
2. Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth. Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College Publishers.

3. Groome, D. (1999). *Cognitive psychology: Processes and disorders*. London: Psychology Press.
4. Reed, S. K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth / Thomson Learning.

Course Name: Therapies in Clinical Psychology	**Course Code:** PY – 683
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites:	

Course Objective

At the end of course students will be able to
  i.   Explain basic terminology related to psychotherapies.
  ii. Equip the students with skills to apply different therapies in their practical work.

Intended Learning Outcomes

   a. <u>**Knowledge and understanding:**</u>
       i.   Learn about early development of psychotherapies.
       ii. Upgrade students knowledge therapies and the use of them in their practical field.
       iii. Explain the role and importance of therapies in psychology.
   b. <u>**Intellectual skills**</u>
          i. Understand the basic qualities of application of therapies.
   c. <u>**Professional and practical skills**</u>
       i.   Use of therapies in psychological practice.
       ii. Use of therapies in clinical settings.
       iii. Interpret test scores.
   d. <u>**General and transferable skills**</u>
 Apply and interpret various psychotherapeutic methods.

Course Outline

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: Counseling Psychology	Course Code: PY – 684
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objective

i. To enable the students to have a good understanding of the subject matter of the course, including historical perspectives and cultural activities of counselors.
ii. To make the students understand the process of counseling.
iii. To enable the students to have knowledge of all the techniques utilized by effective counselor.

Intended Learning Outcomes

a. **Knowledge and understanding:**
   i. Be aware of the theoretic perspectives involved in counseling.
   ii. The students become aware of the mental health
   iii. After completing the course students become to know about the role of counselor.
b. **Intellectual skills:**
   i. By the end of this lecture series the students are able to
   ii. Recognize the interpersonal intelligence
   iii. Be familiar of Empathy
   iv. Know problem identification and solving
c. **Professional and practical skills**
   i. Understand the use of assessment tools
   ii. To know how to assess the mental health
   iii. To offer counseling and guidance sevrices
d. **General and transferable skill**
   i. Time management
   ii. Communication skills
   iii. Human dealing and problem solving

Course Outline

1. 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

2. The process of counseling.
- Nature & importance of professional relationship;
- Ingredients of helping relationship
- Steps in the process of counseling

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

4. The characteristics of effective counselors/psychotherapists: A client's rights

5. 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.

6. The counseling interview.
- Introduction, Major types of interview techniques in counseling

7. 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
- Gibson, R.L, Mitchell,. M.H (2003) Introduction to Counseling & guidance (6th ed) , India: Dorling Kindersley.
- Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT.
- Welfel, E.R., Patterson, E.L.(2005) The Counseling process (6th ed.), India Chennai, Micro Print Pvt.
- Ivey, E.A., lvey , M.B.(2007). Intentional Interviewing & counseling.(6th ed.) USA: Thomson Co-corporation.
- Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling .(6th ed.) , USA : Thomson Co-corporation.
- 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: Research Project	Course Code: PY – 689
Course Structure: Practical: 4	Credit Hours: 4
Course Outline	
Research project on any topic related to the field of Psychology. Followed by a Viva on the research project by external examiners.	

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

Shaheed Benazir Bhutto Women University Peshawar
Academics Section
City Campus, Asamai Road, Near Qila Bala Hisar, Peshawar
Contact Number: 091-9239297

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM 2011

PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM OF PSYCHOLOGY

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Title:

"REVISED PSYCHOLOGY CURRICULUM-2011"

Approved from Statutory Bodies:

- 3rd Meeting of the Academic Council held on Wednesday, 2nd March, 2011
- 7th Meeting of the Syndicate held on Saturday, 2nd July, 2011.

Compiled By:

Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.

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Obtainable From: Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

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Curriculum for M.Sc-Psychology

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

UNIVERSITY AT A GLANCE

Shaheed Benazir Bhutto Women University Peshawar is a premier women university of Khyber Pakhtunkhwa. It has earned this position by virtue of its futuristic outlook towards higher education, strong emphasis on need-based research and focus on innovation and entrepreneurship. Its academic programmes are designed to meet the national needs and challenges of the new millennium. While traditional fields of Social, Biological and Physical Sciences have been updated with emerging trends, modern disciplines are being offered to prepare professionals to manage the ever-growing demands of knowledge economy with requisite degree of expertise.

This university is the first ever female university which was established in accordance with the Frontier Women University Act 2004, passed by the Provincial Assembly and assented by the Governor Khyber Pakhtunkhwa on 7th February, 2005. However, according to the revised Act (Khyber Pakhtunkhwa Act No. XI 2010), passed by the provincial assembly Khyber Pakhtunkhwa on September 6, 2010, the University was renamed as Shaheed Benazir Bhutto Women University. The University is destined to be a leading public sector Women University to impart education to the female population of this region in order to develop scientific, socio cultural, economic and political stability, through learner centered teaching and research, while strengthening the identity of the students at national and international level.

Shaheed Benazir Bhutto Women University has come a long way in developing as a global centre of excellence for imparting higher education. The universities at large have assumed the role of drivers of knowledge-based regional development. In contemporary times, the transformation in the world economy is perennial; technologies evolve at neck breaking speeds. These are extra ordinary times requiring extra ordinary preparations and efforts.

VISION OF THE UNIVERSITY

To be a leading public sector university engaged in learner-centered teaching and research; to educate women by developing their knowledge of science, culture, economy and politics, and by ensuring that they understand their responsibilities as citizens of Pakistan and as citizens of the world.

MISSION STATEMENT OF THE UNIVERSITY

Our mission is to:

- Promote academic excellence and integrity through continuous assessment of our academic programs, faculty and students.

- Educate women to think creatively, interact effectively and to be technologically aware.

- Function as a responsible and responsive institution to inculcate patriotism, cultural, moral and ethical values to respond to the needs of the society at regional, national and international level.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO DEPARTMENT OF PSYCHOLOGY

Momentum for development of Psychology at the Shaheed Benazir Bhutto Women University Peshawar can be traced to the establishment of the Department of Psychology in year 2005 and by later declaring it as the flagship department. In the years to follow Psychotherapeutic Center was established to provide service to the society at large.

In the discipline of Psychology, faculty members are involved in the acquisition, representation, modeling, integration, interpretation, and transformation of psychological data & methodologies. The department aims to produce knowledgeable, self aware, thoughtful, responsible and well adjusted individuals who are responsive to the needs of rapidly changing social world. To achieve these objectives, the Department of Psychology endeavors to enhance the understanding of students about social, environmental and cultural factors relevant to mental health and also to enable them apply this knowledge in their own lives and in the society at large for better adjustment and learning.

The Department of Psychology was set up to develop a comprehensive training program for professional Psychologists in the country and expand the role of Psychology to deal with a wide range of problems of the individual as well as the community at large. Department endeavors to raise the standard of training of Psychologists in different fields of the subject on national and international levels, enhance the standing of Psychology as an independent professional discipline, to meet the growing needs and changing demands of the society, and direct research towards developing an empirical knowledge base of indigenous Psychology in Pakistan.

The Department is committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the

profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionist; social learning theory; and person-centered approaches.

BACKGROUND

Today, psychology is largely defined as "the study of behavior and mental processes". Philosophical interest in the mind and behavior dates back to the ancient civilizations of Egypt, Greece, China and India.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig. Wundt was also the first person to refer to himself as a psychologist and wrote the first textbook on psychology: *Principles of Physiological Psychology*. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in the study of memory), William James (the American father of pragmatism), and Ivan Pavlov (who developed the procedures associated with classical conditioning).

Soon after the development of experimental psychology, various kinds of applied psychology appeared. G. Stanley Hall brought scientific pedagogy to the United States from Germany in the early 1880s. John Dewey's educational theory of the 1890s was another example. Also in the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis, which has been widely influential.

The 20th century saw a reaction to Edward Titchener's critique of Wundt's empiricism. This contributed to the formulation of behaviorism by John B. Watson, which was popularized by B. F. Skinner. Behaviorism proposed limiting psychological study to that of overt behavior, because that could be quantified and easily measured. Behaviorists considered knowledge of the "mind" too metaphysical to achieve scientifically. The final decades of the 20th century saw the decline of behaviorism and the rise of cognitive science, an interdisciplinary approach to studying the human mind. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, behaviorism, and neurobiology. This form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

VISION STATEMENT OF THE DEPARTMENT

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

MISSION STATEMENT OF THE DEPARTMENT

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY

PESHAWAR

CURRICULUM

OF

M.Sc - PSYCHOLOGY (2-YEAR PROGRAM)

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

MASTERS PROGRAM IN PSYCHOLOGY

MISSION STATEMENT OF THE MASTERS PROGRAMME

To enable students to develop understanding and competence in the different areas of Psychology.

MASTERS PROGRAMME OBJECTIVES

The Programme will enable the students;

i. To understand, apply different research methods and enhance the ability of the students to design and implement researches.

ii. To understand biological and psychological bases of human behavior.

iii. To understand the basic and important concepts of psychology.

iv. To use their skills and knowledge in their professional lives in a best possible manner.

STRATEGIC PLAN

To achieve the goals and objectives of the department the teachers will be equipped with the necessary needed skills and to do so the department is frequently arranging various educational activities like:

i. Lectures

ii. Workshops

iii. Seminars

iv. Conferences

And besides this department also encourage and support its staff to attend various educational activities in other universities.

INTENDED LEARNING OUTCOMES OF MASTERS PROGRAMME

At the end of the programme student will;

i.   Develop critical thinking skills.

ii. Be able to understand ethical problems face by them in research and other work settings.

iii. Be able to understand the psyche of group, and will be able to analyze the problems faced by individuals in the different work environment.

iv. Able to understand the psychological and biological bases of behavior.

v.   Be able to understand and learn to appreciate the individual differences.

vi. Be able to exhibit good communicational skills in different work setting.

vii. Have knowledge about the contribution of Muslims and other psychologists.

viii. Have critical understanding and application of different research methods and the ability to design and execute research projects.

ix. Be able to understand the relationship between personalities, intelligence, attitudes, aptitude.

REQUIREMENTS OF THE MASTERS PROGRAMME

M.Sc student is required to either do a Research Project or Optional Subjects in the final semester to fulfill the degree requirement. Candidates will be expected to develop their ideas to the point of publication.

ADMISSION REQUIREMENTS

ELIGIBILITY

S. NO	PROGRAMME	ELIGIBILITY	PRE-REQUISITES
1	Psychology	At least 45% marks/ 2nd division in Psychology as well as in aggregate.	1st **priority:** B.A / B.Sc in Psychology. 2nd **priority:** Candidates who have studied Zoology, Social Work, Sociology, Philosophy, Education, Home Economics may also apply. However, preference will be given to candidates who have studied Psychology at B.A / B.Sc level and stand high on merit.

DURATION

- 2 years Programme.
- Spread over 4 Semesters.
- 2 Semesters per year.

COURSE AND CREDIT REQUIREMENTS

A total of 64-72 credits are required to complete Masters of Science in Psychology.

EVALUATION

For uniformity in the evaluation system, the minimum CGPA required for award of degree is 2.5 out of 4.0 at undergraduate level subject to meet all requirements of the university.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

TWO-YEAR CURRICULA FOR MASTERS OF SCIENCE DEGREE IN PSYCHOLOGY

STRUCTURE

S.NO	CATEGORIES	NO. OF COURSES	CREDIT HOURS
1	Compulsory Requirement (No Choice).	3	6
2	Discipline Specific Foundation Courses	5	15
3	Major Courses	13	44
4	Research Project/Electives(Two to be selected)	Available: 4 To be selected: 02	6
	TOTAL	23	71

Total numbers of Credit Hours — 71
Duration — 2 YEARS
Semester Duration — 16-18 WEEKS
Semesters — 4
Course Load Per Semester — 16-18 CREDIT HOURS
Number of Courses Per Semester — 4-6 (not more than 3 lab/practical courses)

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DEPARTMENT OF PSYCHOLOGY

SCHEME OF STUDIES OF M.SC PSYCHOLOGY (SESSION- 2011& ONWARDS)

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
1.	1st	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.		Theories of Personality	PSY – 513	4 (4,0)	
5.		Statistics	PSY – 514	3 (3,0)	
6.		Ethics in Psychology	PSY – 515	2 (2,0)	
		Total Credit Hours (Theory, Labs)		**19 (18, 1)**	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
7.	2nd	Functional English - II	PSY – 520	2 (2,0)	**PSY – 510**
8.		Therapies in Clinical Psychology	PSY – 521	4 (3,1)	
9.		Psychological Testing & Measurement	PSY – 522	4 (3,1)	
10.		Psychopathology	PSY – 523	4 (3,1)	
11.		Counseling Psychology	PSY – 524	3 (3,0)	
12.		Introduction to Research Methodology	PSY – 525	2 (2,0)	
		Total Credit Hours (Theory, Labs)		**19 (16, 3)**	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
13.	3rd	Social Psychology	PSY – 631	4 (4,0)	
14.		Developmental Psychology	PSY – 632	4 (4,0)	
15.		Research Designs and Related Issues	PSY – 633	3 (3,0)	
16.		Organizational Behavior	PSY – 634	4 (4,0)	
17.		Use of Computer in Psychology	PSY – 635	2 (1,1)	
		Total Credit Hours (Theory, Labs)		**17 (16, 1)**	
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS	PREREQUISITE
18.	4th	Biological Psychology	PSY – 641	4 (4,0)	
19.		Cross Cultural Psychology	PSY – 642	3 (3,0)	
20.		Human Resource Management	PSY – 643	3 (3,0)	
21.		Research Project /Two Optional Subjects	PSY – 649	6 (0,6)/ 3+3	
		Total Credit Hours		**16 (16, 0)/(10, 6)**	

Total Credit Hours of Program: 71
(Theory, Labs): (60,11)/(66, 5)

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DEPARTMENT OF PSYCHOLOGY

SCHEME OF STUDIES OF M.SC PSYCHOLOGY (SESSION- 2011& ONWARDS)

LIST OF ELECTIVE COURSES

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
1.	4th	Positive Psychology	PSY – 644	3 (3,0)
2.		Consumer Psychology	PSY – 645	3 (3,0)
3.		Psychology of Mass, Media & Communication	PSY – 646	3 (3,0)
4.		Psychology & Gender	PSY – 647	3 (3,0)
5.		Muslim Psychology	PSY – 648	3 (3,0)

- Two course to be selected from the above list, subject to the availability of teachers.
- Research Project will be offered to those students who have achieved CGPA 3.0 and above.

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PESHAWAR
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:
- Undertand 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
A. Knowledge and understanding:
   I. The students will be able to comprehend the reading passages and understand English grammar.
   II. The students will be able to identify the use (spoken and written) and importance of English Language in their daily life
B. Intellectual skill:
   I. The students will be able to apply grammatical rules in their academic and day-to-day writing.
C. Professional and practical skills:
   I. The students will be able to read with correct pronunciation and interpret the different meanings made by the text.
   II. The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.
   III. Integration of oral skills.
D. General and transferable skills:
   I. 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

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

1. Pre-scientific Psychology
- Ancient Greek Philosophical Influences,
- Early Muslim Contributions in the field of Psychology

2. Modern Philosophical Influences

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- Mind-Body Problem;
- Sensationalism;
- Positivism,

3. Beginning Of Experimental Psychology
- Psychophysics:

4. 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.
- Finger, S (2000). Minds behind the brain: A history of the pioneers and their discoveries. New York: oxford University Press.

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.

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

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

iii. 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.

iv. 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

2. Learning
- Theories of learning
    - i) Pavlov-Classical conditioning
    - ii) B.F.Skinner-operant conditioning
    - iii) Observational learning
- Cognitive thories of learning ,insight theories of learning

3. Memory
- Kinds,
- Processes and Stages of Memory,
- Mnemonic Devices,
- Theories of Forgetting.

4. Language and Thought
- Definition, Structure and development of language.
- Theories of language acquisition
- Thinking and Problem Solving

5. 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)

6. Emotions, Stress
- 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
- The nature of stress.
- Types of stress: frustration, conflict, change pressure, daily events (Catastrophes, daily hassles, crime, assault & violence, loss of family member, terrorism); environmental condition responding to stress: emotional, physiological and behavioral

Lab Contents
- From the list given below 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

- Reeve, J. (2005) Understanding Motivation and Emotion (4th ed), USA: John Wiley & Sons, Inc.
- Beck, R.C (2005). Motivation Theories and Principles. (4th ed),
- Higard, E.R., Bower G.H (1975). Theories of learning (4th ed), USA: Prentic-Hall, Inc.
- Maslow, A.H (1987). Motivation and Personality. (3rd rev.), India: Pearson Education.
- Davis, S.F (2005). Handbook of Research Methods in Experimental psychology.United Kingdom: Black well Publishing.
- D' Amato, M.R., (2005). Experimental Psychology: Methodology Psychophysics and learning .New Delhi: Tata McGraw –Hill.
- Chance, P. (2003). Learning and Behavior. (5th education), USA: Thomson Wadsworth.

Recommended Books(Lab)

- Reeve, J. (2005) Understanding Motivation and Emotion (4th ed), USA: John Wiley & Sons, Inc.
- Beck, R.C (2005). Motivation Theories and Principles. (4th ed),
- Higard, E.R., Bower G.H (1975). Theories of learning (4th Ed), USA: Prentic-Hall, Inc.
- Maslow, A.H (1987). Motivation and Personality. (3rd rev.), India: Pearson Education.
- Davis, S.F (2005). Handbook of Research Methods in Experimental psychology.United Kingdom: Black well Publishing.
- D' Amato, M.R., (2005). Experimental Psychology: Methodology Psychophysics and learning .New Delhi: Tata McGraw –Hill.
- Chance, P. (2003). Learning and Behavior. (5th ed), USA: Thomson Wadsworth.

Course Name: Theories of Personality	**Course Code:** PSY – 513
Course Structure: Lectures: 4	**Credit Hours:** 4
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:
i. Personal histories of important personality theorists
ii. Major concepts of personality
iii. The structure and dynamics of the personality theories
b. Intellectual skills
i. Understanding of the nature and structure of human personality
ii. Analysis of the dynamics of personality
c. Professional and practical skills
i. Ability of judging the credibility of a theory
ii. Evaluation of personality theories
iii. Understanding human psyche in depth.
d. General and transferable skills
i. Philosophical understanding
ii. Critical thinking
iii. 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.

2. Psychoanalysis and Neo Freudian Approaches
1. Freudian Psychoanalys
2. Carl Gustav and Analytical Psychology.
3. Alfred Adler and Individual Psychology.
4. Karen Horney and Humanistic Psychoanalysis.

3. Feminist Approaches of Personality Theory.
- Personal history. Intellectual antecedents. Major concepts. Dynamics. Structure. Role of therapist.

4. Erik Erikson and the Life Cycle.
- Personal history. Intellectual antecedents, Major concepts. Dynamics. Structure. Role of therapist.

5. B.F.Skinner and Radical Behaviourism.
- Personal history Intellectual antecedents, Major concepts. Dynamics. Structure.
- Role of therapist.

6. 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.

7. 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.

8. 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

- Frager, R. & Fadiman, J. (2006) Personality and Personal Growth (6th Ed) New Jersy: Perntice Hall.
- Burger, J.M. (2000). Personality (5th Ed). Stanford: Wadsworth.
- Periodicals, Websites … etc ….http://www.prehall.com/frager

Course Name: Statistics	**Course Code:** PSY – 514
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

At the end of course students will be able to
ii. Explain basic terminology related to Statistics.
iii. Equip the students with skills to apply different tests in their researches.

Intended Learning Outcomes

a. Knowledge and understanding:
i. Learn about early development of statistics.
ii. Upgrade students' knowledge about hypothesis and the use of parametric and non parametric tests.
iii. Explain the role and importance of statistics in psychology.

b. Intellectual skills
i. Understand the basic qualities of central tendency, dispersion, hypotheses etc.

c. Professional and practical skills
i. Use of Statistics in psychological researches.
ii. Use of z test, t test, ANOVA etc.
iii. Interpret test scores.

d. General and transferable skills
i. Apply and interpret various statistical methods.

Course Contents:

- Introduction, importance and limitations of Statistics.
- Collection and presentation of statistical data (graphic representation of data).
- Basic concept of Measures of central tendency and dispersion
- Sampling; probability and non probability sampling techniques.
- Levels of significance and critical ratio. Test of significance; viz, t-test and chi-square test
- Pearson coefficient of correlation; Spearman Rank difference correlation Phi, biserial, and point biserial coefficient of correlation

Recommended Books

- Guilford, J.P. & Fruchter, B.(latest ed.), Fundamental Statistics in Psychology and Education. New York: McGraw Hill Co.
- Haris, M.B. (1995). Basic Statistics for behavioral science research. Boston: Allyn & Bacon
- Minium, E.W., King, B.M. & Bear, G. (latest ed). Statistical Reasoning in Pyschology and Education. New York: Wiley & Sons.
- Zar, J.H. (1996). Biostatistical Analysis. New Jersey: Prentice Hall

Course Name: Ethics in Psychology	**Course Code:** PSY – 515
Course Structure: Lectures: 2	**Credit Hours:** 2
Prerequisites: None	
Course Objectives	

i. To understand the importance and role of ethics in practicing psychology.

ii. To understand the code of ethics for psychology.

Intended Learning Outcomes

a. Knowledge and understanding:

i. Students would be able apply ethical codes to the dilemmas that they could encounter in their professional life.

ii. Students would be able to understand what the ethical obligations of a researchers and therapists are.

b. Intellectual skills

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

c. Professional and practical skills

i. Students would be able to understand the ethical issues involved in experimentation with animals and human subjects.

ii. Students would able to understand the ethical responsibilities of the profession .

d. General and transferable skills

i. 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

1. Ethical Conduct Of Psychologists:
- Ethics Codes ,Enforcement of Ethical Conduct in psychologists, Informal Peer Monitoring ,Ethical Standards

2. Privacy And Confidentially:
- Classroom Material, Research Data, Assessment Materials.

3. Ethics In Psychotherapy:
- Therapists Obligations .Sexually Intimated Behavior with Clients.

4. Psychologists and Advertising
- Acceptable Advertisement, Unacceptable Advertisement

5. Relationship With Colleagues:
- Monitoring Conduct of Colleagues, Vindictive /difficult Colleagues, Relationship with Student/Employees.

6. Plagiarism
- Ethical issues in testing

Recommended Books

- Austin, K.M., Moline, Mc & William, G.T (1990). Malpratice: 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 Edition). NY: Oxford University Press.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR
DEPARTMENT OF PSYCHOLOGY

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)
  E.   Knowledge and understanding:
  I.   The students will be able to comprehend the reading passages and understand English grammar.
  II. The students will be able to identify the use (spoken and written) and importance of English Language in their daily life
  F.   Intellectual skill:
  I.   The students will be able to apply grammatical rules in their academic and day-to-day writing.
  G.   Professional and practical skills:
  I.   The students will be able to read with correct pronunciation and interpret the different meanings made by the text.
  II. The students will be able to utilize listening skills and follow lectures and lessons of all the subjects with ease.
  III. Integration of oral skills.
  H.   General and transferable skills:
  I.   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

- 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: Therapies in Clinical Psychology	**Course Code:** PSY – 521
Course Structure: Lectures: 3, Labs: 1	**Credit Hours:** 4
Prerequisites: None	

Course Objectives

At the end of course students will be able to

i. Explain basic terminology related to psychotherapies.

ii. Equip the students with skills to apply different therapies in their practical work.

Intended Learning Outcomes

a. Knowledge and understanding:

i. Learn about early development of psychotherapies.

ii. Upgrade students knowledge therapies and the use of them in their practical field.

iii. Explain the role and importance of therapies in psychology.

b. Intellectual skills

i. Understand the basic qualities of application of therapies.

c. Professional and practical skills

i. Use of therapies in psychological practice.

ii. Use of therapies in clinical settings.

iii. Interpret test scores.

d. 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: 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 Administration; factors affecting test performance,
- Test Administration; factors affecting test performance,
- 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 Facto (16 PF)
- Measurement of Intelligence by drawing this list is not exhaustive; changes may be made in the above list o f practical as required by the course work

Recommended Books
- Anatasi, A, & Urbina (1997) Psychological Testing (7th ed) . Upper Saddle River NJ Prentice Hall
- Murphy K.R, & Davidshofer, C.O (1998) Psychological testing: Principles and application (4th ed) New Jersey Prentice Hall.
- Jackson, D.N & Nessick, S(1962). Problems in Human Assessment New York. McGraw Hill Book Co.
- Jensen, A.R.(1980). Bias in mental testing. New York: Free Press.

Recommended Books(Lab)
- Anatasi, A, & Urbina (1997) Psychological Testing (7th ed) . Upper Saddle River NJ Prentice Hall
- Murphy K.R, & Davidshofer, C.O (1998) Psychological testing: Principles and application (4th ed) New Jersey Prentice Hall.
- Jackson, D.N & Nessick, S(1962). Problems in Human Assessment New York. McGraw Hill Book Co.
- Jensen, A.R.(1980). Bias in mental testing. New York: Free Press

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

Course Objectives

i. To give a complete picture of the course of psychology.
ii. At the end of the course student should be able to know about the symptoms of different psychological disorder.
iii. 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 disorders,
- Anxiety disorder
- Somatofoam Disorder: Somatization disorder,Conversion disorder,Hypochondria

disorder
- Body Dysmorphic disorder,Psychogenic Pain disorder

1. Dissociative Disorder
- Amnesia disorder, Fugue disorder, Depersonalization disorder, Identity disorder

2. Schizophrenia and other Psychotic Disorder:
- Schizounifoam , Brief Psychotic disorder, Delusional disorder, Schizoaffective disorder,
- Shared Psychosis disorder

3. Mood Disorder:
- Major depression,Manic episode,Bipolar I disorder,Bipolar II disorder

4. Personality Disoders:
- Paranoid personality disorder, Schizoid personality disorder, Schizotyupal personality disorder
- Borderline personality disorder, Antisocial personality disorder, Histrionic personality disorder
- Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder
- Obsessive-Compulsive personality disorder

5. Eating Disorders
- Anorexia Nervosa disorder, Bulimia Nervosa disorder

6. Sleep Disorders

Lab Contents:
Students will visit the hospital and record 10 histories of patients,Two Weeks internship

Recommended Books

- Sarason, 1.J(2005) Abnormal Psychology the Problem of Maladaptive Behavior (10th ed) India: Sanat printers.
- Comer, R.J (1995) Abnormal Psychology (2nd ed) New York: W.H.Freeman & Company.
- Alloy, L.B., Risland, J.H., & Manos, J.M.(2006). Abnormal Pcychology.(9th ed),New York: Mc Graw Hill.
- Durand, V.M, Barlow, D.H (2003).Essential of Abnormal Psychology.(3rd Ed.),
- Kring, A.M, G.C. et.al (2007). Abnormal Psychology.((10th ed.), USa: Jhon Willy & Sons.
- Green, B. Rathus, S.A.m, & Nevid, J.S.(2006). Abnormal Psychology in changing

world.New Jersey: Pearson Prentic Hall.

Recommended Books(Lab)

- Sarason, 1.J(2005) Abnormal Psychology the Problem of Maladaptive Behavior (10th ed) India: Sanat printers.
- Comer, R.J (1995) Abnormal Psychology (2nd ed) New York: W.H.Freeman & Company.
- Alloy, L.B., Risland, J.H., & Manos, J.M.(2006). Abnormal Pcychology.(9th ed),New York: Mc Graw Hill.
- Durand, V.M, Barlow, D.H(2003).Essential of Abnormal Psychology.(3rd Ed.),
- Kring, A.M, G.C. et.al (2007). Abnormal Psychology.((10th ed.), USa: Jhon Willy & Sons.
- Green, B. Rathus, S.A.m, & Nevid, J.S.(2006). Abnormal Psychology in Changing world.New Jersey: Pearson Prentic Hall.

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

Course Objectives

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

ii. To make the students understand the process of counseling.

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

Intended learning outcomes of course (ILOs)

a. Knowledge and understanding:

i. Be aware of the theoretic perspectives involved in counseling.

ii. The students become aware of the mental health

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

b. Intellectual skills:

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

ii. Recognize the interpersonal intelligence

iii. Be familiar of Empathy

iv. Know problem identification and solving

c. Professional and practical skills

i. Understand the use of assessment tools

ii. To know how to assess the mental health

iii. To offer counseling and guidance sevrices

d. General and transferable skill

i. Time management

ii. Communication skills

iii. Human dealing and problem solving

Course Outline

1. 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

2. The Process of Counseling.
- Nature & importance of professional relationship;
- Ingredients of helping relationship
- Steps in the process of counseling

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

4. 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.
- 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

- Gibson, R.L, Mitchell,. M.H (2003) Introduction to Counseling & guidance (6th

ed) , India: Dorling Kindersley.

- Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT.
- Welfel, E.R., Patterson, E.L.(2005) The Counseling process (6th ed.), India Chennai, Micro Print Pvt.
- Ivey, E.A., lvey , M.B.(2007). Intentional Interviewing & counseling.(6th ed.) USA: Thomson Co-corporation.
- Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling .(6th ed.) , USA : Thomson Co-corporation.
- 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 Research Methodology	Course Code: PSY-525
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: None	

Course Objectives

At the end of course students will be able to
ii. Explain basic terminology related to research.

Intended Learning Outcomes

a. Knowledge and understanding:
i. Learn about different data collection tools.
ii. Upgrade student's knowledge about sampling techniques.

b. Intellectual skills.
i. Understand the basic techniques in developing hypothesis.
ii. Understand the ethical codes in conducting a research..

c. Professional and practical skills
i. Use different tools for data collection.
ii. Design and administer the questionnaire for research.

d. General and transferable skills
i. Know about ethical principles of research.

Course Outline
1. Psychology and Science

- Ways/Methods of knowing, Characteristics of Science, Working assumption of Science, Goals of science

2. Development of a Research Question
- Characteristics of a good research question, Choice of a problem, Literature review
- Using the internet for searching related literature.-

3. Hypotheses and Variable
- Concepts and constructs, Types of variables, Operational definition, Types of statement
- Types of hypotheses, Characteristics of hypotheses

4. Ethics in Research
- Background and need of ethical code, The APA ethics code, Role of the research participants
- Ethics and animal experimentation

5. Validity
- Threats to internal validity, Threats to construct validity, Threats to statistical validity

6. Developing a Questionnaire & Sampling
- Designing the questionnaire, administering the questionnaire
- Types of sampling; Haphazard, Purposive, Convenience, Probability, and Random, Selection Samples

Recommended Books
- Mc Burney, D.H (2001). Research Methods.(5th ed), C.A: Thomson Learning inc.
- Cozby, P.C(2005). Methods in Behavioral Research .(9th ed.)., Boston Bura Ridge: Mcgraw Hill int.
- Kothari, C.R (2004), Research Methodology, Methods & Techniques. (Revised 2nd ed.), New Delhi: New Age International (P) Ltd.
- Goodwin, C.J.,(2008). Research in Psychology .(3rd ed.), USA : John Willey & Sons inc.

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SEMESTER-III

Course Name: Social Psychology	**Course Code:** PSY-631
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: None	

Course Objectives

To enable the students to have a good understanding of the social behaviour 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

    a. **Knowledge and understanding:**

        i.   Social behaviour
        ii.   Attitude formation and change
        iii.   Applications of social psychology

    b. **Intellectual skills**
        i.   Interpersonal intelligence
        ii.   Empathy
        iii.   General social dealing

    c. **Professional and practical skills**

        i.   Persuasion
        ii.   Inducing compliance
        iii.   Understanding attribution processes

    d. **General and transferable skills**

        i.   Communication skills
        ii.   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;
- application of social psychology to environment and law

Recommended Books

- 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), Socail Psychology.(8th ed), New Delhi: Tata McGraw Hills
- Hogg, M.A., Coopper,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 Pcychology. USA : W.W.Norkon &

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

Course Objectives

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

1. Nature and Definition of Developmental Psychology.
- Foundations of Development,
- Significant Facts about Development Research methods in Development Psychology.

2. Biological Foundations.
- Heredity, Mechanisms, Genes, Chromosomes, chromosomal anomalies. Prenatal origins of behavior

3. Infancy and Babyhood.
- Physical development. Motor behavior. Vocalization of the new born (acquisition of speech), Emotional development. Social Development.

4. Early Childhood
- Physical development. Motor behaviors, acquisition of speech, emotional development. Cognitive development. Social development.

5. Middle Childhood
- Physical development, Emotional development, Cognitive development. Social development.

6. Late Childhood
- Physical development, Emotional development, Cognitive development. Social development. Moral development

7. Adolescence

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

8. Adulthood
- Physical development, Emotional development, Cognitive development. Social development,
- Personality development

9. Late Adulthood/ Old age
- Physical development, Cognitive development, Social development and personality development

10. 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

- Feldom, 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

Course Name: Research Design and Related Issues	Course Code: PSY-633
Course Structure: Lectures: 3	Credit Hours: 3
Prerequisites:	

Course Objectives
  i. At the end of course students will be able to
 ii. Explain basic terminology related to Research Design

Intended Learning Outcomes

  a. Knowledge and understanding:

i. Learn about the issues related to research.
ii. Upgrade student's knowledge about different research designs

b. **Intellectual skills**
i. Identify the criteria of different research designs in a research study.
ii. Understand the basic statistical analysis of researches.

c. **Professional and practical skills**
i. Use different statistical procedures for the analysis of research study.
ii. Application of research design in a research study

d. **General and transferable skills**
i. Know about different types of research designs in psychology.

Course Outline
1. Independent Groups Designs
▪ Why Psychologists Conduct Experiments, Logic of Experimental Research
2. Random Groups Design
▪ Block Randomization, Threats to internal Validity
3. Analysis and Interpretation of Experimental findings
▪ The role of data Analysis in Experiments, Describing the results,Confirming what the result reveals
▪ What data analysis can't tell us?
4. Establishing the external validity of experimental findings
▪ Matching group design, Natural group design
▪ Repeated Measures Designs, Why researchers use repeated Measure design
5. The role of practice effected in repeated measure designs
▪ Defining practice effects ,Balancing practice effects in the complete designs
▪ Balancing practice effects in the incomplete designs
6. Data analysis of Repeated measures Designs
▪ Describing the result,Confirming what the results reveal
7. Factorial Designs
▪ Guidelines for identifying an experimental design, describing effects in complete/factorial designs
▪ An example of 2x2Designs, Main effects and interaction effects, describing interaction effects
▪ Complex designs with three independent variables
8. Analysis of complex designs
▪ Analysis plan with an interaction effects, Analysis plan with an interaction effect
9. Interpreting interaction effects
▪ Interaction effects and theory testing, Interaction effects and external validity
▪ Interaction effects, ceiling and floor effects, Interaction effects and the natural group designs.
10. Using Statistics

- Making intelligent use of statistics, Assessing Relationship, Pearson's r, Regression Analysis
- Assessing Differences, X^2 _ Goodness of fit, X^2 _ two samples, Mann- Whitney U Test
- t Test- independent Groups, t Test –Dependent Groups, 1-Way ANOVA- Independent Groups
- 1-Way ANOVA- Repeated Measures, 2-Way ANOVA-2X2 Independent Groups

Recommended Books

- Mc Burney, D.H (2001). Research Methods.(5th ed), C.A: Thomson Learning inc.
- Cozby, P.C (2005). Methods in Behavioral Research. (9th Ed.). Boston Bura Ridge: Mcgraw Hill int.
- Kothari, C.R (2004), Research Methodology, Methods & Techniques. (Revised 2nd ed.), New Delhi: New Age International (P) Ltd.
- Goodwin, C.J.,(2008). Research in Psychology. (3rd ed.), USA : John Willey & Sons inc.

Course Name: Organizational Behavior	**Course Code:** PSY-634
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: None	

Course Objectives
i. The students would be able understand the behavior of employees working in the different organization.
ii. The students would be able to understand the concepts of organizations and organizational behavior.

Intended Learning Outcomes
  a. **Knowledge and understanding:**
       i. The students would be able to understand the behavior of employees.
      ii. Students would be able to understand the factors which can motivate employees.
  b. **Intellectual skills:**
     i. The students would be able to understand the factors which can increase the job satisfaction of the employees.
  c. **Professional and practical skill:**
     i. The students would be able to use concepts of organizational behavior in organizations to improve the environment of organizational behavior.
    ii. 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:

1. Organizational Behaviour
- Definition of Organizational Behavior, Scientific Management, Classical Organizational Theory.
- Hawthorne Studies, Human Relations Movement, Managerial Functions.

2. Organizational Communication
- Process &Methods, Management of Organizational Communication, Communication Network

3. Perception and Attribution
- Perceptual Processes, Attributions, Managerial Implications of Attribution theory

4. Attitudes
- Formation of attitudes, Components of attitudes, Job satisfaction and dissatisfaction.

5. Motivation at Work
- Definition of Motivation, Views Need Theories, Two Factor Theory , Expectancy Theory ,Equity Theory

6. Leadership in Organization
- The nature of Leadership , Theories of leadership

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

8. Power, Politics and Conflict
- Nature and Types of Power, Uses of Power.
- Politics and Political Behavior, Nature and Management of Conflict in Organization.

9. Decision Making and Creativity
- Definition Classification &Models, Creativity in Decision Making.

10. Careers in Organization
- Careers Choices Stages of Career

11. 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 education) New York; McGraw-Hill.

Course Name: Use Of Computer In Psychology	**Course Code:** PSY-635
Course Structure: Lectures: 1, Labs: 1	**Credit Hours:** 2
Prerequisites:	

Course Objectives

This is an introductory course on Computer and Information Technologies. Topics include ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

Course Outline

- Introduction to Computer Sciences
- Introduction to Window
- Introduction to MS Word
- Introduction to MS Power Point
- Introduction to MS Excel
- SPSS

Recommended Books

- Person, Ron, Christopher, V.B & Shelley O" Ara (1994). Using excel 5 for windows.India polis: Que Corporation.

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SEMESTER-IV

Course Name: Biological Psychology	**Course Code:** PSY-641
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 hand 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.
- Carlson.N.R.(2008) Foundations of Physiological psychology (7thEd),: USA : Pearson Allam & Bacon.
- Siegel .A, Sapru. H.N .(2006) Essential Neuroscienc . Lippincott.USA: Williams

& Uilkins.

- Fain, G.L (1999). Molecular & Cellular Physiology of Neurous . India: Printice Hall.
- Cacioppe .J.T, Tassinary. L.G, Bernton .G.G.(2007) Handbook of Psychophysiology (3rd Ed.), USA: Cambridge, University Press.
- Gazzaniga. M.S, Ivry.R.B, Mangum.G.R(2007). Cognitive Neuroscience
- (2nd Ed.): USA: Norton & Company, Inc.

Course Name: Cross Cultural Psychology	**Course Code:** PSY-642
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Outline

- History of cross cultural Psychology
- Methodological issues for cross cultural Psychology
- Comparability and equivalence;emics and etics, sampling stratyegy in cross cultural research; problems of translation
- Culture and basic psychological processes, cuklture 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 apprioach world wide testing of PART
- Cross cultural test of pages theory perceptual cognitive styles new trends in cross cultural research individualism & collectivism; Indigeous Psychology

Recommended Books

- Berry, J.W., Dasen, P.R., & Saraswathi, TY.S (education) (1997). Handbook of cross cultural psychology.(Vol.L) Boston: Alyn &Bacon.
- Berry, J.W., Poortinga, Y.H., & Pandeyn, J. (Eds).(1976).Handbook of cross cultural psychology. (Vol.3)Boston: Alyn & Bacon.
- Berry. J.W., Segall, M.H., & Katitcibasi, CF. (Eds). (1979). Handbook of cross cultural psychology. ((Vol.3) Boston, Publishers.
- Kagitcibasi, C.(1996). Family and Development across cultures. New Jersey: Lawrence Erllbaum Associates, Publishers.
- Matsumoto, D. & Juang, L. (2004). Cure and Psychology. Sydney: Thomson's Wadsworth.

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

Course Objectives
  i.   To understand the importance and need of HRM department in organization.
  ii. To understand the important activities carried out by HRM department in different organizations.

Intended Learning Outcomes
  a. **Knowledge and understanding:**
      i.   The students would be able to understand activities and responsibilities of HR department.
      ii. The students would be able to understand the factors that can affect the workers.
  b. **Intellectual skills**
      i.   Students would be able to develop and apply policies and practices to retain good employees and improve employees morale.
  c. **Professional and practical skills**
      i.   The students would able to develop more encouraging work environment in organizations.
      ii. The students would able to understand the factors that can affect the work environment.
  d. **General and transferable skills**
      i.   The students would able to lead and manage successful teams .
      ii. The students would able to understand how employees are recruited ,motivated
          and retained in the organizations.

Course Outline
1. Fundamentals of HRM
  ▪ Objectives and scope of HRM, Management essentials Importance of HRM, Functions of HRM

2. HR Planning and Job Analysis
  ▪ HR Planning Job analysis, Job analysis methods, Purpose of job analysis

3. Recruiting
  ▪ Recruiting goals, Recruiting sources, Recruiting alternatives

4. Foundation of Selection
  ▪ Selection process, Key elements for successful predictors

5. Socializing, Orienting and Developing Empolyees
  ▪ The process of socialization, the purpose of new employee orientation, Employee development, Organization development, Evaluating training and development

program effectiveness Employee training

6. 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

7. Establishing Rewards and Pay Plans
- Compensation administration, Job evaluation and pay structure, Special cases of compensation.

8. Ensuring a Safe and Healthy Work Environment
- Job safety programs, maintaining a healthy work environment

9. LABOR RELATION AND COLLECTIVE BARGAINING
- Why employees join unions, unionizing employees.
- Collective Bargaining

10. 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 Pubishers

Course Name: Research Project	**Course Code:** PSY-649
Course Structure: Lectures: 0 Lab: 6	**Credit Hours:** 6
Prerequisites: None	

Course Outline

Research project on any topic related to the field of Psychology. Followed by a Viva on the research project by external examiners.

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LIST OF ELECTIVES

Course Name: Positive Psychology	**Course Code:** PSY-644
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objective

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

i. Thus some of the overall aims of this positive psychology course are as follows;
ii. To use psychological theory, research and intervention techniques to understand the positive, the adaptive, the creative and the emotionally fulfilling elements of human behavior.
iii. To help students develop those qualities that lead to greater fulfillment for themselves and for others.
iv. 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.
v. 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.
vi. 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.
vii. 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

1. Applied positive Psychology

- A new perspective for professional practice.

2. Positive Psychology, Past, Present and future.

- Historical, Psychological and Epistemological perspectives

3. The good life, broadly and narrowly considered.

4. Personal well being

5. Value pathways to well being

6. The paradox of choice.

7. A say determination theory perspective.

8. Lifestyle practice for Health and Well being

9. Positive Psychology in motion

10. Emotional Intelligence in practice.

11. Balancing time perspective in pursuit of optimal functioning.

12. Positive clinical Psychology

13. Positive Psychology and Psychotherapy – An existential approach

14. Classified and measurement of character strength

15. Resilience Theory: The practice of Positive psychology.

16. Facilitating Forgiveness: developing group and community interventions.

17. 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: 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.
- Modeling and Researching B.

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	PSY-646
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives

  iv. To give a complete picture of the course of Mass Media and Communication
  v. At the end of the course students should be able to understand the relationship between communication and culture
  vi. 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

- Rokeach, S.B., & Deflevr, M.L. (1989) *Theories of Mass Communication*. (5th ed.), New York; Pltman Publishing inc.
- Rodman, G. (2006). *Mass Media in a Changing World*. New York: McGraw Hill
- Dominick, J.R. (2007). *The Dynamics if Mass Communication: Media in the Digital Age*. (9th ed.), New York: McGraw Hill
- Barans S. J. (2006). *Introduction to Mass Communication: Media Litracy and Culture*. (4th ed.) New York: McGraw Hill

Course Name: Psychology and Gender	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 Oruigins 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-fight. 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

   e. **Knowledge and understanding:**
      i. To make the students understand the work of different early Muslim Philosophers (Psychologist) and their background

    ii.   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.

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

f. Intellectual skills

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

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

    iii.   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

g. Professional and practical skills

    i.   Ability of assessing human nature in light of muslim religion.

    ii.   To think and evaluate like a psychologist.

    iii.   Understanding contents of personality

h. General and transferable skills

    i.   Ability to discuss different problems

    ii.   Interactive Communications

    iii.   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
  - Erik Erikson
- Concept of Man
- Quranic Concept of Human Psyche
- Personality Theories
  - Ghazali, Mishkewah, Ashraf Ali Thanvi
- Self Determination

- Nafs, Laataif, Hawadaas, Khawatir
- Muslim approach to mental health
- Well being, love, contentment, satisfaction
- Hope, optimism and happiness
- Psychological implication of Huqooq Allah and HAqooq Ibad
- Psychotherapy – an extensible approach
- Classified and measurement of character strength

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.
- 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.
- Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International society fro the History of Islamic Medicine.
- Hanafy, Y. A., Fatma, Y.A. & Dening, T.R. (1996). Evidence for the existence of schizophernia in medieval Islamic society. History of Psychiatry.

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

Shaheed Benazir Bhutto Women University Peshawar
Academics Section
City Campus, Asamai Road, Near Qila Bala Hisar, Peshawar
Contact Number: 091-9239297

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM 2011

PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM OF PSYCHOLOGY

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.

E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Title:

"REVISED PSYCHOLOGY CURRICULUM-2011"

Approved from Statutory Bodies:

- 3rd Meeting of the Academic Council held on Wednesday, 2nd March, 2011
- 7th Meeting of the Syndicate held on Saturday, 2nd July, 2011.

Compiled By:

Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.

Important Note: July, 2011. No part of this Curriculum will be reproduced translated or stored in retrieval System or transmitted in any form or by any means electronic, mechanical, photocopying or otherwise without the prior permission of the Registrar Office, Shaheed Benazir Bhutto Women University, Peshawar.

Obtainable From: Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

CONTENTS

Curriculum for M.Phil/ M.Phil Leading to Ph.D/ Ph.D-Psychology

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

UNIVERSITY AT A GLANCE

Shaheed Benazir Bhutto Women University Peshawar is a premier women university of Khyber Pakhtunkhwa. It has earned this position by virtue of its futuristic outlook towards higher education, strong emphasis on need-based research and focus on innovation and entrepreneurship. Its academic programmes are designed to meet the national needs and challenges of the new millennium. While traditional fields of Social, Biological and Physical Sciences have been updated with emerging trends, modern disciplines are being offered to prepare professionals to manage the ever-growing demands of knowledge economy with requisite degree of expertise.

This university is the first ever female university which was established in accordance with the Frontier Women University Act 2004, passed by the Provincial Assembly and assented by the Governor Khyber Pakhtunkhwa on 7th February, 2005. However, according to the revised Act (Khyber Pakhtunkhwa Act No. XI 2010), passed by the provincial assembly Khyber Pakhtunkhwa on September 6, 2010, the University was renamed as Shaheed Benazir Bhutto Women University. The University is destined to be a leading public sector Women University to impart education to the female population of this region in order to develop scientific, socio cultural, economic and political stability, through learner centered teaching and research, while strengthening the identity of the students at national and international level.

Shaheed Benazir Bhutto Women University has come a long way in developing as a global centre of excellence for imparting higher education. The universities at large have assumed the role of drivers of knowledge-based regional development. In contemporary times, the transformation in the world economy is perennial; technologies evolve at neck breaking speeds. These are extra ordinary times requiring extra ordinary preparations and efforts.

VISION OF THE UNIVERSITY

To be a leading public sector university engaged in learner-centered teaching and research; to educate women by developing their knowledge of science, culture, economy and politics, and by ensuring that they understand their responsibilities as citizens of Pakistan and as citizens of the world.

MISSION STATEMENT OF THE UNIVERSITY

Our mission is to:

- Promote academic excellence and integrity through continuous assessment of our academic programs, faculty and students.

- Educate women to think creatively, interact effectively and to be technologically aware.

- Function as a responsible and responsive institution to inculcate patriotism, cultural, moral and ethical values to respond to the needs of the society at regional, national and international level.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO DEPARTMENT OF PSYCHOLOGY

Momentum for development of Psychology at the Shaheed Benazir Bhutto Women University Peshawar can be traced to the establishment of the Department of Psychology in year 2005 and by later declaring it as the flagship department. In the years to follow Psychotherapeutic Center was established to provide service to the society at large.

In the discipline of Psychology, faculty members are involved in the acquisition, representation, modeling, integration, interpretation, and transformation of psychological data & methodologies. The department aims to produce knowledgeable, self aware, thoughtful, responsible and well adjusted individuals who are responsive to the needs of rapidly changing social world. To achieve these objectives, the Department of Psychology endeavors to enhance the understanding of students about social, environmental and cultural factors relevant to mental health and also to enable them apply this knowledge in their own lives and in the society at large for better adjustment and learning.

The Department of Psychology was set up to develop a comprehensive training program for professional Psychologists in the country and expand the role of Psychology to deal with a wide range of problems of the individual as well as the community at large. Department endeavors to raise the standard of training of Psychologists in different fields of the subject on national and international levels, enhance the standing of Psychology as an independent professional discipline, to meet the growing needs and changing demands of the society, and direct research towards developing an empirical knowledge base of indigenous Psychology in Pakistan.

The Department is committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the

profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionist; social learning theory; and person-centered approaches.

BACKGROUND

Today, psychology is largely defined as "the study of behavior and mental processes". Philosophical interest in the mind and behavior dates back to the ancient civilizations of Egypt, Greece, China and India.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig. Wundt was also the first person to refer to himself as a psychologist and wrote the first textbook on psychology: *Principles of Physiological Psychology*. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in the study of memory), William James (the American father of pragmatism), and Ivan Pavlov (who developed the procedures associated with classical conditioning).

Soon after the development of experimental psychology, various kinds of applied psychology appeared. G. Stanley Hall brought scientific pedagogy to the United States from Germany in the early 1880s. John Dewey's educational theory of the 1890s was another example. Also in the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis, which has been widely influential.

The 20th century saw a reaction to Edward Titchener's critique of Wundt's empiricism. This contributed to the formulation of behaviorism by John B. Watson, which was popularized by B. F. Skinner. Behaviorism proposed limiting psychological study to that of overt behavior, because that could be quantified and easily measured. Behaviorists considered knowledge of the "mind" too metaphysical to achieve scientifically. The final decades of the 20th century saw the decline of behaviorism and the rise of cognitive science, an interdisciplinary approach to studying the human mind. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, behaviorism, and neurobiology. This form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

VISION STATEMENT OF THE DEPARTMENT

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

MISSION STATEMENT OF THE DEPARTMENT

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR

CURRICULUM

OF

M.Phil-PSYCHOLOGY (3-Year Program)

M.Phil Leading to Ph.D/ Ph.D – PSYCHOLOGY

(5-Year Program)

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

M.PHIL /M.PHIL LEADING TO PH.D/ PH.D PROGRAM IN PSYCHOLOGY

MISSION OF THE ADVANCE STUDIES PROGRAMME

The mission of the Psychology advance studies programs is to provide students with the knowledge, skills, and intellectual habits required for successful careers in research, teaching, and professional service. Post Graduate students may specialize in Behavioral Neuroscience, Lifespan Developmental Psychology, or Clinical Psychology. All students study core substantive areas of psychological science as well as more specific areas in their specialization. All students conduct independent research under the supervision of faculty members. Students also may provide psychological services and teach, under faculty supervision, as appropriate for their specialization and career goals. The Psychology postgraduate program has the fundamental mission of providing highly qualified graduate students with excellent preparation for career opportunities in academia, research institutions, professional practice, and private industry in order to serve their profession and the community at large.

As the premier behavioral science, the Psychology postgraduate program makes a major contribution to the department mission of examining human behavior in context. Faculty and graduate students in this program conduct research, teach, provide professional service, seek and receive extramural grant funding, publish in highly respected journals, participate in national and international professional conferences, and actively participate in the professional activities of national psychological organizations.

The advance studies program is integral to the Department's mission of furthering its status as a premier psychology department. Faculty and graduate students in the said program conduct research, teach, provide professional service, seek and receive extramural grant funding, publish in highly respected journals, participate in national and international professional conferences.

ADVANCE STUDIES PROGRAMME OBJECTIVES

Our overarching goal is to prepare students to be competent professionals in different fields of psychology who may function in a variety of professional settings including academic, research, clinical and community. The program's orientation is that of understanding of the processes underlying adaptation and maladaptation within a cultural and biopsychosocial frame, thus throughout all aspects of training the program encourages an awareness of and respect for diversity. Our faculty approach intervention and psychotherapy from a variety of perspectives including developmental, psychodynamic, systemic, behavioral, cognitive-behavioral, humanistic and integrative. Our intent is to enable students to take a creative, empirical, and ethical approach to diagnostic and psychological problems among diverse populations; to critically evaluate and contribute to the evolving body of scholarly literature in the science and practice of psychology; and to integrate the clinical, theoretical, and scientific foundations of psychology. Our specific objectives are to:

Provide students with didactic instruction and supervised training in the practice of clinical psychology. Students will develop the skills needed to:

- Evaluate, administer and interpret psychological assessments with an understanding of the psychometric and empirical underpinnings of assessment.
- Formulate and apply psychological diagnoses with an appreciation of the conceptual strengths and limitations of current diagnostic approaches and an understanding of the role of etiological and risk processes.
- Develop, evaluate, and implement treatment plans that reflect both knowledge of empirically-based principles and an appreciation of individual client characteristics and contextual factors.

Provide students with didactic instruction and mentored supervision in the conduct and evaluation of research. Students will develop the skills needed to:

- Understand the strengths and limitations of different research methods.
- Understand, utilize and interpret basic descriptive and inferential statistics.
- Develop and conduct conceptually-driven and empirically sound research.

Cultivate an understanding of and appreciation for individual and cultural diversity across content areas of science and practice. Students will develop the skills needed to:

- Consider the nature and impact of diversity on the administration and interpretation of assessments, the validity of diagnostic formulations, and the appropriateness of a particular treatment plan.
- Conduct and evaluate research with an understanding of the influence of cultural diversity on all aspects of the research process

Prepare students to make ethically and legally informed decisions about research, and other professional issues. Students will develop the skills needed to:

- Comprehensive knowledge of and skill in implementing the ethical/professional codes, standards and guidelines related to psychological work.
- Comprehensive knowledge of the ethical/professional codes, standards and guidelines related to research.
- Comprehensive knowledge of and skill in implementing ethical/professional codes, standards and guidelines related to teaching.

REQUIREMENTS OF THE ADVANCE STUDIES PROGRAMME

ADMISSION REQUIREMENTS

S. NO	PROGRAM	ELIGIBILITY
1	**M.Phil/M.Phil leading to Ph.D**	Minimum CGPA should be 3.0 (Semester System) **or** 1st Division (Annual System) from a recognized University. **or** Relevant Masters' Degree or 4-year education after intermediate (130 Credit Hours). • NTS GAT (General) with 50% marks.
2	**Ph.D**	For admission into the PhD minimum CGPA 3.0 (out of 4.0 in the Semester System) or First Division (in the Annual System) in M.Phil/M.S/Equivalent is required. • NTS GAT (Subject) 60% marks. • Departmental Test with 70% marks.

M.PHIL CREDIT REQUIREMENTS

For award of M.Phil/Equivalent degree, candidates will either need to complete 30 credit hours of course work or complete 24 credit hours of course work along with a minimum of 6 credit hours for research work/thesis.

PH.D REQUIREMENTS

COURSE WORK

Course work of 18 credit hours preferably in the first year is required to be completed and followed by a comprehensive examination for granting candidacy as PhD researcher.

FOREIGN EXPERT EVALUATION

The Ph.D. Dissertation must be evaluated by at least two Ph.D experts from technologically/academically advanced foreign countries in addition to local Committee members.

OPEN DEFENSE

An open defense of Dissertation is essential part of Ph.D Program after positive evaluation.

RESEARCH PAPER

Acceptance/publication of at least one research paper in an HEC approved "X" category journal is a requirement for the award of Ph.D. degree ("Y" in case of Social Sciences only).

PLAGIARISM TEST

The Plagiarism Test must be conducted on the Dissertation before its submission to the two foreign experts.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

COURSE CODE	COURSE TITLE	CREDIT HOURS
COMPULSORY COURSES		
PSY-701	Research Methods in Psychology (Compulsory)	3
PSY-702	Statistics (Compulsory)	3
PSY-703	Uses of Computers in Psychology (Compulsory)	3
OPTIONAL COURSES		
PSY-704	Principles of Educational and Psychological Measurement	3
PSY-705	Practicum	2
PSY-706	Problems in Human assessment	3
PSY-707	Psychometric Theory	4
PSY-708	Guidance & Counseling	4
PSY-709	Cognitive Psychology	3
PSY-710	Clinical Psychology: Theory and Practice	4
PSY-711	Mass Media, Social and Legal Problems	3
PSY-712	Motivation	3
PSY-713	Developmental Psychology	3
PSY-714	Psychology of attitude and Opinion	3
PSY-715	Social Psychology	4
PSY-716	Forensic Psychology	3
PSY-717	Environmental Psychology	3
PSY-718	Deviance and Crime	3
PSY-719	Community Psychology	3
PSY-720	School Psychology	3
PSY-721	Military Psychology	2
PSY-722	Psychological Problem of Special Education	3
PSY-723	Mass Communications	3
PSY-724	Muslim Contribution to Clinical Psychology	3
PSY-725	Theories of Learning	3
PSY-726	Neuropsychology	3
PSY-727	Psychology and Gender	3
PSY-728	Psychology of Special Education	3
PSY-729	Islamic Perspective in Psychology	4
PSY-730	Adolescence Behavioral Problems	3
PSY-731	Psychology of Policing & Law Enforcement	3
PSY-732	Psychology of Self and Identity	3
PSY-733	Educational Psychology	3
PSY-734	Emerging Trends in Measurement	3

PSY-735	Practical Use of Tests in Different Fields	2
PSY-736	Personnel Selection	3
PSY-737	Organization and Management	3
PSY-738	Industrial Psychology And Organizational Psychology	4
PSY-739	Human Factors in Technology	3
PSY-740	Psychology Seminar	1

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NOTE

- 6 Credit hours of Minor Courses are to be studied by the Scholars.
- 18 Credit hours of Major Courses are to be studied by the Scholars.
- Courses No. PSY-701, PSY-702, and PSY-703 are compulsory.
- The rest of them are optional courses.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR
DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OF ADVANCE STUDIES IN PSYCHOLOGY

Course Name: Research Methods in Psychology	**Course Code:** PSY- 701
	Credit Hours: 3

Course Outline:

- Social Sciences, their nature and research methods
- Social psychological aspects of research
- Experimental and quasi-experimental designs
- Qualitative methods of research in social sciences
- Survey Research and its techniques
- Clinical and critical methods
- Unobtrusive methods
- Programme evaluation
- Sampling and data collection
- Psychological research in Pakistan

Recommended Books:

- Bordens, K.S., & Abbott, B.B. (2005). Research Desings & Methods. (6th ed.). Tata   McGraw-Hill Publishing Company.
- Cozby, P.C. (2001). Methods in behavioral research. (7th ed.). Caliornia: McGraw Hill   Company.
- Dunham, P. J. (1988). Research Methods in Psychology. New York: Harper & Row   Publishers.
- Graziano, A.M., & Raulin, M.D. (1989). Research methods: a process of inquiry. New   York: Harper & Row Publishers.
- Heiman, G. W. (1995). Research methods in psychology. New York: Haper & Row   Publishers.
- Kumar, R. (2005). Research methods: A step-by-step guide for beginners. (2nd ed.).   Pearson Education.
- Mertens, D. M. (1998). Research methods in education and psychology: intergrating   diversity with quantified and quantified approaches. London: Sage Publishers.
- Rosenberg, K. M., Daly, H.B. (1993). Foundations of behavioural research: A basic   question approache. New York: Harcourt Brace College Publishers.

Course Name: Statistics	**Course Code:** PSY- 702
	Credit Hours: 3

Course Outline:

- Introduction, Importance and Limitations of Statistics.
- Scales of Measurement
- Collection and Presentation of Statistical Data [Graphic Representation of Data].
- Basic Concepts of Measures of Central Tendency and Dispersion.
- Probability and Theoretical Distributions viz., Binomial and Normal Distribution
- Estimation and Confidence Intervals
- Level of Significance and Critical Ratio.
- Tests of Significations-viz. t-tests and Chi-Square.
- Introduction to Analysis of Variance Relating to One and Two Way Classification
- Nonparametric Test viz Wilcoxin test, Krukal-Wallis.
- Pearson Coefficient Correlation; Spearman Rank Correlation, Tetrachoric, Phi, Biserial, and Point-biserial Coefficient of Correlation.

Recommended Books:

- Ferguson. G.A. (1976). Statistical Analysis in Psychology and education. New York: McGraw Hill.
- Fuldoes, J.P. & Fruhter, B.(1978). Fundamental Statistics in Psychology and Education.   New York: McGraw Hill.
- Garret, K.E. (1983). Statistics in Psychology and Education. New York: Longmans.
- Guilford, j.P. & Fruchter, B. (1978). Fundamental Statistics in Psychology & Education.(6th ed). Auckland: McGraw Hill Book Company.
- Hays, W. (1963). Statistics for Psychologists. New York: McGraw Hill.
- Minimum, E.W. & Clarke, R.B. (1982). Elements of Statistical Reasoning. New York: Wiley.
- Winer, R. J. (1971). Statistical Principles in Experimental Design. New York: McGraw   Hill.
- Wright R.L. (1976). Understanding Statistics: An Informal Introduction for the Behavioral Sciences. NY: Harcourt Brace & Jovenovich.

Course Name: Uses of Computers in Psychology	**Course Code:** PSY- 703
	Credit Hours: 3

Course Outline:

- Introduction, History and some Basic Concepts.
- Parts of a computer: A brief introduction to Hardware and Software.
- Computer and Cognition
- M Windows XP or Windows 7
- Ms Word and Ms Excel 2007
- Statistical Package for Social Sciences (SPSS 12 or Latest), or Statistica (6 or latest)

Recommended Books:

- Ali, A.S. & Nudrat, A. (2000). Fundamental Concepts of Computer System. Peshawar: The Aays Software Consultants and Composers.
- Cozby, P.C. (1984). Using Computers in the Behaviut\ral Sciences. California: Mayfield Publishing Company.
- Ntoumanis, N. (2005). A Step-by-Step Guide for SPSS and Exercise Studies. 11 Fetter Lane, London.
- Joaquim, P., & Marques. D. S. (2007). Applied statistics Using D|SPSS, STATICTICA, MATLAB and. R. (2nd Ed.).
- Denial, B. W. (2009). Discovering Statistics using SPSS. University of Sussex. Any latest books/ Manual on Microsoft Office and SPSS.

Course Name: Principles of Educational and Psychological Measurement	Course Code: PSY- 704
	Credit Hours: 3

Course Outline:

1. Measurement and evaluation in Psychology and Education
2. Introduction of Psychological Testing: Definition, History and Types.
3. Test Administration and Factors Affecting Performance on Tests.
4. Item Analysis: Difficulty Level and Discriminatory Power of items.
5. Norms: Definition and types; Normal Distribution Curve; Skewness and Kurtosis.
6. Validity: Definition and Aspects (Construct, content & criterion related validity) Factors affecting validity.
7. Reliability; Definition; Types of Reliability; Standard error of Measurement; Factors affecting reliability coefficients.
8. Steps in the Process of Test Construction and Standardization
9. Intelligence: definition and theories.
10. APA code of ethics for Testing and Assessment

Recommended Books:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). New York: Prentice Hall International Inc.
- Anstey, E. (1966). Psychological Tests. Belfast: University Press.
- Crocker, L. & Algina, J. (1986). Introduction to classical and modern test theory. New York: Holt, Rinehart, & Winston.
- Cronbach, L. J. (1966). Essentials of psychological testing. (2nd ed.). New York: John Weather Hill, Inc.
- Cunningham, G.K. (1986). Educational and Psychological Measurtement. New York: Macmillan Publishing Company.
- Dick, W. & Hagerty, N. (1971). Topics in Measurement: Reliability and Validity. New York: McGraw Hill Book Company.
- Holtzman, W.H. Projective techniques. In Triandis, H.C. & Berry, J.W. (1990). Handbook of Cross Cultural Psychology: Methodology. Boston: Allyn and

Bacon, Inc; (II), 245-278.
- Hopkins, K. D. (1996). Educational and Psychological Measurement and Evaluation. (8th ed.). Boston: allyn & Bacon.
- Kaplan, R. M. & Succuzzo, D.P. (1982). Psychological Testing: Priciples, Applications,   and Issues. California: Brooks: Cole Publishing Company.
- Khan, M.J. (1996). (1996). Validation and Norm Development of Siddiqui-Shah Depression Scale (SSDS). M.Phil. Dissertation. Peshawar: Department of Psychology, University of Peshawar.
- Kline, P. (1986). A Hand Book of Test construction: Introduction to Psychomeric Design. New York: Methuen.
- Sax. G. (1980). Principles of Educational and Psychological Measurement and Evalution. Belmont CA: Wadsworth.

Course Name: Practicum	Course Code: PSY- 705
	Credit Hours: 2

Course Outline:
- Five Laboratory Practicals prescribed by the teacher concerned.

Course Name: Problems in Human Assessment	Course Code: PSY- 706
	Credit Hours: 3

Course Outline:

- The fundamental nature of measurement
- Objective Tests as Instruments of Psychological Theory
- The evaluation of measurement Properties
- Assessment for selection
- Assessment of Intellectual Abilities
- Assessment of Personality
- Cognitive approachesto personality assessment
- Assessment in social context
- Assessment of Interests
- Assessment of attitudes

Recommended Books:

- Jackson, D. N., Messick, S. & Thorndike. (1967). Problems in Human Assessment. New York: McGraw Hill.
- Nunnally, J. C. (1964). Educational measurement and evaluation. New York: McGraw Hill Book Company.
- Nunnally, J.C. (1964). Psychometric Theory. New York: McGraw Hill Book Company.
- Oppenheim, A.N. (1992). Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter Publishers.
- Robinson, J.P. & shaver, P.R. (1980). Measures of Social Psychological Research.

Michigan: Institute of Social Research.
- Rogers. T.B. (1995). The Psychological Testing Enterprise: An Introduction. Brooks.
- Sax,G.(1980). Principles of Educational and Psychological Measurement and Evaluation. Belmont CA: Wadsworth.

Course Name: Psychometric Theory	**Course Code:** PSY- 707
	Credit Hours: 4

Course Outline:

- Test theory : Problems in measurement of psychological constructs
- Scaling Methods: (a) Factors and Factors Loading
  (b) Rotation (c) The number of factors (d) Community and Uniqueness
  (e) Meta Analysis.
- Item Response Theory: Latent Traint Theory and Items Characteristic Curve
- Thje Concept of Bias   (a) Item Bias   (b) Test Bias and Cultural Relativism.
- Genralizeability theory
- Scoring Methods (a) Correcting for guessing (Formula Scoring)
  (b) Credits for partial knowledge.
- Standard Setting   (a) Approaches to standard setting   (b) Judgement based on item content (c) Judgement based on performance of examiners.
- Latest Trends & Furture of Psychological Testing.

Recommended Books:

- Hopkins, K.D. (1998). Educational and Psychological Measurement and Evaluation. (8th ed.). Boston : Allyn & Bacon.
- Magnusson, D. (1967). Test theory. Massachusetts: Addison Wesley Publishing Company.
- Murphy, K. R. & David'shofer, C.O. (1988). Psychological testing: Principles and Applications. New Jersey: Prentice Hall.
- Nunnally, J. C. (1964). Educationally measurement and evaluation. New York: McGraw Hill Book Company.
- Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill Book Company.
- Oppenheim, A.N. (1992). Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter Publishers.

Course Name: Guidance & Counseling	**Course Code:** PSY- 708
	Credit Hours: 4

Course Outline:

- History and present status
- Various counseling approaches, techniques and practices
- Group counseling, counseling of adolescents

- New trends in counseling
- Educational and vocational guidance
- Tests and material for guidance and counseling programmers
- Guidance and counseling services in Pakistan

Recommended Books:

- Bergin, A. & Garfiled. (1994). Hand Book of Psychotherapy and Behavior Change. New York: John Wiley.
- Brems, C. (2001). Basic skills in Psychotherapy and Counseling. U.S: Brooks/ Cole Publishers.
- Caizzo D. & Grpss, D. (1991). Introduction to counseling: Prespectives for the 1990.Boston: Allyan and Bacon.
- Corey, G. (1996). Therory and Practice of Counseling and Psychotherapy. (5th ed.). NY: Brooks/ Cole Publishing Company.
- Corsini, J.R., & Wedding, D. (1995). Current Psychotherapies. (5th ed.). Illinois: F. E. Peacock Publishers, Inc.
- Druden, Windy. (1992). Hard-Earned Lessons from counseling in action. Bevery Hills: Sage Publications.
- Eisenbergy, S. & Delaney, D. (1978). The Counselling Process. NY: Rand McNally.
- Erskine R. & Moursund, J.(1988). Integrative Psychotherapy in Action. Benerly Hills. Sage Publications.
- Gibson, L. R., Mitchell, H. M, (2006). Introduction to Counseling and Guidance. (6th Ed.). New Delhi: Prentice Hall.
- Harvy, P. (1988). Health Psychology. London. Longman.
- Hersew N, Kazdin A, & Bellack. (1991). The Clinical Psychology Handbook. N.Y: Pergamon Press.
- Ivery, A. & Irey M. (1993). Counseling and Psychotherapy: A Multicultural Prespective. Boston. Allyn and Bacon.
- Journal of Counseling and clinical Psychology
- Journal of Counseling Psychology
- Korchin, S. (1986). Modern Clinical Psychology. New York: Basic Books.
- Kottler, A. J. (1986). On Being Therapist. San Francisco: Jossy-Bass.
- Synder, C.R & Forsyth. D. (1991). Handbook of Clinical and social Psychology. New York: Pergamon Press.
- Walker E. & Roberts, M. (1992). Hand book of Clinical Child Psychology. New York: John Wiley and Sons.

Course Name: Cognitive Psychology	**Course Code:** PSY- 709
	Credit Hours: 3

Course Outline:

- Introduction to cognitive Psychology
- Cognition and the brain: basic principles
- Perception, attention and awareness

- Sensory, short term and working
- Long term memory: Basic Principles
- Every day memory and memory
- Errors, Visual images
- Problems solving, reasoning and decision making
- Languages

Recommended Books:

- Bourne, L. E., Dominowski, R. L., and Loftus, E. F.(1970). Cognitive Processes. Prentice Hall Inc. N.J.
- Burning, Roger. H., Schrw, G. J. Ronning, R.R. (1999). Cognitive Psychology and Instruction, (3rd ed.). NJ: Prentice Hall.
- Buyer, L.S. (2004). Study Guide for Reed's Cognition: Theory and Application, (6th ed.). Belmont, CA: Wadsworth/ thomson Learning.
- Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Belmont, CA: Thomson Wordsworth.
- McGraw, K.M (2000), Contributions, of the Cognitive Approach to Political Psychology. International society of Political Psychology, Ohio.
- Reed, S.K. (2004). Cognitive Theory and Application, (6th ed.). Pacific Groove, C.A: Brooks/Cole Publishing Company.

Course Name: Clinical Psychology: Theory and Practice	**Course Code:** PSY- 710
	Credit Hours: 4

Course Outline:

- The evaluation of psychotherapy: Research design & methodology.
- Psychopathology Neurotic Disrder, Psychotic disorders.
- Selected theoretical approaches to specific psychotherapies. (Psychodynamic, Behaviural, Phenomenological)
- Communication Skills, Role of Communication, Pseudo Communication Effect of mass media on mental health.
- Community psychology and mental health.

Recommended Books:

- Bootzin, R.P.& Acocellah, J. R.(1988). Abnormal Psychology, Current Prespectives (Ed.)New York: Random House.
- Brenner, C. (1955). Elementary Textbook of Psychoanalysis. New York: International University Press.
- Coleman, J.C & Broen. (1988). Abnormal Psychology and Modern Life. (8th ed.), New York: Scott, foresman & Co.
- Colloby, K.M. (1951). A primer for Psychotherapists. John Wily & Sons.
- Freud, S. (1933). Introductory Lectures in Psychoanalysis. London: George Allen ans Unwin.
- Garfield, S.L & Bergin A. E.(1986). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
- Gerfield, S.L & Bergin A. E.(1986). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.

- Horney, K. (1939). New Ways in Psychoanalysis. London: Routledge and Kegan Paul.
- Korchin, J.S (1986). Modern Clinical Psychology. NY: CBS Publishers.
- Neale & Davison. (1990). Abnormal Psychology. (5th ed). New York John Wiley & Sons.
- Nietzel, M.T & Bernstein, D.A. (1990). Introduction to Clinical Psychology. New Jersey Prentice Hall.
- Savage, R.D. (Ed). (1966). Readings in Clinical Psychology. London: Pergamon Press.
- Shaffer, G.W. & Lazarus, R.S. (1952). Fundamental Concepts in Clinical Psychology.   New York: McGraw Hill.
- Singer, E. (1965). New Concepts in Psychotherapy. New York: Random House.
- Tomkins, S.A (Ed). (1953). Contemporary Psychopathology. Cambridge, Mass Hardfard University Press.
- White, R.W. (1981). The Anormal Personalty.New York: Ronald Press.

Course Name: Mass Media, Social and Legal Problems	Course Code: PSY- 711
	Credit Hours: 3

Course Outline:
- Mass Media Crisis
- Mass Media and minority groups
- Culture and Mass communication: Violence, Sex, Crime, and Media
- Mass media and mental health
- Mass media and welfare
- Mass media, politics and attitude. Mass media feedback systems.
- Television and social behaviour
- Television and Social Poicy for children
- Organizational communication and communication effectively
- The Agenda-setting function of the press
- Displacement effect of television
- Regulation of the mass media. Formal controls: Law, rules, copy right, advertising, obscenity. Media ethics. News reporting.

Recommended Books:

- Defleur, M. & Rokeach, S.B. (1989). Theories of Mass Communication. Longman Dominick, J. (1996). The Dynamic of Mass Communication. McGraw Hill.
- Edwin, E., Ault, P. & Agee, W. (1960). Introduction to Mass Communication. New York: Dodd.
- Klapper, J.T. (1960). The effects of Mass Communication. Free Press.
- Lowey, S., & Defleur, M. (1988). Milestones in mass communication Research Media effects. New York: Longman
- Schramm, W. Ed. (1961). The Process and Effects of Mass Communication. University of Illlinois Press Urbana.

Course Name: Motivation	Course Code: PSY- 712

	Credit Hours: 3

Course Outline:

- Definition, Nature and Scope
- Hstorical Background
- Motivated behaviour characteristics and determinants
- Methods used to assess human motivation
- Projective techniques
- Theories of Human Motivation: (a) Behavior theory (b) Cognitive theory
  (c) Need-drive-incentive theory,   (d) Stimulus-Cue theory (e) Motivational
  Theory of Emotion (f) Theories of reinforcement   (g) Theories of Achievement
- Motivation : Expectancy theory, Equity Theory
- Incentive Motivation, Tendency to achieve success, tendency to avoid failure
- Fear of success in Woman

Recommended Books:

- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.Boston: Allyn & Bacon.
- Baron, R.A. & Byrne, D. (2000). Social Psychology. (9th ed.). New York: Pearson Education Asia.
- Berkowitz, L..S.(1986). Survey of Social Psychology. (3rd ed.). New York: CBS Publishing.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Social Psychology. (4th ed.). New York: Prentice Hall.
- Hogg, M.A., & Vaughan, G. M. (1995). Social Psychology. (2nd ed.). London: Prentice Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L.A., & Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey: Prentice Hall. Englewood Cliff.
- Wiggns,J.A., Wiggns,B.B., Zanden,J.W., (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Developmental Psychology	**Course Code:** PSY- 713
	Credit Hours: 3

Course Outline:

- Introduction to Developmental Psychology
- Piaget's theory : Milestones and Mechanisms
- Information processing Theories of Development
- Socio-cultural Theories of Development
- Sensation, Preception and Biological Development
- Conceptual Development and Theory of mind
- Individual differences in languages development
- Emotions and Emotional Regulation
- Relationships and attachment Theory
- Parenting and parenting styles

▪ Developmental Disabilities

Recommended Books:

- Hurlock, E.B. (1959). Developmental Psychology. New York: McGraw Hill.
- Hurlock, E.E. (1964). Developmental Psychology. New York: McGraw Hill.
- Jersild, A.T. (1957). The Psychology of Adolescene. New York: Macmillan
- Munn, N.L. (1959). The Evolution and Growth of Human Behaviour. Houghton: Mifflin Co.
- Ptessery, S.L. & G.R Kuhlen (1965). Psychological Development throughout the span. New York: Harper.

Course Name: Psychology of Attitude and Opinion	**Course Code:** PSY- 714
	Credit Hours: 3

Course Outline:
- Theories of Attitude and Opinion
- Relationship between attitude and behavior
- Techniques of attitude scale construction and attitude measurement
- Attitude and opinion survey
- Construction of an attitude scale and its application

Recommended Books:
- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.Boston: Allyn & Bacon.
- Baron, R.A & Byrne, D. (2000). Social Psychology. (9th ed.). Nw York: Pearson Education Asia.
- Berkowitz, L.S. (1986). Survey of Social Psychology. (3rd ed.). New York:CBS Publishing.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Social Psychology. (4th ed.). New York: Prentice Hall.
- Hogg, M.A. & Vaughan, G. M. (1995). Social Psychology. (2nd ed.). London: Prentice Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L. A.,& Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey:Prentice Hall Englewood Cliff.
- Wiggns, J.A., Wiggns, B.B., & Zanden, J.W. (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Social Psychology	**Course Code:** PSY- 715
	Credit Hours: 4

Course Outline:
- Methods of social psychology
- Some selected theories of social psychology
- Impression formation and stereotyping Inter-group behavior
- Norm formation, Social influence, and conformity

- Social change
- Social Psychological aspects of refugees problem
- Contributions of social Psychology in rural development
- Social Psychological problems of women
- Leadership and Social power
- Small groups
- IDPs and Disaster Stricken Peoples' problems

Recommended Books:

- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.Boston: Allyn & Bacon.
- Baron, R. A. & Byrne, D. (2000). Social Psycholohy. (9th ed.). New York: Pearson Education Asia.
- Berkowitz, L.S. (1986). Survey of Social Psychology. (3rd ed.). New York: CBS Publishig.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Socail Psychology. (4th ed.). New York: Prentice Hall.
- Hogg, M.A. , & Vaughan, G.M. (1995). Socail Psychology. (2nd ed.). London: Prentice Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L. A.,& Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey:Prentice Hall Englewood Cliff.
- Wiggns, J.A., Wiggns, B.B., & Zanden, J.W. (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Forensic Psychology	**Course Code:** PSY- 716
	Credit Hours: 3

Course Outline:

- An overview of Forensic Psychology
- Mental health, social science and Law Police Psychology
- Police Psychology
- Investigative Psychology and criminology
- Applied Criminology
- Criminal Psychology
- Moral development and developmental theories of crime

Recommended Books:

- Bartol, C.R (2002). Criminal behaviour: A Psychsocial Approach. (6th ed.). N.J: Prentice Hall, Saddle River.
- Eckert, W.G. (1990). Introduction to Forensic Science, London: The C.V. Mosby Company.
- Gordon, R. (1995) Foresic Psychology: a guide for lawyers and the mental health professions. Tucson, Ariz, Lawyers and Judges Publishing Co.
- Hussain, S.S (1999). A teext book of forensic Medicine and Toxicology. Lahore: The Carvan Book House.

- Polson C.J., Gee, D.J. & Knight, B. (1985). The Essentials of Forensic medicine (4th ed.). New York: Pergamon Press.

Course Name: Environmental Psychology	**Course Code:** PSY- 717
	Credit Hours: 3

Course Outline:
- Introduction to environmental Psychology
- Theories in environmental Psychology
- Environmental perception and cognition
- Environmental attitudes, appraisals and assessments
- Preferences for nature in urbanized psychology
- Educational environmental psychology
- Workplace environmental Psychology
- Health care environmental psychology

Recommended Books:
- Anderson-Hanley, C. M. (1997) adventure Programming and Spirituality: Integration Models, methods and research. Journal of Experimental Education. 20(2). 102-108.
- Bell, P., Greene, T., Fisher, J., & Banum, A. (2001). Environmental Psychology, (5th ed.). New York: Hardcourt-Brace, Inc.
- Durning, A. (1992). How Much is Enough? The Consumer Society and the Furture of the Earth. New York: Norton.
- Gallagher, W. (1993). Saving the World. The Power of Place. New York : Harper Collins.
- Helgesen, S. (2001). Six Strategies for trainging the New World of Work. New York: The Free Press.
- Miller, T. (1998). Acognitive approach to wanting what you have. Wanting What You Have: A sElf-Discovery Workbook. Oaklan., CA New Harbinger Publications.
- Myers, D. G., & Diener, E. (1996). The pursit of happiness. Scientific American. 70-72.
- Quinn, D. (1992). Ishmael: An Adventure of the Mind and Spirit. New York: Bantam. Sliversteon, S. (1964). The Giving Tree: NY: HarperCollins.

Course Name: Deviance and Crime	**Course Code:** PSY- 718
	Credit Hours: 3

Course Outline:

- Introduction of deviant behavior: General conceptualization
- Theories of deviant behavior: Social, Psychological and interaction perspective
- Spotlight on deviant behavior problems and anti-social dispositions
- Delinquency and Crime
- Psychopathology
- Alienation and Corruption

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

Course Name: Community Psychology	Course Code: PSY- 719
	Credit Hours: 3

Course Outline:

- Meanings and history of community psychology
- Methods of community research
- Applications of community psychology: mental health projects of primary prevention and early intervention; community menal health projects: grass root action projects.
- Evaluation of community psychology projects
- Community project is Pakistan

Recommended Books:
- Allens, G. J. & Chinsky, J. M. & Larcen, S. (1990). Community Psychology and the Schools: A Behavioral Oriented Multilevel. Preventive Approach. NY: Pergamon.
- Gallagher, W. (1993). The Science of Place: in the Power of Place. New York: Poseidon Press. 11-24
- Levine, M. & Perkins, D. (1987). Principles of Community Psychology: Perspectives and applications. Oxford: University Press

Course Name: School Psychology	Course Code: PSY- 720
	Credit Hours: 3

Course Outline:

- Pakistani school scene: Structure and functions of school education in Pakistan
- Learning theories and their application in classroom
- Developmental theories and their application in classroom
- Classroom observation techniques
- Dynamics of teacher-pupil interaction in schools
- Role of peer-group in schools
- School-home interaction
- Psycho-pedagogy: Psychological theories in the practice of teaching
- Psychological bases of teaching material

- Educational and psychological testing in schools
- Counseling and guidance in schools
- Children with special needs
- School and community

Recommended Books:
- Bedkin, G.D. (1980). Introduction to Councelling.(3rd ed.). Long Island: Wm. C. Brown Publisher.
- Chibber, S.K. (1999). Evidance and Educational counselling. New Delhi: Commonwealth Publishers.
- Crow, L.D. (1999). Educational Psychology. New Delhi: Eurasion Publishing Mouse Ltd.
- Hai, S.A. (1958). How Children Grow: An Introduction to Child Psychology: with topics of Educational Psychology and General Psychology. Warsi Dacca.
- Hidgard, E.R. (1975). Theories of Learning. 4th ed. New Jersey: Prentice Hall, Inc.
- Kuppuswamy. (1991). Advanced Educational Psychology. Sterling.
- Mcdonald, F. (1960). Educational Psychology. Wadsworth Publishing Company Francisco.
- Sprinthall, N. and Sprinthall, R. (1987). Educational Psychology: A Developmental Approach. New York: Random House.
- Sprinthall, N. (1987). Educational Psychology: A Developmental Approach. New York: Lane Akers, Inc.
- Stephens. (1951). Educatioal Psychology: The Study of Educational Growth. Henry Holt.

Course Name: Military Psychology	**Course Code:** PSY- 721
	Credit Hours: 3

Course Outline:

- Meaning and scope of military psychology
- Selection process, job analysis, testing and placement
- Training in Armed Forces.
- Performance evaluation & Career planning
- Accident Proneness, diagnostic and preventive measures
- Stress sensitivity and clinical rehabilitation
- Psychological warfare, Psychology Ops, Debriefing
- Behavior modification, interrogation, debriefing
- Attitude, motivation, moral and discipline
- Special psychological problems of army, navy and Air Force

Recommended Books:
- Bass, B.M. (1981). Leadership on the Furture battle field. Rawalpindi: Army Education Press.
- Boring, E.G.(1975). Psychology for the Armed Forces. New York: John Wiley.
- Framken, R.E. (1983). Human Motivations. New York: John Wiley.
- Gal. R. & Droff, M A.D. (1991). Hand book of Military Psychology. New York: John Wiley.

- Hent J.G. & Balair J.D. (1988). Leadership on the furture battle field. Rawalpindi: Army Education Press.
- Rehman, A., Gill, G.A., & Ahmad, S.L. (Eds.) (1992). Pakistan Army Green Book, Lahore: Feroz Sons.
- Segal, D.R. & Goldman, N. (1976). The Social Psychology of Military Psychology. NY: McGraw Hill.
- Shelyag, V.V.,Glotoch, A.D. & Platonov, K.K.(1992). Military Psychology (A soviet view). Moscow: Military Press.
- Waris M.T.O., Abbaso, M.S. & Ali, S.I. (Eds.). (1990). Pakistan Army Green Book. Lahore: Feroz sons.
- Wiskoff, M.E. & Rampton, G.(Eds.).(1989). Military Personnel Measurement: New York Green Book.

Course Name: Psychological Problems of Special Education	**Course Code:** PSY- 722
	Credit Hours: 3

Course Outline:

- Special children and their needs
- Nature and special psychological problems associated with hearing and visual impairments: and physical disability
- Mental retardation; Nature, causes and classification
- Assessment of mental retardation
- Teaching children with special educational need. Integration of SEN Children in the main stream
- Family and community. Their attitudes towards children with SEN and their role in teaching.

Recommended Books:
- Hallahan, D. & Kauffman, J. (1986). Excepional Children: Introducion to special education. NY: Prentice Hall.
- Heward, W. & Orlarisky, M. (1988). Exceptional Children: An introductory survey of special education. NJ: Merril
- Milles, C. (1985). Special Education for MentallyRetarted. London: Mental Health Centre.

Course Name: Mass Communications	**Course Code:** PSY- 723
	Credit Hours: 3

Course Outline:

- Nature and functions of mass communication
- Theories of Mass communications
- Methods to study mass communications
- Impact of mass communication on national development
- Distance education
- Politic and television
- Psychological research in Pakistan
- Mass communication and Natural Character

Recommended Books:

- Edwin, E. & Ault, P., & Agee, W. (1960). Introduction to Mass Communication. Dodd   New York.
- Dominick, J. (1996). The Dynamic of Mass Communication. McGraw Hill.
- Josheph, K.T. (1960). The Effects of Mass Communication. Free Press.
- Defleur, M. & Rokeach, S.B> (1989). Theories of Mass Communication on General Knowledge. Peshawar: Top Printers.
- Aziz, N., & Ahmad, A. (1980). The Effect of Mass Communication. Research Media Effects. New York: Longman.
- Schramm, W. (Ed.). (1961). The Process and Effects of Mass Communication. Urbana: University of Illinois.

Course Name: Muslim Contribution to Clinical Psychology	**Course Code:** PSY- 724
	Credit Hours: 3

Course Outline:
- Historical background of Muslim Psychology survey OF Muslims contribution to Psychology.
- Doctorine of Tasawwaf with reference to Sufi & Saints
- Muslim Traditions in Psychotherapy
- Contribution of modern Psychologists in Muslim Traditions of Therapy in Pakistan

Recommended Books:

- Ajmal, M. (1986). Muslims Contribution to Psychotherapy and other Essays. Islamabad: National Institutes 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. I: 210-255.
- Hanafy, Y.A., Fatma, A., & Dening, T.R. (1996). Evidence for the existence of schizophrenia in medieval Islamic society. History of Psychiatry.
- Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Jouranal of the International Society for the History of Islamic Mrdicine. II:114-151.
- Plott, C. (2000). Global History of Philosophy: the period of Scholasticism, Motivala: Banarsideass.
- Rizvi, A.A. (1989). Muslim tradition in Psychotherapy and Modern Trends: psychotherapy of Ghazali, shah Waliullah and Thanvi. Lahore: Institute of Islamic Culture.
- Sharif, M.M. (Ed.). (1966). A History of Muslim Philosophy. Wiesbaden: Harrassowitz.

Course Name: Theories of Learning	**Course Code:** PSY- 725
	Credit Hours: 3

Course Outline:
- Stimulus & Response Theories
- Cognitive theories
- Thorndike Connectionism
- Guthrie's Contiguity Principle
- Watson's theory
- Hull Systematic Behavior theory
- Skinner, Operant Learning
- Tolman's Cognitive theory
- Gestalt Theory of Learning
- Psychoanalytic Conceptions that have influenced learning experiments & theories
- Current developments in learning theory

Recommended Books:

- Allen, B. (1997). Personality theories: Development, Growth and Diversity. Boston: Allyn & Bacon.
- Barker, R.G. (). The stream of behavior. New York: Appleton Century crafts.
- Fordham, R. (1953). An introduction to Jung's psychology. NY: Penguin.
- Hall, C.S, and Lindzey, G. (1978). Theories of personality. (2nd ed.). NY: John Wiley and Sons.
- Hilgard, E. R., & Bower, G. H. (1966). Theories of learning. New York: Appleton Century-Crafts
- Rogers, C. (191). On becoming a person. NY: Houghton Mifflin.

Course Name: Neuropsychology	**Course Code:** PSY- 726
	Credit Hours: 3

Course Outline:
- The Development of Neuropsychology
- The Neurological Exam & Clinical Tests
- Common Neuropsychological symptoms & syndromes
- The neuropsychodiagnostic interview
- Rehabilitation of the neuropsychologically handicapped.

Recommended Books:
- Beatty, J. (1995). Principles of behavioral neuroscience. Brown & Benchmark: Dubque, 1A.
- Brown, H. (1976). Brain and Behavior: a Text Book of Physiological Psychology. NY: Oxford University Press.
- Brown, T.S. & Waltace, P.M. (1980). Conversations with Neil's Brain: The Neural nature of Thought and Language. Reading, M.A: Addidon-Wesly Publ.Co.
- Cooper, J.R., Bloom, F.I. & Wroth, R.J. (1989). Biochemical. Basis of Neuro Pharmacology. London: Oxford University Press.
- Curtis, B.A., Jacbson, S.J., & Marcus, E.M. (1992). An Introduction to the Neurosciences, Philadelphia: W.B. Saunders.

- Diamond, M.C. Scheibel, A.B., & Elson, L.M. (1985). The Human Brain Coloring book.New York: NY: Harper Perennial.
- Koib, B., & Whishawa, I.Q. (2003). Fundamentals of Human Neuropsychology (4th Edition). W.H. Freeman and Company.
- Pine, J.P. (2000). Biopsychology (4th ed.). Allyn and Bacon.
- Rimble, D.P. (1988). Biological Psychology. New York: Holt, Rinchart and Windlon, Inc
- Rorb, B.& Whisaw, L.Q. (1980). Fundamentals of Human Neuro Psychology, USA Wit Freman and Company.
- Schnelder, A.E., Tarshis, B. (1995). Elements of Physiological Psychology. New York: McGraw Hill.
- Skinner, J.E, (1980). Neuro-Sciences. (Alab Manua) London: W.B. Sanders & Co.
- Stellar, E. & Sprague, J.M. (1968). Process in Physiological Psychology. (Ed.). New York: Academic Press.
- Thompson, R.F. (1980). Physiological Psychology. New York: Harper International Edition.

Course Name: Psychology and Gender	**Course Code:** PSY- 727
	Credit Hours: 3

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 Oruigins 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-fight. Psychological Bulletins, 107, 411-429.

Course Name: Psychology of Special Education	**Course Code:** PSY- 728
	Credit Hours: 3

Course Outline:

- Special children and their needs
- Nature and special psychological problems
- Causes and classification
- Assessment of problems of special children
- Teaching children with special educational needs and their integration in the main stream.
- Problems of exceptional children and their handling.
- Family and community's role

Recommended Books:

- Hallahan, D. & Kauffiman, J. (1986). Excetional Children: Introduction to Special Education. Prentice Hall.
- Heward, W. & Orlarisky, M. (1988). Exceptional children: an Introductory Durvey of Special Education. Merril
- Milles, C. (1984). Special Education For Mentally Retarted. London: Mental Health Centre.

Course Name: Islamic Perspective in Psychology	**Course Code:** PSY- 729
	Credit Hours: 4

Course Outline:

- Nature and Scope
- Muslims' Contributions to Psychology, Doctrine of Tasawwuf with reference to Sufi Saints.
- Fundamentals of Islam and their Psycho social significance
- Personality development in Islam. A critical analysis of different theories of Personality
- Basic Traits of a Muslim Psychologist.
- Comparison of Islamic perspective with Modern Psychology
- Concept of Psychopathology in Islam
- Quranic Therapies.

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.
- 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.

- Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International society fro the History of Islamic Medicine.
- Hanafy, Y. A., Fatma, Y.A. & Dening, T.R. (1996). Evidence for the existence of schizophernia in medieval Islamic society. History of Psychiatry.

Course Name: Adolescence Behavioral Problems	Course Code: PSY- 730
	Credit Hours: 3

Course Outline:

- Review of socialization process;
- Theories of aggression and delinquency
- Behavioral problems
- Developmental changes in adolescence.
- Family conflict and adolescence,
- Juvenile delinquency and justice system: Pakistani Perspective.

Recommended Books:
- Hurlock, E. B. (1959). Developmental Psychology. New York: McGraw Hill.
- Hurlock, E. B. (1964). Psychology of Adolescence. New York: McGraw Hill.
- Jersild, A.T. (1957). The Psychology of Adolescence. New York: Macmillan
- Munn, N.L. (1959). The Evolution and Growth of Human Behavior. Houghton: Mifflin Co.
- Pressery, S.L. & Kuhlen, G.R. (1965). Psychological Development throughout the span. New York: Harpaer.

Course Name: Psychology of Policing & Law Enforcement	Course Code: PSY- 731
	Credit Hours: 3

Course Outline:

- Law and the society;
- Social organization of the police;
- Public and police;
- Police powers and responsibilities
- Police in Pakistan; punishment and prisoners;
- Improving police functioning; interrogation.
- Public perception of police and law enforcement, improving police training.

Recommended Books:
- Bayley, D.H. (1994). Police for the future: Studies in Crime and Public policy, Oxford: Oxford University Press.
- Harberfeld, M.R. (2003). Critical Issues in Police Training. Pearson Prentice Hall.

Course Name: Psychology of Self and Identity	**Course Code:** PSY- 732
	Credit Hours: 3

Course Outline:

- Definition and historical perspective of the concept of self
- Development of self: age, gender, social class and other influencing factors.
- Theories of Self
- Identity and related issues
- Self-related constructs: self-esteem, self-control, self-monitoring, self-growth, self-actualization.
- Psychological disorders and self.

Recommended Books:
- Landholm, C. (2007). Culture and Identity. One World Publication New York.
- Landholm, C. (2008). Cultural and Authenticity. Blackweel Publishing. Australia.
- Rosman, A, Rubel, P.G. & Weisgrau, M. (2009). The Tapestry of culture: an introduction to cultural anthropology. (9th ed.). Rowman & Littlefield Publisher, Inc.

Course Name: Educational Psychology	**Course Code:** PSY- 733
	Credit Hours: 3

Course Outline:

- Definition, scope/importance and contributions in educational psychology
- Psychological and educational studies: descriptive studies, correlational studies and experimental studies
- Principles and theories in eductional psychology
- Understand students development zaand diversity
- Learning and cognitive processes
- Behaviouristic views of learning
- Social cognitive views of learning
- Motivating students to learn
- Choosing instructional strategies
- Students with special educational needs

Recommended Books:
- Crow, L. & Crow, A. (2000). Educational Psychology. New Delhi: Eurosai Publishing House Ltd.
- Eggen, P. & Kauchak, D. (). Educational Psychology. NJ: Merril.

Course Name: Emerging Trends In Measurement	**Course Code:** PSY- 734
	Credit Hours: 3

Course Outline:

- Introduction to Computers: Nature and Basic Concepts, History of Computers, Parts of Computer

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- Computer and Cognition: Introduction, Testing and Cognitive Psychology: a Computer Analogy, Encoding information, Processing in short term Memory, Long-term Memory storage and Retrieval
- Impact of Computers on testing: Computers and Test Development, Computers and Test Administration, Computers and Test Scoring and Reporting, Computers and Test Interpretation, Computer Adaptive Testing
- Testing and Itwem Response Theory (Latent Triat Theory), Item Characteristic Curve (ICC)
- Meta-Analysis and Validity Generalization
- Artificial Intelligence: A very Brief Introduction
- Machine Translation (MT) and Human Assisted Machine Translation (HAMT) : A Brief introduction
- Recent Trends and the Future of Testing

Recommended Books:

- Anastasi, A.& Urbina, S. (1997). Psychological Testing. (7th ed.). New York: Prentice Hall International Inc.
- Anstey, E. (1966). Psychological Tests. Belfast: Univeristy Press.
- Brislin, R. W. (Ed.). (1976). Translation: Application and research. New York: Gardner Press, Inc.
- Brown, D.B. & Sechrest, L. Experiment in cross cultural research. In Traindis, H.C. & Berry, J.W. (1990). Handbook of Cross Cultural Psychology: Methodology. Boston: Allyn and Bacon, Inc; (II), 245-278
- Crocker, L. & Alginas, J. (1986). Introduction to Classical and Modern Test Theory. New York: Holt, Rinehart & Winston.
- Cronbach, L. J. (1966). Essentials of Psychological Testing. (2nd Ed.). New York: John   Weather Hill, Inc.
- Cunningham, G.K. (1986). Educational and Psychological Measurement. New York: Macmillan Publishing Company.
- Drenth, P.J.D. & Cronbach, L. J. (Eds.). (1972). Mental tests and cultural adaptation. The Hague: Mouton Publishers.
- Goldstein, G. & Hersen, M. (1990). Handbook of Psychological Assessment. New York: Pergamon Press.
- H.C. & Berry, J. W. (1990). Handbook of Cross Cultural Psychology: Methodology. Boston: Allyn and Bacon, Inc;(II), 181-244.
- Hopkins, K. D. (1998). Educational and Psychological Measeurement and Evaluation. (8th ed.) . Boston: Allyn & Bacon.
- Irvin,S.H. & Carrol, W. K. testing and Assessment across cultures: Issues in methodology   and Theory. In Traindis, H.C. & Berry, J.W. (1990). Handbook of Cross Cultural Psychological: Methodlogy. Boston: Allyn and Bacon, Inc; (II), 245-278.
- Jensen, A.R. (1980). Bias in Mental Tests. London: Methuen
- Kaplan, R.M. & Succuzzo, D.P. (1982). Psychological Testing: Principles, applications,   and issues. California: Brooks/ Cole Publishing Company.
- Kline,P.(1986). A Hand Book of Test Construction: Introduction to Psychometric Design. New York: Methuen.
- Lindquist, E.F. (1961). Educational Measurement. Washington DC: American Council on Education.
- Magnusson, D. (1967). Test theory. Massachusetts: Addison Wesley Publishing Company.

Course Name: Practical Use of Tests in Different Fields	**Course Code:** PSY- 735
	Credit Hours: 2

Course Outline:

Administration, Scoring and Interpretation of Five tests from the following categories with proper reports:
- Industrial and Organizational Testing.
- Diagnostic Testing
- Testing in Guidance and Counseling
- Intelligence Testing
- Aptitude, Interest, and Value Testing
- Personality Testing
- Achievement Testing
- Testing Special Children
- Any other Tests

Students will have to go to the field and relevant institutions to carry out these exercises.

Course Name: Personnel Selection	**Course Code:** PSY- 736
	Credit Hours: 3

Course Outline:

- Nature of Job Analysis
- Techniques of Selection
- Problems of Employees
- Industrial Conflict
- Communication in the Work team
- Training Programme.

Recommended Books:

- Carrel, M.R. Jennings, D.F. & Christina, H. J.D. (1997). Foundations of Organizational Behavior. NJ: Prentice Hall, Inc
- Crocker, L. & Algina, J. (1986). Introduction to classical and modern test theory. New York: Holt, Rinehart, & Winston.
- Mischel, W. (1968). Personality and Assessment. New York: John Wiley & Sons, Inc.
- Moorhead, G. & Griffin, R.W. (1995). Organizational Behaviour. Boston: Houghton Mifflin Co.
- Thorndike, R. L. & Hagen, E. (2002). Measurement and Evaluation in Psychology and Education. New York: Wiley.
- Thorndike, R.M., Cunningham, G. K. Thordike, R. L. & Hagen, E. P. (1990). Measurement and Evaluation in Psychology and Education. New York: Macmillan.

Course Name: Organization and Management	**Course Code:** PSY- 737
	Credit Hours: 3

Course Outline:

- Traditional Principles of organization
- Structure of Organization
- Human Problems in Organizations
- Managerial Issues in Organization
- Motivation
- Leadership
- Functions of Groups
- Elements of Decision Making, Communicative skills.
- Increasing Organizational effectiveness

Recommended Books:

- Alvesson, M. and Deetz, S. (1996). Critical theory and postmodernism approaches to organizational studies. Handbook of Organization Studies. London: Sage.
- Alvesson, M. and Willmott, H. (1996). Making Sense of Management: A Critical Introduction. London: Sage.
- Batstone, E. (1976). Industrial Democracy. In. T. R. Burns,L.E. Kalsson, &V Rus (eds.) Work and Power: The liberation of work and the control of political power . Beverly Hills, CA: Sage.
- Carrel, M.R. Jennings, D.F. & Christina, H, J.D. (1997). Foundations of Organizational Behavior . NJ: Prentice Hall, Inc.
- Carrel, M.R. Jennings, D.F. & Christina, H, J.D. (1997). Foundations of Organizational Behavior . NJ: Prentice Hall, Inc.
- Daft, R.L. (1995). Organization Theory and Design. (5th ed.) . Minneapolis, MN: West Publishing Co.
- Hatch, M. J. 1997 . Organization Theory: A postmodern perspective. London: Oxford University Press.
- Mills, A. J. and Simmons, T. (1995). Reading Organization Theory: A Critical Approach.Toronto: Garamond Press.
- Moorhead, G. & Griffin, R. W. (2002). Organizational Behaviour . Boston: Houghton Mifflin Co.
- Toulmin, S., & Gustavsen, B. (Eds.). (1996). Beyond Theory: changing Organizations Through participation. Amsterdam: John Benjamins.

Course Name: Industrial Psychology and Organization Psychology	**Course Code:** PSY- 738
	Credit Hours: 4

Course Outline:

- Introduction: Aim and Scope: Historical Background
- Human Factors in Modern Industry Development.
- Role of Psychology in Industrial
- Man-Man and Man Machine Relationship
- Modern trends in Industrial Psychology in advanced and Developed countries
- Motivation in Industrial Psychology

Recommended Books:

- Alvesson, M. and Deetz, S. 1996. Critical theory and postmodernism approaches to Organizational studies. Handbook of Organization Studies. London: Sage.
- Alvesson, M and Willmott, H. 1996. Making sense of Management: A Critical Introduction. London: Sage.
- Batstone, E. (1979). Industrial Democracy. In T. R Burns, L. E. KAlsson, & V Rus (eds.)Work and Power: The liberation of work and the control of political power. Beverly Hills, CA: Sage.
- Carrel, M.R. Jennings, D.F. & Christina, H, J.D. (1997). Foundations of Organizational Behavior. NJ: Prentice Hall, Inc.
- Carrel, M.R. Jenning, D.F. & Christina , H.J.D. (1997). Foundations of Organizational Behavior. NJ: Prentice Hall
- Daft, R. L. (1995). Organization Theory and Design. 5th Ed. Minneapolis, MN: West Publishing Co.
- Hatch, M. J.1997. Organization Theory: A postmodern perspective. London Oxford University Press.
- Mills, A.J. and Simmnons, T. (1995). Reading Organization Theory: A Critical Approach.Toronto: Garamond Press.
- Moorhead, G. &Griffin, R.W . (2002). Organizational Behavior . Boston: Houghton Mifflin Co.
- Toulmin, S., & Gustavsen, B. (Eds.). (1996). Beyond Theory: changing Organizations Through participation. Amsterdam: John Benjamins.

Course Name: Human Factors in Technology	**Course Code:** PSY- 739
	Credit Hours: 3

Course Outline:
- Human Factor in Technology.
- Human Factor in Work Environment.
- High Safety.
- Sensory Supplementation.
- Causes of Industrial accidents.
- Development of Alphabets for synthetic spelled speech.
- Human Engineering.

Recommended Books:

- Aldag, J. & Brief, P. (1981). Managing Organizational Behaviour. New York: West Publishing Co.
- Bennett, E. Degan, J. & Spiegel. (1989). Human Factores in Techonology. New York:McGraw Hill.
- Haynes, W.W.F. and Massie, J.L. (1990). Management: Analysis concept and cases. Englewood: Prentice Hall (Esatern Economic Ed).
- Jaques, E. (1984). The Changing Culture of Factory. New York: Dryden.
- Likert, R. (1992). New Patterns of Management. New York: Double Day.
- Schein, E.H. (1991). Organizational Psychology. New Delhi: Prentice Hall of India.
- McCormick, E.J. & Ligen, D.R. (1985). Industrial and Organizational

Psychology. Sussex:
- Peters, R. I. (1987) Practical Intelligence: Working New York: Harper and Row.
- Robins, S.P. (1992). Organizational Behavior: Concepts, Controversies and applications, New Delhi: Prentice Hall.
- Schultz, D.P. & Schultz, S. E. (1982). Psychology and Industry Today:An Introduction to Industrial and Organizational Psychology . New York: McMillian.

Course Name: Psychology Seminar	**Course Code:** PSY- 740
	Credit Hours: 1

Course Outline:

Scholar will work and deliver seminars on multiple issues in their intended area of specialization.

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PESHAWAR
DEPARTMENT OF PSYCHOLOGY

COURSE CODE	COURSE TITLE	CREDIT HOURS
COMPULSORY COURSES		
Psy-801	Psychological Research Methods (Compulsory)	3
Psy-802	Applied Statistics (Compulsory)	3
Psy-803	Uses of Computers in Psychology (Compulsory)	3
OPTIONAL COURSES		
Psy-804	Principles of Educational and Psychological Measurement	3
Psy-805	Practicum	2
Psy-806	Problems in Human assessment	3
Psy-807	Psychometric Theory	4
Psy-808	Guidance & Counseling	4
Psy-809	Test Construction: An IRT bases Approach	4
Psy-810	Clinical Psychology: Theory and Practice	4
Psy-811	Psychopharmacology	3
Psy-812	Motivation	3
Psy-813	Cross-Cultural Psychology	3
Psy-814	Psychology of Attitude and Opinion	3
Psy-815	Social Psychology	4
Psy-816	Consumer Behaviours & Marketing	3
Psy-817	Industrial and organizational Psychology	3
Psy-818	Deviance and Crime	3
Psy-819	Community Psychology	3
Psy-820	School Psychology	3
Psy-821	Military Psychology	2
Psy-822	Psychological Problem of Special Education	3
Psy-823	Mass Communications	3

Psy-824	Muslim Contribution to Clinical Psychology	3
Psy-825	Theories of Learning	3
Psy-826	Neuropsychology	3
Psy-827	Culture, Self, and Identity	4
Psy-828	Forensic Psychology	3
Psy-829	Criminal Behavior	3
Psy-830	Environmental	3
Psy-831	Applied Social Psychology	3
Psy-832	Rehabilitation Psychology	4
Psy-833	Health Psychology	3
Psy-834	Educational Psychology	3
Psy-835	Psychology of Sports and Exercise	3
Psy-836	Developmental Psychology	3
Psy-840	Assessment Under Different Settings	4
Psy-842	Psychological Warfare	3
Psy-843	Theories Of Mass Communication And Related Issues	3
Psy-844	Seminar	1
Psy-845	Research: Design and Analysis in Theory and Practice	3

Note:

- 18 Credit Hours Course work is to be completed by the Scholars.
- Courses No. PSY-801, PSY-802, and PSY-803 are compulsory.
- The rest of them are optional courses
- Those who take compulsory courses in M.Phil may not necessarily take these courses in Ph.D and will complete their credit hours out of optional courses.

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DETAILED COURSE OUTLINE OF ADVANCE STUDIES IN PSYCHOLOGY

Course Name: Psychological Research Methods	**Course Code:** PSY- 801
	Credit Hours: 3

Course Outline:
- Social Sciences, their nature and research methods
- Social psychological aspects of research
- Experimental and quasi-experimental designs
- Qualitative methods of research in social sciences
- Clinical and critical methods
- Unobtrusive methods
- Programme evaluation
- Sampling and data collection
- Psychological research in Pakistan

Recommended Books:
- Bordens, K.S., & Abbott, B.B. (2005). Research Designs & Methods. (6th ed.).Tata McGraw-Hill Publishing company.
- Cozby, P.C. (2001). Methods in behavioral research. (7th ed.). California: McGraw Hill company.
- Dunham, P. J. (1988) Research Methods in Psychology. New York: Harper & Row Publishers.
- Graziano. A. M., & Raulin, M.D. (1989). Research methods: a process of inquiry. New York: Harper & Row publishers.
- Heiman, G.W. (1995). Research methods in psychology. New York: Harper & Row Publishers.
- Kumar, R. (2005). Research methods: A step-by-step guide for beginners. (2nd ed.). NY: Pearson Education.
- Mertens, D. M. (1998). Research methods in education and psychology: Integrating diversity with quantified and qualified approaches. London: Sage Publishers.
- Posenberg, K.M., & Daly, H. B. (1993). Foundations of behavioral research: A basic question approach. New York: Harcourt Brace College Publishers.

Course Name: Applied Statistics	**Course Code:** PSY- 802
	Credit Hours: 3

Course Outline:
Introduction, Importance and Limitation of Statistics.
Scales of Measurement.
Collection and Presentation of Statistical Data [Graphics Representation of Data].

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Basic Concepts of Measures of Central Tendency and Dispersion. Probability and Theoretical Distributions viz., Binomial and Normal Distribution Estimation and Confidence Intervals. Level of Significance and Critical Ratio. Tests of Significations-viz t-Tests and Chi-Square. Introduction to Analysis of Variance Relating to One and Two Way Classification Nonparametric Test viz Wilcoxin test, Kruskal-Wallis Pearson Coefficient Correlation; Spearman Rank Correlation, Tetra choric, Phi, Biserial and Point-biserial Coefficient of Correlation.
Recommended Books: • Ferguson. G.A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill. • Fuldoes, J. P. & Fruchter, B.(1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill. • Garret, K.E. (1983) Statistics in Psychology and Education. New York: McGraw Hill. • Hays, W. (1963). Statistics for Psychologists. New York: McGraw Hill. • Minimum, E.W. & Clarke, R.B. (1982). Elements of Statistical Reasoning. New York: Wiley. • Winer, R. J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill. • Wright R.L. (1976). Understanding Statistics: An Informal Introduction for the Behavioral Sciences. NY: Harcourt Brace & Jovanovich.

Course Name: Use of Computers in Psychology	**Course Code:** PSY- 803
	Credit Hours: 3
Course Outline: Introduction, History and Some Basic Concepts. Parts of a computer: A brief introduction to Hardware and Software Computer and Cognition Ms Windows XP or Windows 7 Ms Word and MNs Excel 2007 Statistical Package for Social Sciences (SPSS 12 or Latest), or Statistical (6 or latest)	
Recommended Books: • Ali, A.S. & Nudrat, A. (2000). Fundamental Concepts of Computer System. Peshawar: The Aays Software Consultants and Composers. • Cozby, P.C. (1984). Using Computers in the Behavioral Sciences. California: Mayfield Publishing Company. • Ntoumanis, N. (2005) A Step-by-Step Guide for SPSS and Exercise Studies. London: Fetter Lane. • Joaquim. P., & Marques. D.S. (2007). Applied Statistics Using SPSS. STATISTICA MATLAB and. R. (2nd Ed.). NY:Pergamon. • Denial, B. W. (2009). Discovering Statistics using SPSS. Sussex: University Press. • Any latest books/ Manuals on Microsoft Office and SPSS.	

Course Name: Principles of Educational and Psychological Measurement	Course Code: PSY- 804
	Credit Hours: 3

Course Outline:

Measurement and evaluation in Psychology and Education
Introduction of Psychological Testing: Definition, History and Types.
Test Administration and Factors Affecting Performance on Tests.
Item Analysis: Definition and Types; Normal Distribution Curve; Skewness and Kurtosis.
Validity: Definition and aspects (Construct, content &criterion related validity)
Factors affecting validity
Reliability; Definition; Types of Reliability; Standard Error of Measurement; Factors affecting reliability coefficients.
Steps in the process of Test Construction and Standardization
Intelligence: definition and theories.
Major approaches to Personality testing
APA code of ethics for Testing and Assessment

Recommended Books:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). New York: Prentice Hall International Inc.
- Anstey, E. (1966). Psychological Tests. Belfast: University Press.
- Crocker, L. & Algina, J. (1986). Introduction to classical and modern test theory. New York: Holt, Rinehart, & Winston.
- Cronbach, L. (1966). Essentials of psychological testing. (2nd ed.). New York; John Weather Hill, Inc.
- Cunningham, G.K (1986). Educational and Psychological Measurement. New York; Macmillan Publishing Company.
- Dick, W. & Hagerty, N. (1971). Topics in Measurement; Reliability & Validity. New York; McGraw Hill Book Company.
- Holtzman, W.H. Projective techniques in Triadis, H.C. & Berry, J.W.(1990). Handbook of Cross Cultural Psychology: Methodology. Boston : Allyn and Bacon, Inc;(11),245-278.
- Hopkins,K.S (1998). Educational and Psychological Measurement and Evaluation.(8 ed) . Boston; Allyn & Bacon.
- Kaplan, R.M &Succuzo , D.P (1982). Psychological Testing: Principles, Applications & Issues. California: Brooks : Cole Publishing Company
- Khan, M.J.(1996) . Validation and Norm Development Siddiqui-Shah Depression Scale (SSDS). M.Phil. Dissertion .Peshawar: Department of Psychology,University of Peshawar.
- Kline, P. (1986) . A Hand Book of Test Construction: Introduction to Psychometric Design . New York , Methun.
- Sax,G .(1980) . Principles Of Educational and Psychological Measurement & Evaluation . Belmont CA: Wadsworth.

Course Name: Practicum	Course Code: PSY- 805
	Credit Hours: 2

Course Outline:

Five Laboratory Practical's prescribed by the teacher concerned

Course Name: Problems in Human Assessment	Course Code: PSY- 806
	Credit Hours: 3

Course Outline:
- The fundamental nature of measurement
- Objective Tests as Instruments of Psychological Theory
- The evaluation of measurement Properties
- Assessment for selection
- Assessment of Intellectual Abilities
- Assessment of Personality
- Cognitive approaches to personality assessment
- Assessment in social context
- Assessment of Interests
- Assessment of attitudes

Recommended Readings
- Jackson, D. N., Messick, S. & Thorndike. (1967). Problems in Human Assessment. New York: McGraw Hill.
- Nunnally, J. C. (1964). Educational measurement and evaluation. New York: McGraw Hill Book Company.
- Nunnally, J.C. (1964). Psychometric Theory. New York: McGraw Hill Book Company.
- Oppenheim, A.N. (1992). Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter Publishers.
- Robinson, J.P. & shaver, P.R. (1980). Measures of Social Psychological Research. Michigan: Institute of Social Research.
- Rogers. T.B. (1995). The Psychological Testing Enterprise: An Introduction. Brooks.
- Sax,G.(1980). Principles of Educational and Psychological Measurement and Evaluation. Belmont CA: Wadsworth.

Course Name: Psychometric Theory	Course Code: PSY- 807
	Credit Hours: 3

Course Outline:

- Test theory : Problems in measurement of psychological constructs
- Scaling Methods:
  (a) Factors and Factors Loading
  (b) Rotation
  (c) The number of factors
  (d) Community and Uniqueness

(e) Meta Analysis.
- Item Response Theory: Latent Trait Theory and Items Characteristic Curve
- The Concept of Bias
  (a) Item Bias
  (b) Test Bias and Cultural Relativism.
- Generalizeability theory
- Scoring Methods
  (a) Correcting for guessing (Formula Scoring)
  (b) Credits for partial knowledge.

- Standard Setting
  (a) Approaches to standard setting
   (b) Judgment based on item content
   (c) Judgment based on performance of examiners.
- Latest Trends & Future of Psychological Testing.

Recommended Books:
- Hopkins, K.D. (1998). Educational and Psychological Measurement and Evaluation. (8th ed.). Boston : Allyn & Bacon.
- Magnusson, D. (1967). Test theory. Massachusetts: Addison Wesley Publishing Company.
- Murphy, K. R. & David'shofer, C.O. (1988). Psychological testing: Principles and Applications. New Jersey: Prentice Hall.
- Nunnally, J. C. (1964). Educationally measurement and evaluation. New York: McGraw Hill Book Company.
- Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill Book Company.
- Oppenheim, A.N. (1992). Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter Publishers.

Course Name: Guidance & Counseling	Course Code: PSY- 808
	Credit Hours: 4

Course Outline:
- History and present status
- Various counseling approaches, techniques and practices
- Group counseling, counseling of adolescents
- New trends in counseling
- Educational and vocational guidance
- Tests and material for guidance and counseling programmes
- Guidance and counseling services in Pakistan

Recommended Books:
- Bergin, A. &Garfiled. (1994). Hand Book of Psychotherapy and Behaviour Change. New York: John Wiley.
- Brems, C. (2001). Basic skills in Psychotherapy and Counselling. U.S: Brooks/ Cole   Publishers.

- Caizzo D. & Grpss, D. (1991). Introduction to counseling: Prespectives for the 1990.
- Boston: Allyan and Bacon.
- Corey, G. (1996). Therory and Practice of Counseling and Psychotherapy. (5th ed.). NY: Brooks/ Cole Publishing Company.
- Corsini, J.R., & Wedding, D. (1995). Current Psychotherapies. (5th ed.). Illinois: F. E. Peacock Publishers, Inc.
- Druden, Windy. (1992). Hard-Earned Lessons from counseling in action. Bevery Hills: Sage Publications.
- Eisenbergy, S. & Delaney, D. (1978). The Counselling Process. NY: Rand McNally.
- Erskine R. & Moursund, J.(1988). Integrative Psychotherapy in Action. Benerly Hills. Sage Publications.
- Gibson, L. R., Mitchell, H. M, (2006). Introduction to Counseling and Guidance. (6th Ed.). New Delhi: Prentice Hall.
- Harvy, P. (1988). Health Psychology. London. Longman.
- Hersew N, Kazdin A, & Bellack. (1991). The Clinical Psychology Handbook. N.Y: Pergamon Press.
- Ivery, A. & Irey M. (1993). Counseling and Psychotherapy: A Multicultural Prespective. Boston. Allyn and Bacon.
- Journal of Counseling and clinical Psychology
- Journal of Counseling Psychology
- Korchin, S. (1986). Modern Clinical Psychology. New York: Basic Books.
- Kottler, A. J. (1986). On Being Therapist. San Francisco: Jossy-Bass.
- Synder, C.R & Forsyth. D. (1991). Handbook of Clinical and social Psychology. New York: Pergamon Press.
- Walker E. & Roberts, M. (1992). Hand book of Clinical Child Psychology. New York: John Wiley and Sons.

Course Name: Test Construction: An IRT based Approach	Course Code: Psy- 809
	Credit Hours: 4

Course Outline:
- Assessment for the course will consist of three parts, equally waited.
1. A series of assignments exploring practical aspects of the concepts discussed in class. Each student will also present their homework to the class. Note that students are encouraged to hand in an early draft version of each of these assignments to the instructor/GSI for informal review before they present to the class.

   Assignment topics:

   a. Develop a construct map for an educational measurement instrument.

   b. Develop "items" that realize that construct map.

   c. Develop a plan for studying the measurement performance of your "items"

2. A project, which will consist of the development and initial evaluation (pilot study) of an instrument. An outline of the proposed project will be developed by

the student in conjunction with the instructor around the beginning of the semester and the student will be expected to make a short presentation of her findings towards the end of the semester.

3. Participation in classroom discussions and activities, which may include minor presentations by class members, and which will certainly require that students read the readings (as noted below in the detailed syllabus) before each class.

DETAILED SYLLABUS
- Introduction to the course and Preliminary Activities.
- An over view of the course syllabus, it's rational and purposes.
- Reasoning from evidence: the "4- building blocks".
- Construct Mapping.
- The Items Design.
- The Outcomes Space.
- The Measurement Model.
- Choosing and Evaluating a measurement model.
- Reliability and Classical Test Theory**.**
- Validity.

Recommended Books:
- Aiken, L.R.Jr. (1976). Psychological Testing and Assessment. Boston: Allyn and Bacon, Inc.
- Anstey,E.(1966). Psychological Tests. Belfast: University Press.
- Cohen, R.J., & Swerdylik, M.E. (1999). Psychological Testing and Assessment: An Introduction to Tests and Measurement.(4th ed.). California: Mayfield Publishing Company.
- Crocker, L. & Algina, J.(1986). Introduction to Classical and Modern Test and Theory. New York: Holt, Rinehart, & Winston.
- Dick, W. & Hagerty, N. (1971). Topics in Measurement: Reliability and Validity. New York: McGraw Hill Book Company.
- Goldstein, G., & Hersen, M. (1990). Handbook of Psychological Assessment New York: Persamon Press.
- Hopkins, K.D. (1998). Educational and Psychological Measurement and Evaluation.(8th ed.). Boston: Allyn and Bacon.
- Irvin, S.H., & Carrol, W.K. Testing and Assessment across Cultures: Issues in Methodology and Theory. In Triandis, H.C., & Berry, J.W.,(1990). Handbook of cross Cultural Psychology: Methodology. Boston: Allyn and Bacon, Inc; (II), 181-244.
- Jensen, A.R. (1980). Bias in Mental Tests. London: Methuen.
- Kaplan, R. M. & succuzzo, D. P. (1982). Psycological Testing: Prnciples, applications, and issues. California: Brooks/ Cole Publishing Company.
- Kline, P. (1986). A Hand Book of Test Construction: Introduction to Psychometric Design. New York: Methuen.
- Magnusson, D. (1967). Test Theory. Massachusetts: Addison Wesley Publishing Company.
- Wilson, M. (2005). Constructing Measures: An Item Response Modeling Approach.
- Mahwish, N.J: Lawrence Erlbaum Associate Publishers.

Course Name: Clinical Psychology: Theory and Practice	Course Code: PSY- 810
	Credit Hours: 4

Course Outline:
- The evaluation of psychotherapy: Research design & methodology.
- Psychopathology Neurotic Disrder, Psychotic disorders.
- Selected theoretical approaches to specific psychotherapies. (Psychodynamic, Behaviural, Phenomenological)
- Communication Skills, Role of Communication, Pseudo Communication Effect of mass media on mental health.
- Community psychology and mental health

Recommended Books:

- Bootzin, R.P.& Acocellah, J. R.(1988). Abnormal Psychology, Current Prespectives (Ed.)New York: Random House.
- Brenner, C. (1955). Elementary Textbook of Psychoanalysis. New York: International University Press.
- Coleman, J.C & Broen. (1988). Abnormal Psychology and Modern Life. (8th ed.), New York: Scott, foresman & Co.
- Colloby, K.M. (1951). A primer for Psychotherapists. John Wily & Sons.
- Freud, S. (1933). Introductory Lectures in Psychoanalysis. London: George Allen and Unwin.
- Garfield, S.L & Bergin A. E.(1986). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
- Gerfield, S.L & Bergin A. E.(1986). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
- Horney, K. (1939). New Ways in Psychoanalysis. London: Routledge and Kegan Paul.
- Korchin, J.S (1986). Modern Clinical Psychology. NY: CBS Publishers.
- Neale & Davison. (1990). Abnormal Psychology. (5th ed). New York John Wiley & Sons.
- Nietzel, M.T & Bernstein, D.A. (1990). Introduction to Clinical Psychology. New Jersey Prentice Hall.
- Savage, R.D. (Ed). (1966). Readings in Clinical Psychology. London: Pergamon Press.
- Shaffer, G.W. & Lazarus, R.S. (1952). Fundamental Concepts in Clinical Psychology. New York: McGraw Hill.
- Singer, E. (1965). New Concepts in Psychotherapy. New York: Random House.
- Tomkins, S.A (Ed). (1953). Contemporary Psychopathology. Cambridge, Mass Hardfard University Press.
- White, R.W. (1981). The Anormal Personalty.New York: Ronald Press

Course Name: Psychopharmacology	Course Code: PSY- 811
	Credit Hours: 3

Course Outline:

Basic Principles of Pharmacology
Pharmacokinetics

- Drug absorption & distribution
- Drug elimination

Pharmacodynamics
- Receptor blinding
- Signal transduction

Clinical Psychopharmacology
- Classification of psychotropic drugs.
- Antipsychotic.
- Antidepressants
- Mood stabilizers and Antiepileptic
- Anxiolytics and Hypnotics
- Psychostamulents
- Antiparkisnonian drugs
- Electrotroconvulsive therapy
- Trancranial Magnetic Stimulation
- Bright Light Therapy
- Beta Blockers
- Adrenergic Blockers

Drug Abuse Disorders

Recommended Books:
- Bentley, K.J. (2004). Psychiatric Medication Issues for Social Workers, Counselors, and Psychologists. NY: Routledge.
- Gelder, M.G. (2006). Oxford Short Textbook of Psychiatry. New York: Oxford University Press.
- Julien, R. M. (2005). A primer of drug action (10th ed.). New York: Worth Publishers.
- Pagliaro, L.A. & Pagliaro, A. M. (1998). Psychologists' psychotropic drug reference Sussex: UK: Psychology Press.
- Pies, R. W. (2005). Handbook of essential psychopharmacology (2nd ed.). Washington, DC : American Psychiatric Publishing.\
- Schatzberg, A. F., Coles, J. O., & DeBattista, C. (2005). Manual of clinical psychopharmacology (5thed). Washington, DC: American Psychiatric Publishing.
- Spiegel, R. & Fatemi, H. (2003). Psychopharmacology: n introduction. Chichester: Wiley.
- Stahl,S. M. (2005). Essential psychopharmacology: the prescriber's guide. New York: Cambridge University Press.

Course Name: Motivation	**Course Code:** PSY- 812
	Credit Hours: 3

Course Outline:
- Definition, Nature and Scope
- Historical Background
- Motivated behaviour characteristics and determinants
- Methods used to assess human motivation
- Projective techniques

- Theories of Human Motivation: (a) Behavior theory (b) Cognitive theory
  (c) Need-drive-incentive theory,   (d) Stimulus-Cue theory (e) Motivational
  Theory of Emotion (f) Theories of reinforcement   (g) Theories of Achievement
- Motivation : Expectancy theory, Equity Theory
- Incentive Motivation, Tendency to achieve success, tendency to avoid failure
- Fear of success in Woman

Recommended Books:

- Alvesson, M. & Deetz, S. (1996). Critical theory and postmodernism approaches to organisational studies. In S.R. Clegg, C. Herdy & W. Nord. (Eds). Hand Book of Organizational Studies. London: Sage.
- Alvesson, M. and Willmott, H. (1996). Making Sense of Management: a Critical
- Introduction. London: Sage Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.Boston: Allyn & Bacon.
- Baron, R.A. & Byrne, D. (2000). Social Psychology. (9th ed.). New York: Pearson Education Asia.
- Batstone, E. (1979). Industrial Democracy. In T. R. Burns, L.E. Kalsson, & V. Rus(eds.) Work and Power: The liberation of work and the control of political power. Beverly Hills, CA: Sage.
- Berkowitz, L..S.(1986). Survey of Social Psychology. (3rd ed.). New York: CBS Publishing.
- Carrel, M.R. Jennings, D. F. & Christina, H. J. D. (1997). Foundations of Organizational Behaviour. NJ: Prentice Hall, Inc.
- Clegg, C. Hardy and W.R Nord (Eds). (1996). Hand Book of Organization Studies. London: Sage.
- Draft, R . L. (1995). Organization Theory and Design . (5th Ed). Minneapolis, MN: West, Publishing Co.Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Social Psychology. (4th ed.). New York: Prentice Hall.
- Hatch, M.J (1997). Organization Theory: A postmodern perspective. London Oxford University Press.
- Hogg, M.A., & Vaughan, G. M. (1995). Social Psychology. (2nd ed.). London: Prentice   Hall.
- Mills, A.J. and Simmons. T. (1995). Reading Organizational Theory: A Critical Approach. Toronto, On: Garamond Press.
- Moorhead, G. and Griffin, R.W (1990). Organizational Behaviour. Boston: Houghton, Mifflin. Co.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L.A., & Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey: Prentice Hall. Englewood Cliff.
- Toulmin, S., & Gustavsen, B (Eds). (1996). Beyond Theory: Changing Organizations through Participations. Amsterdam: John Benjamins.
- Wiggns,J.A., Wiggns,B.B., Zanden,J.W., (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Cross-Cultural Psychology	**Course Code:** PSY- 813
	Credit Hours: 3

Course Outline:
- Culture and society

- Culture and basic psychological processes
- Nature and history of cross-cultural psychology
- Methods of cross-cultural psychology
- Theoretical and methodological problems in research across cultures
- Indigenous psychology
- Psychology in the sub-continent.

Recommended Books:
- Berry, J.W. (1992). Cross Cultural Psychology: Research and Application. Cambridge University Press.
- Berry, J. W., Prortinge, Y. H., segall. M.H. & Dasen. P. R. (1980). Handbook of Cross cultural psychology: Social Behaviour and application (2nd ed.). Cambridge University Press.
- Brislin, r. W. (1990). Applied cross cultural psychology (4th ed). Sage Publish Pvt. Ltd.
- Heine, S.J. (2007) cultural Psychology. W.W. Norton & Company.
- Segall. M.H. (1999). Human Behaviour in Slobal Prespective: An Introduction to Cross Cultural Psychology. Boston: Allyn & Bacon.
- Singh, A. K. (2002). The Comprehensive History of Psychology (3rd ed.). New Delhi: Motilal Banarsidass Publishers Private Limited.
- Shiraw, F. (2009). Cross cultural Psychology: Critical Thinking and contemporary application. India: dorling Kindersley.
- Triandis, H.C. & Berry, J.W. (1990). Handbook of cross Cultural Psychology: Methodology. Boston: Allyn and Bacon, Inc.

Course Name: Psychology of Attitude and opinion	**Course Code:** PSY- 814
	Credit Hours: 3

Course Outline:
- Theories of Attitude and Opinion
- Relationship between attitude and behavior
- Techniques of attitude scale construction and attitude measurement
- Attitude and opinion survey
- Construction of an attitude scale and its application

Recommended Books:
- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction. Boston: Allyn & Bacon.
- Baron, R.A & Byrne, D. (2000). Social Psychology. (9th ed.). Nw York: Pearson Education Asia.
- Berkowitz, L.S. (1986). Survey of Social Psychology. (3rd ed.). New York:CBS Publishing.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Social Psychology. (4th ed.). New York: Prentice Hall.
- Hogg, M.A. & Vaughan, G. M. (1995). Social Psychology. (2nd ed.). London: Prentice Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L. A.,& Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey: Prentice Hall Englewood Cliff.
- Wiggns, J.A., Wiggns, B.B., & Zanden, J.W. (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Social Psychology	Course Code: PSY- 815
	Credit Hours: 4

Course Outline:
- Methods of social psychology
- Some selected theories of social psychology
- Impression formation and stereotyping Inter-group behaviour
- Norm formation, Social influence, and conformity
- Social change
- Social Psychological aspects of refugees problem
- Contributions of social Psychology in rural development
- Social Psychological problems of women
- Leadership and Social power
- Small groups
- IDPs and Disaster Stricken Peoples' problems

Recommended Books:
- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.Boston: Allyn & Bacon.
- Baron, R. A. & Byrne, D. (2000). Social Psycholohy. (9th ed.). New York: Pearson   Education Asia.
- Berkowitz, L.S. (1986). Survey of Social Psychology. (3rd ed.). New York: CBS Publishig.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Socail Psychology. (4th ed.). New York: Prentice Hall. Hogg, M.A. , & Vaughan, G.M. (1995). Socail Psychology. (2nd ed.). London: Prentice   Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L. A.,& Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey, Prentice Hall Englewood Cliff.
- Wiggns, J.A., Wiggns, B.B., & Zanden, J.W. (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Consumer Behaviors & Marketing	Course Code: PSY- 816
	Credit Hours: 3

Course Outline:
- Consumer behavior and its models.
- The environment: economic, demographic, Coors-cultural and sub-cultural influences, social-stratification. Reference groups and family influences.
- Psychological aspects of learning, information processing, motivation and values.
- Consumer decision processes.
- Applications of Psychological and social research methods in consumer and marketing research: Qualitative and Quantitative methods.
- Communication affects and their evaluation.

Recommended Books:
- Alvesson, M. & Deetz, S. (1996). Critical theory and postmodernism approaches to organisational studies. In S.R. Clegg, C. Herdy & W. Nord. (Eds). Hand Book of Organisational Studies. London: Sage. Pp.191-217

- Alvesson, M. and Willmott, H. (1996). Making Sense of Management: a Critical
- Introduction. London: Sage Batstone, E. (1979). Industrial Democracy. In T. R. Burns, L.E. Kalsson, & V. Rus(eds.) Work and Power: The liberation of work and the control of political power. Beverly Hills, CA: Sage
- Carrel, M.R. Jennings, D. F. & Christina, H. J. D. (1997). Foundations of Organizational Behavior. NJ: Prentice Hall, Inc.
- Draft, R. L. (1995). Organization Theory and Design . (5th Ed). Minneapolis, MN: West, Publishing Co.
- Hatch, M.J (1997). Organization Theory: A postmodern perspective. London Oxford University Press.
- Mills, A.J. and Simmons. T. (1995). Reading Organizational Theory: A Critical
- Approach. Toronto, On: Garamond Press.
- Moorhead, G. and Griffin, R.W (1990). Organizational Behaviour. Boston: Houghton Mifflin. Co.
- Toulmin, S., & Gustavsen, B (Eds). (1996). Beyond Theory: Changing Organizations through Participations. Amsterdam: John Benjamins.

Course Name: Industrial and organizational Psychology	Course Code: PSY- 817
	Credit Hours: 3

Course Outline:
- Psychological problems of industries and organization
- Personnel selection
- Human factors in engineering
- Structure of organizations, their Psychological climate & work environment
- Leadership in organizations
- Labour management relations
- Special problems of training in organization including industries
- Performance appraisal and career planning
- Evaluation of organization

Recommended Books:
- Alvesson, M. & Deetz, S. (1996). Critical theory and postmodernism approaches to organisational studies. In S.R. Clegg, C. Herdy & W. Nord. (Eds). Hand Book of Organisational Studies. London: Sage. Pp.191-217
- Alvesson, M. and Willmott, H. (1996). Making Sense of Management: a Critical
- Introduction. London: Sage
- Batstone, E. (1979). Industrial Democracy. In T. R. Burns, L.E. Kalsson, & V. Rus(eds.) Work and Power: The liberation of work and the control of political power. Beverly Hills, CA: Sage.
- Carrel, M.R. Jennings, D. F. & Christina, H. J. D. (1997). Foundations of Organizational Behavior. NJ: Prentice Hall, Inc.
- Draft, R. L. (1995). Organization Theory and Design . (5th Ed). Minneapolis, MN: West, Publishing Co.
- Hatch, M.J (1997). Organization Theory: A postmodern perspective. London Oxford University Press.
- Mills, A.J. and Simmons. T. (1995). Reading Organizational Theory: A Critical
- Approach. Toronto, On: Garamond Press.
- Moorhead, G. and Griffin, R.W (1990). Organizational Behaviour. Boston:

Houghton Mifflin. Co.
- Toulmin, S., & Gustavsen, B (Eds). (1996). Beyond Theory: Changing Organizations through Participations. Amsterdam: John Benjamins.

Course Name: Deviance and Crime	Course Code: PSY- 818
	Credit Hours:3

Course Outline:
- Introduction of deviant behaviour: General conceptualization
- Theories of deviant behaviour: Social, Psychological and interaction perspective
- Spotlight on deviant behavior problems and anti-social dispositions
- Delinquency and Crime
- Psychopathology
- Alienation and Corruption

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

Course Name: Community Psychology	Course Code: PSY- 819
	Credit Hours: 3

Course Outline:
- Meanings and history of community psychology
- Methods of community research
- Applications of community psychology: mental health projects of primary prevention and early intervention; community mental health projects: grass root action projects.
- Evaluation of community psychology projects
- Community project is Pakistan

Recommended Books:
- Allens, G. J. & Chinsky, J. M. & Larcen, S. (1990). Community Psychology and the Schools:A Behavioural Oriented Multilevel. Preventive Approach.NY: Pergamon.
- Gallagher, W. (1993). The Science of Place: in the Power of Place. New York: Poseidon Press. 11-24
- Levine, M. & Perkins, D. (1987). Principles of Community Psychology: Perspectives and applications. Oxford: University Press.

Course Name: School Psychology	Course Code: PSY- 820
	Credit Hours: 3

Course Outline:
- Pakistani school scene: Structure and functions of school education in Pakistan
- Learning theories and their application in classroom
- Developmental theories and their application in classroom
- Classroom observation techniques
- Dynamics of teacher-pupil interaction in schools
- Role of peer-group in schools
- School-home interaction
- Psycho-pedagogy: Psychological theories in the practice of teaching
- Psychological bases of teaching material
- Educational and psychological testing in schools
- Counselling and guidance in schools
- Children with special needs
- School and community

Recommended Books:
- Bedkin, G.D. (1980). Introduction to Councelling.(3rd ed.). Long Island: Wm. C. Brown, Publisher.
- Chibber, S.K. (1999). Evidance and Educational counselling. New Delhi: Commonwealth, Publishers.
- Crow, L.D. (1999). Educational Psychology. New Delhi: Eurasion Publishing Mouse Ltd.
- Hai, S.A. (1958). How Children Grow: An Introduction to Child Psychology: with topics of Educational Psychology and General Psychology. Warsi Dacca.
- Hidgard, E.R. (1975). Theories of Learning. 4th ed. New Jersey: Prentice Hall, Inc.
- Kuppuswamy. (1991). Advanced Educational Psychology. Sterling.
- Mcdonald, F. (1960). Educational Psychology. Wadsworth Publishing Company, Francisco.
- Sprinthall, N. and Sprinthall, R. (1987). Educational Psychology: A Developmental Approach. New York: Random House.
- Sprinthall, N. (1987). Educational Psychology: A Developmental Approach. New York:, Lane Akers, Inc.
- Stephens. (1951). Educatioal Psychology: The Study of Educational Growth. Henry Holt.

Course Name: Military Psychology	Course Code: PSY- 821
	Credit Hours: 2

Course Outline:
- Meaning and scope of military psychology
- Selection process, job analysis, testing and placement
- Training in Armed Forces.
- Performance evaluation & Career planning
- Accident Proneness, diagnostic and preventive measures
- Stress sensitivity and clinical rehabilitation
- Psychological warfare, Psychology Ops, Debriefing
- Behavior modification, interrogation, debriefing

- ▪ Attitude, motivation, moral and discipline
- ▪ Special psychological problems of army, navy and Air Force

Recommended Books:

- Bass, B.M. (1981). Leadership on the Furture battle field. Rawalpindi: Army Education   Press.
- Boring, E.G.(1975). Psychology for the Armed Forces. New York: John Wiley.
- Framken, R.E. (1983). Human Motivations. New York: John Wiley.
- Gal. R. & Droff, M A.D. (1991). Hand book of Military Psychology. New York: John   Wiley.
- Hent J.G. & Balair J.D. (1988). Leadership on the furture battle field. Rawalpindi: Army   Education Press.
- Rehman, A., Gill, G.A., & Ahmad, S.L. (Eds.) (1992). Pakistan Army Green Book, Lahore: Feroz Sons.
- Segal, D.R. & Goldman, N. (1976). The Social Psychology of Military Psychology. NY: McGraw Hill.
- Shelyag, V.V.,Glotoch, A.D. & Platonov, K.K.(1992). Military Psychology (A soviet   view). Moscow: Military Press.
- Waris M.T.O., Abbaso, M.S. & Ali, S.I. (Eds.). (1990). Pakistan Army Green Book. Lahore: Feroz sons.
- Wiskoff, M.E. & Rampton, G.(Eds.).(1989). Military Personnel Measurement: New York, Green Book.

Course Name: Psychological Problems of Special Education	**Course Code:** PSY- 822
	Credit Hours: 3

Course Outline:

- ▪ Special children and their needs
- ▪ Nature and special psychological problems associated with hearing and visual impairments: and physical disability
- ▪ Mental retardation; Nature, causes and classification
- ▪ Assessment of mental retardation
- ▪ Teaching children with special educational need. Integration of SEN Children in the main stream
- ▪ Family and community. Their attitudes towards children with SEN and their role in teaching.

Recommended Books:
- Hallahan, D. & Kauffman, J. (1986). Excepional Children: Introducion to special education. NY: Prentice Hall.
- Heward, W. & Orlarisky, M. (1988). Exceptional Children: An introductory survey of special education. NJ: Merril
- Milles, C. (1985). Special Education for MentallyRetarted. London: Mental Health Centre.

Course Name: Mass Communications	**Course Code:** PSY- 823
	Credit Hours: 3

Course Outline:

- Nature and functions of mass communication
- Theories of Mass communications
- Methods to study mass communications
- Impact of mass communication on national development
- Distance education
- Politic and television
- Psychological research in Pakistan
- Mass communication and Natural Character

Recommended Books:

- Edwin, E. & Ault, P., & Agee, W. (1960). Introduction to Mass Communication. Dodd   New York.
- Dominick, J. (1996). The Dynamic of Mass Communication. McGraw Hill.
- Josheph, K.T. (1960). The Effects of Mass Communication. Free Press.
- Defleur, M. & Rokeach, S.B> (1989). Theories of Mass Communication on General Knowledge. Peshawar: Top Printers.
- Aziz, N., & Ahmad, A. (1980). The Effect of Mass Communication. Research Media Effects. New York: Longman.
- Schramm, W. (Ed.). (1961). The Process and Effects of Mass Communication. Urbana: University of Illinois.

Course Name: Muslim Contribution to Clinical Psychology	**Course Code:** PSY- 824
	Credit Hours: 3

Course Outline:
- Historical background of Muslim Psychology survey OF Muslims contribution to Psychology.
- Doctorine of Tasawwaf with reference to Sufi & Saints
- Muslim Traditions in Psychotherapy
- Contribution of modern Psychologists in Muslim Traditions of Therapy in Pakistan

Recommended Books:

- Ajmal, M. (1986). Muslims Contribution to Psychotherapy and other Essays. Islamabad: National Institutes 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. I: 210-255.
- Plott, C. (2000). Global History of Philosophy: the period of Scholasticism, Motivala: Banarsideass.
- Rizvi, A.A. (1989). Muslim tradition in Psychotherapy and Modern Trends: psychotherapy of Ghazali, shah Waliullah and Thanvi. Lahore: Institute of Islamic

Culture.
- Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Jouranal of the International Society for the History of Islamic Mrdicine. II:114-151.
- Hanafy, Y.A., Fatma, A., & Dening, T.R. (1996). Evidence for the existence of schizophrenia in medieval Islamic society. History of Psychiatry.

Course Name: Theories of Learning	**Course Code:** PSY- 825
	Credit Hours: 3

Course Outline:
- Stimulus & Response Theories
- Cognitive theories
- Thorndike Connectionism
- Guthrie's Contiguity Principle
- Watson's theory
- Hull Systematic Behavior theory
- Skinner, Operant Learning
- Tolman's Cognitive theory
- Gestalt Theory of Learning
- Psychoanalytic Conceptions that have influenced learning experiments & theories
- Current developments in learning theory

Recommended Books:

- Allen, B. (1997). Personality theories: Development, Growth and Diversity. Boston: Allyn & Bacon.
- Barker, R.G. (). The stream of behavior. New York: Appleton Century crafts.
- Fordham, R. (1953). An introduction to Jung's psychology. NY: Penguin.
- Hall, C.S, and Lindzey, G. (1978). Theories of personality. (2nd ed.). NY: John Wiley and Sons.
- Hilgard, E. R., & Bower, G. H. (1966). Theories of learning. New York: Appleton Century-Crafts
- Rogers, C. (191). On becoming a person. NY: Houghton Mifflin.

Course Name: Neuropsychology	**Course Code:** PSY- 826
	Credit Hours: 3

Course Outline:
- The Development of Neuropsychology
- The Neurological Exam & Clinical Tests
- Common Neuropsychological symptoms & syndromes
- The neuropsychodiagnostic interview
- Rehabilitation of the neuropsychologically handicapped.

Recommended Books:
- Beatty, J. (1995). Principles of behavioral neuroscience. Brown & Benchmark: Dubque, 1A.
- Brown, H. (1976). Brain and Behavior: a Text Book of Physiological Psychology.

NY: Oxford University Press.
- Brown, T.S. & Waltace, P.M. (1980). Conversations with Neil's Brain: The Neural nature of Thought and Language. Reading, M.A: Addidon-Wesly Publ.Co.
- Cooper, J.R., Bloom, F.I. & Wroth, R.J. (1989). Biochemical. Basis of Neuro Pharmacology. London: Oxford University Press.
- Curtis, B.A., Jacbson, S.J., & Marcus, E.M. (1992). An Introduction to the Neurosciences, Philadelphia: W.B. Saunders.
- Diamond, M.C. Scheibel, A.B., & Elson, L.M. (1985). The Human Brain Coloring book.New York: NY: Harper Perennial.
- Koib, B., & Whishawa, I.Q. (2003). Fundamentals of Human Neuropsychology (4th Edition). W.H. Freeman and Company.
- Pine, J.P. (2000). Biopsychology (4th ed.). Allyn and Bacon.
- Rimble, D.P. (1988). Biological Psychology. New York: Holt, Rinchart and Windlon, Inc
- Rorb, B.& Whisaw, L.Q. (1980). Fundamentals of Human Neuro Psychology, USA Wit Freman and Company.
- Schnelder, A.E., Tarshis, B. (1995). Elements of Physiological Psychology. New York: McGraw Hill.
- Skinner, J.E, (1980). Neuro-Sciences. (Alab Manua) London: W.B. Sanders & Co.
- Stellar, E. & Sprague, J.M. (1968). Process in Physiological Psychology. (Ed.). New York: Academic Press.
- Thompson, R.F. (1980). Physiological Psychology. New York: Harper International Edition.

Course Name: Culture, Self, and Identity	Course Code: PSY- 827
	Credit Hours: 4

Course Outline:
- Self and Identity
- The Search for Self
- Culture and individual
- The psychoanalysis of culture
- Culture and Anthropology
- States and Identities

Recommended Books:
- Landholm, C. (2007). Culture and Identity. One World Publication New York.
- Lamdholm, C. (2008). Culture and Authenticity. Blackweel Publishing. Australia.
- Rosman, a. Rubel, P.G & Weisgrau, M. (2009). The Tapestry of culture: an introduction to cultural anthropology. (9th ed.). NY: Rowman & Littlefield Publisher, Inc.

Course Name: Forensic Psychology	Course Code: PSY- 828
	Credit Hours: 3

Course Outline:

- An overview of Forensic Psychology
- Mental health, social science and Law Police Psychology

- Police Psychology
- Investigative Psychology and criminology
- Applied Criminology
- Criminal Psychology
- Moral development and developmental theories of crime

Recommended Books:

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

Course Name: Criminal Behaviour	**Course Code:** PSY- 829
	Credit Hours: 3

Course Outline:
- Introduction to criminal Behavior.
- Juvenile delinquency: Development factors.
- Origin of criminal behaviour: Biological factors, learning and situational factors.
- The Psychopath: A focus on the Biopsychological factors.
- The mentally disordered offender.
- Human aggression and violence.
- Homicide, assault and family violence
- Sexual offenses.
- Economic crimes, public order crime and other crime.
- Drugs and crime.

Recommended Books:
- Bartol, C.R (2002). Criminal behaviour: A Psychsocial Approach. (6th ed.). N.J: Prentice Hall, Saddle River.
- Eckert, W.G. (1990). Introduction to Forensic Science, London: The C.V. Mosby Company.
- Gordon, R. (1995) Foresic Psychology: a guide for lawyers and the mental health professions. Tucson, Ariz, Lawyers and Judges Publishing Co.
- Hussain, S.S (1999). A teext book of forensic Medicine and Toxicology. Lahore: The Carvan Book House.
- Polson C.J., Gee, D.J. & Knight, B. (1985). The Essentials of Forensic medicine (4th ed.). New York: Pergamon Press

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Course Name: Environmental Psychology	**Course Code:** PSY- 830
	Credit Hours: 3

Course Outline:

- Introduction to environmental Psychology
- The psychology of solving environmental problems
- Scientific method, theory and practice
- Environmental History
- Cognition: Environment perception
- Cognition: Environment experience
- Cognition: Information processing and environmental values
- Cognition: Solving environmental problems
- Cognition: Perceived environmental problems
- Cognition: Risk perception

Recommended Books:
- Anderson-Hanley, C. M. (1997) adventure Programming and Spirituality: Integration Models, methods and research. Journal of Experimental Education. 20(2). 102-108.
- Bell, P., Greene, T., Fisher, J., & Banum, A. (2001). Environmental Psychology, (5th ed.). New York: Hardcourt-Brace, Inc.
- Durning, A. (1992). How Much is Enough? The Consumer Society and the Furture of the Earth. New York: Norton.
- Gallagher, W. (1993). Saving the World. The Power of Place. New York : Harper Collins.
- Helgesen, S. (2001). Six Strategies for trainging the New World of Work. New York: The Free Press.
- Miller, T. (1998). Acognitive approach to wanting what you have. Wanting What You Have: A sElf-Discovery Workbook. Oaklan., CA New Harbinger Publications.
- Myers, D. G., & Diener, E. (1996). The pursit of happiness. Scientific American. 70-72.
- Quinn, D. (1992). Ishmael: An Adventure of the Mind and Spirit. New York: Bantam. Sliversteon, S. (1964). The Giving Tree: NY: HarperCollins.

Course Name: Applied Social Psychology	**Course Code:** PSY- 831
	Credit Hours: 3

Course Outline:
- Research Methods of Social psychology
- Theories of Social Psychology
- Consumer issues in social psychology
- International images and improving international relations
- Prejudice and Reducing Prejudice
- Social psychology and health
- Environmental issues in social psychology
- Policies and social psychology
- The dynamics of War, conflict and terrorism

Recommended Books:
- Baron, R.A. & Byrne, D. (1987). Social Psychology: Understanding Human Interaction.
- Boston: Allyn & Bacon.

- Baron, R. A. & Byrne, D. (2000). Social Psycholohy. (9th ed.). New York: Pearson Education Asia.
- Berkowitz, L.S. (1986). Survey of Social Psychology. (3rd ed.). New York: CBS Publishig.
- Freedman, J.L., Sears D.O., & Carlsmith, J.M. (1981). Socail Psychology. (4th ed.). New York: Prentice Hall.
- Hogg, M.A. , & Vaughan, G.M. (1995). Socail Psychology. (2nd ed.). London: Prentice Hall.
- Myers, D.G. (1994). Exploring Social Psychology. NY: McGraw Hill.
- Taylor, S.E., Peplau,L. A.,& Sears, D.O.(1994). Social psychology. (8th ed.). New Jersey:
- Prentice Hall Englewood Cliff.
- Wiggns, J.A., Wiggns, B.B., & Zanden, J.W. (1994). Social psychology. (5th ed.). McGraw-Hill, Inc.

Course Name: Rehabilitation Psychology	**Course Code:** PSY- 832
	Credit Hours: 4

Course Outline:
- Concept and definitions of disability
- Types of disabilities
  a. visual impairment
  b. hearing and speech impairment
  c. Locomotors disability
  d. Mental disability
  e. Mental illness
  f. Cerebral pasy
  g. Autism
  h. Learning disabilities
  i. Multiple handicaps
- Goals and objectives of rehabilitation
- Multiple disciplinary approach to rehabilitation: Biological, medical, psychological, education and social aspects.
- Screening and early identification of people with development disabilities
- Early intervention: definition, assessment and strategies for intervention
- Intervention packages for various disabilities
- Therapeutic services and restorative techniques.

Recommended Books:
- Hallahan, D. & Kauffman, J. (1986). Exceptional children: Introduction to special education. NY: Prentice Hall.
- Heward, W. & Orlarisky, M. (1988) Exceptional Children: An introductory survey of special education. NY: Nerril
- Milles, C. (1990). Special Education for Mentally Retarded. Peshawar: Mental Health Centre.

Course Name: Health Psychology	**Course Code:** PSY- 833
	Credit Hours: 3

Course Outline:
- Foundations of health psychology
- Changing models of health
- Patterns of disease and Death
- Copying with stress and pain
- Cardiac rehabilitation
- Copying with cancer
- Dealing with HIV and AIDs
- Community Mental Health programmes, preventive programmes for children, women, adults and elderly persons with reference to Pakistan

Recommended Books:
- Coleman, T. (2004). ABC of smoking cessation, Use of simple advice and Behavioral support. BMJ, 328,397-399.
- Ernest. (2000). The role of complementary and Alternative medicine. BMJ, 321, 1133-5.
- Keefe, F.J. & France,C.R. (1999). Pain: biopsycholosocial mechanisms and management. Current Directions, in Psychological Science, 8,137-141.
- Ogden, J. (2004). Health Psychology: a textbook, Bristol, PA: open University Press.
- Ogden. (2004). Health psychology. Bristol: Open University Press.

Course Name: Educational Psychology	**Course Code:** PSY- 834
	Credit Hours: 3

Course Outline:
- Research Methods in applied Educational Psychology.
- Motivation and learning
- Curriculum and instruction
- Psycho-educational interventions
- Children with special needs
- Professional, ethics and issues in educational psychology

Recommended Books:
- Crow, L. & Crow, A. (2000). Educational Psychology. New Delhi: Eurosia Publishing House Ltd.
- Eggen, P & Kauchak, D. (2006). Educational Psychology. NJ: Merril

Course Name: Psychology of Sports and Exercise	**Course Code:** PSY- 835
	Credit Hours: 3

Course Outline:
- Introduction to the field of sports psychology
- Personality and sport

- Competition and cooperation
- Feedback, reinforcement and intrinsic motivation
- Stress and anxiety
- Group and team dynamics
- Leadership and effective communications
- Self imagery and self confidence
- Goal setting and concentration
- Exercise and psychological well being
- Addictive and unhealthy behaviors
- Burnout and overtraining
- Children's psychological development through sport
- Character development and sportsman ship

Recommended Books:

- Annesi, J. (1996). Enhancing Exercise Motivation. A guide to increasing fitness center member retention. Los Angeles: Leisure Publications.
- Orlick, T. (1990). In pursuit of excellence. Chanpagn, IL: Human Kinetics.
- Pargman, D. (ed). (1993). Psychology of sport industry. Champaign, IL: Human Kinetics.
- Williams, J. (ed). (1998). Applied sport psychology: Personal growth to peak performance. Mountain View, CA: Mayfield Publishing Co.

Course Name: Developmental Psychology	**Course Code:** PSY- 836
	Credit Hours: 3

Course Outline:

- Introduction to Developmental Psychology
- Piaget's theory : Milestones and Mechanisms
- Information processing Theories of Development
- Socio-cultural Theories of Development
- Sensation, Preception and Biological Development
- Conceptual Development and Theory of mind
- Individual differences in languages development
- Emotions and Emotional Regulation
- Relationships and attachment Theory
- Parenting and parenting styles
- Developmental Disabilities

Recommended Books:

- Hurlock, E.B. (1959). Developmental Psychology. New York: McGraw Hill.
- Hurlock, E.E. (1964). Developmental Psychology. New York: McGraw Hill.
- Jersild, A.T. (1957). The Psychology of Adolescene. New York: Macmillan
- Munn, N.L. (1959). The Evolution and Growth of Human Behaviour. Houghton: Mifflin Co.
- Ptessery, S.L. & G.R Kuhlen (1965). Psychological Development throughout the span. New York: Harper.

Course Name: Assessment Under Different Settings	**Course Code:** PSY- 840
	Credit Hours: 4

Course Outline:
- Methods in Personality Assessment: Objective, Projective, Ink-blots, Pictures, Words, Figures, Behavioral Assessment etc.
- Clinical and Counseling Assessment: The Tests, The Interviews, The Case History Data, Forensic Psychological Assessment, Writing Report.
- Neuropsychological Assessment: tests, Batteries and other tools.
- Assessment of People with Disabilities: Visual, Hearing, Motor, Cognitive (Learning), Disabilities assessment. Disability and Diversity.
- Assessment in Career and Business: Assessing Interests, Attitude, Aptitude, Motivation, Job Satisfaction, Stress and Burnout.
- Screening, Selection, Classification and Placement, testing and item Response Theory (Latent Trait Theory)
- Assignment in this course will include OFICAL STUDY VISITIS to places like ISSB, FPSC, PPSC, NTS, EATA, and other organizations. They will be briefed about the Mechanism of testing there in order to develop an applied vision in Testing and Evaluation. Lectures will be arranged for them and they will be asked to write reports of these events in which internal viva and/or presentation will be arranged.

Recommended Books:
- Hopkins, K.D. (1998). Educational and psychological measurement and evaluation. (8th ed). Boston: Allyn & Bacon.
- Irvin, S.H. & Carrol, W.K. (1988). Testing and assessment across: Issues in methodology and Theory. In Trianddis, H.C. & Berry, J. W. (1990). Handbook of Cross Cultural Psychology: Methodology. Boston: Allyn and Bacon, Inc; (II), 181-244.
- Jackson, D.N., Messick, S. & Thorndike. (1990). Problems in Human Assessment. New York: McGraw Hill.
- Janda, L.J. (1998). Psychological Testing. Theory and Applications: Allyn and Bacon.
- Jensen, A.R. (1980). Bias in Mental Tests. London: Methuen.
- Kaplan, R.M. & Succuzzo, D. P. (1982). Psychological Testing: Principles, applications ans issues. California: brooks/ Cole Publishing Company.
- Khan, M.J. (1996). Validation and Norm Development of Siddiqui-Shah Depression Scale (SSDS). M.Phil. Disseration. Peshawar: Department of Psychology, Univerityof Peshawar.
- Kline, P. (1986). A Hand Book of Test and Construction: Introduction to Psychometric Deign. New York: Methuen.
- Krippendorff, K. (1980). Content Analysis: An Introduction to its Methodology. Newbury Park: Sage Publications, Inc.
- Lindquist, E.F. (1961). Educational Measurement. Washington DC: American Council on Eucation.
- Magnusson, D. (1967). Test Theory. Massachusetts: Addison Welsey Publication Company.
- Marnat, G.G. (1990). Handbook of Psychological Assessment. New York: John

Wiley & sons.
- Mischel, W. (1968). Personality and Assessment. New York: John Wiley & Sons, Inc.
- Monograph Series: Test Construction, Islamabad: National Institute of Psychology.
- Murphy, K.R. & David'shofer,C. O.(1988). Psychological testing: Principles and Applications. New Jersey: Prentice Hall.
- Nunnally, J.C. (1964). Educational measurement and evaluation. New York: McGraw Hill Book Company.
- Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill Book Company.
- Oppenheim, A.N. (1992). Questionnarire Deign, Interviewing, and Attitute Measurement. London: Pinter Publishers.
- Robinson, J.P. & Shaver, P.R. (1980). Measures of Social Psdychological Research. Michigan: Institute of Social Research.

Course Name: Psychological Warfare	Course Code: PSY- 842
	Credit Hours: 3

Course Outline:
- Nature and Scope.
- Psychological Warfare over the ages (Historical and Islamic perspective).
- Basic Psychological concepts in Psychological Warfare.
- Learning, Perception, Cognition, Personality, Motivation, Attitude and Opinion, Target Audience, Psychological Factors, Sociological Factors, Cultural Factors.
- Role of intelligence, Research and Analysis
- Evaluation of Effectiveness
- Offensive and defensive Psychological Welfare
- Tools of Psychological Warfare
- Rumors, Brain Washing, Introduction/Disinformation, Mass communication, Use of different types of Mass Media, Interpersonal and persuasive communication, Panic as a Psychological Warfare Tool.

Recommended Books:
- Bass, B.M. (1981). Leadership on Future battle field, Rawalpindi, army Education Press.
- Boring E.G. (1975). Psychology for Armed Forces. New York: John Wiley.
- Framken, R.E. (1983). Human Motivations. New York: John Wiley.
- Gal. R. & Mangels Droff A.D, (Eds.) (1991). Hand Book of Military Psychology. New York: John Wiley.
- Hent J.G. & Balair J.D. (1988). Leadership on the future battle field, Rawalpindi. Army Education Press.
- Rehman, A. Gill, G.A & Ahmad, S. L (Eds). (1992). Pakistan Army Green Book, Lahore: Feroz Sons.
- Segal, D.R. & Goldman, N. (1976). The social Psychology of Military Psychology.
- Sheyyag, VB.V., Glotoch, A.D., & Platonov K.K. (1992). Military Psychology (A

- soviet view).
- Waris, M.T.O., Abbaso, M.S. & Ali, S. I. (Eds.). (1990). Pakistan Army Green Book, Lahore: Feroz sons.
- Iskoff, M.E & Rampton, G. (Eds.). (1989). Military Personnel Measurement: New York: Green Book.

Course Name: Theories of Mass Communication and Related Issues	**Course Code:** PSY- 843
	Credit Hours: 3

Course Outline:
- Introduction: Historical background of Radio, Film, Print media, Video, Television Teleconferencing. E-Mail etc.
- Concept in Mass Communication.
- Theories of Mass Communication
- Models of Mass Communication.
- Research Methods
- Mass Media and Socio-economic Development, Communication & Decision-Making
- Prospects and problems of telecommunication in developing and under developed nations. Changing trends in media technology. Interpersonal process of communication. Public Relations.
- Intercultural communication
- Theories of verbal communication
- Mass Media and Cultural reinforcement
- Contribution of Pakistani Psychologists
- International flow of information

Recommended Books:
- Defleur, M. & rokeach, S.B. (1989). Theories of Mass Communication. Longman
- Dominick, J. (1996). The Dynamics of Mass Communication. NY:McGraw Hill.
- Johseph, K.T.(1960). The Effects of Mass Communication. NJ:Free Press.
- Lowery, S. & Defleur, M.(1988). Milestones in Mass Communication, Research Media effects. New York: Longman.
- Schramm, W. (Ed.). (1961). The Process and Effects of Mass Communication. Urbana: University of Illinois Press.

Course Name: Psychology Seminar	**Course Code:** PSY- 844
	Credit Hours: 1

Course Outline:

- Scholar will work and deliver seminars on multiple issues in their intended area of specialization.

Course Name: Research: Design and Analysis in theory and practice	**Course Code:** PSY- 845

Credit Hours: 3

Course Outline:
- Experimental and quasi-experimental designs
- Qualitative methods of research in social sciences.
- Survey Research and its techniques
- Linking Design to its analysis
- The use of statistical techniques and its interpretation
- How to write a research paper.
  (the course assignment will be a research paper in its finished form)

Recommended Books:
- Bordons, K.S., & Abbott, B.B.(2005). Research Designs & methods. (6th ed.). Tata McGraw-Hill Publishing company.
- Cozby, P.C. (1984). Using Computers in the Behavioral Sciences. California: Mayfield Publishing Company.
- Cozby, P. C.(2001). Methods in behavioral research. (7th ed). California: McGraw Hill company.
- Denial, B. w. (2009). Discovering Statistics using SPS. Sussex: University Press.
- Dunham, P.J. (1988). Research Methods in Psychology. New York: Harper & Row publishers.
- Graziano, A. M., & Raulin, M.D. (1989). Research methods: a process of inquiry. New York: Harper & Row publishers.
- Heiman, G.W. (1995). Research methods in psychology. New York: Harper & Row Publishers
- Joaquim, P., &Marques. D. S. (2007). Applied Statistics Using SPSS, STATISTICA, MATLAB, and . R. (2nd Ed.)> NY: Pergamon.
- Kumar, R. (2005). Research methods: A step-by-step guide for beginners. (2nd ed.). NY: Pearson Education.
- Mertens, D. M. (1998). Research methods in education and psychology: Integrating diversity with quantified and qualified approaches. London : Sage Publishers.
- Ntoumanis, N. (2005). A Step-by-Step Guide for SPSS and Exercise Studies. London: Fetter Lane.
- Rosenberg. K.M., & Daly, H. B. (1993). Foundations of behavioral research: a basis question approach. New York: Harcourt Brace College Publishers.

Shaheed Benazir Bhutto Women University Peshawar
Academics Section
City Campus, Asamai Road, Near Qila Bala Hisar, Peshawar
Contact Number: 091-9239297

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM 2011

PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM OF PSYCHOLOGY

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Title:

"REVISED PSYCHOLOGY CURRICULUM-2011"

Approved from Statutory Bodies:

- 3rd Meeting of the Academic Council held on Wednesday, 2nd March, 2011
- 7th Meeting of the Syndicate held on Saturday, 2nd July, 2011.

Compiled By:

Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.

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Obtainable From: Academics Section.
Shaheed Benazir Bhutto Women University, Peshawar.
City Campus, Asamia Road, Near Qila Bala Hisar, Peshawar.
E-Mail: acad.univ@yahoo.com, Phone Number: 091-9239297.

CONTENTS

Curriculum for Post Graduate Diploma in Clinical Psychology

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

UNIVERSITY AT A GLANCE

Shaheed Benazir Bhutto Women University Peshawar is a premier women university of Khyber Pakhtunkhwa. It has earned this position by virtue of its futuristic outlook towards higher education, strong emphasis on need-based research and focus on innovation and entrepreneurship. Its academic programmes are designed to meet the national needs and challenges of the new millennium. While traditional fields of Social, Biological and Physical Sciences have been updated with emerging trends, modern disciplines are being offered to prepare professionals to manage the ever-growing demands of knowledge economy with requisite degree of expertise.

This university is the first ever female university which was established in accordance with the Frontier Women University Act 2004, passed by the Provincial Assembly and assented by the Governor Khyber Pakhtunkhwa on 7th February, 2005. However, according to the revised Act (Khyber Pakhtunkhwa Act No. XI 2010), passed by the provincial assembly Khyber Pakhtunkhwa on September 6, 2010, the University was renamed as Shaheed Benazir Bhutto Women University. The University is destined to be a leading public sector Women University to impart education to the female population of this region in order to develop scientific, socio cultural, economic and political stability, through learner centered teaching and research, while strengthening the identity of the students at national and international level.

Shaheed Benazir Bhutto Women University has come a long way in developing as a global centre of excellence for imparting higher education. The universities at large have assumed the role of drivers of knowledge-based regional development. In contemporary times, the transformation in the world economy is perennial; technologies evolve at neck breaking speeds. These are extra ordinary times requiring extra ordinary preparations and efforts.

VISION OF THE UNIVERSITY

To be a leading public sector university engaged in learner-centered teaching and research; to educate women by developing their knowledge of science, culture, economy and politics, and by ensuring that they understand their responsibilities as citizens of Pakistan and as citizens of the world.

MISSION STATEMENT OF THE UNIVERSITY

Our mission is to:

- Promote academic excellence and integrity through continuous assessment of our academic programs, faculty and students.

- Educate women to think creatively, interact effectively and to be technologically aware.

- Function as a responsible and responsive institution to inculcate patriotism, cultural, moral and ethical values to respond to the needs of the society at regional, national and international level.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO DEPARTMENT OF PSYCHOLOGY

Momentum for development of Psychology at the Shaheed Benazir Bhutto Women University Peshawar can be traced to the establishment of the Department of Psychology in year 2005 and by later declaring it as the flagship department. In the years to follow Psychotherapeutic Center was established to provide service to the society at large.

In the discipline of Psychology, faculty members are involved in the acquisition, representation, modeling, integration, interpretation, and transformation of psychological data & methodologies. The department aims to produce knowledgeable, self aware, thoughtful, responsible and well adjusted individuals who are responsive to the needs of rapidly changing social world. To achieve these objectives, the Department of Psychology endeavors to enhance the understanding of students about social, environmental and cultural factors relevant to mental health and also to enable them apply this knowledge in their own lives and in the society at large for better adjustment and learning.

The Department of Psychology was set up to develop a comprehensive training program for professional Psychologists in the country and expand the role of Psychology to deal with a wide range of problems of the individual as well as the community at large. Department endeavors to raise the standard of training of Psychologists in different fields of the subject on national and international levels, enhance the standing of Psychology as an independent professional discipline, to meet the growing needs and changing demands of the society, and direct research towards developing an empirical knowledge base of indigenous Psychology in Pakistan.

The Department is committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-

scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the

profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionist; social learning theory; and person-centered approaches.

BACKGROUND

Today, psychology is largely defined as "the study of behavior and mental processes". Philosophical interest in the mind and behavior dates back to the ancient civilizations of Egypt, Greece, China and India.

Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig. Wundt was also the first person to refer to himself as a psychologist and wrote the first textbook on psychology: *Principles of Physiological Psychology*. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in the study of memory), William James (the American father of pragmatism), and Ivan Pavlov (who developed the procedures associated with classical conditioning).

Soon after the development of experimental psychology, various kinds of applied psychology appeared. G. Stanley Hall brought scientific pedagogy to the United States from Germany in the early 1880s. John Dewey's educational theory of the 1890s was another example. Also in the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing

in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis, which has been widely influential.

The 20th century saw a reaction to Edward Titchener's critique of Wundt's empiricism. This contributed to the formulation of behaviorism by John B. Watson, which was popularized by B. F. Skinner. Behaviorism proposed limiting psychological study to that of overt behavior, because that could be quantified and easily measured. Behaviorists considered knowledge of the "mind" too metaphysical to achieve scientifically. The final decades of the 20th century saw the decline of behaviorism and the rise of cognitive science, an interdisciplinary approach to studying the human mind. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, behaviorism, and neurobiology. This form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

VISION STATEMENT OF THE DEPARTMENT

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

MISSION STATEMENT OF THE DEPARTMENT

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

CURRICULUM OF POST GRADUATE DIPLOMA IN CLINICAL PSYCHOLOGY

(1-YEAR PROGRAM)

ACADEMICS SECTION
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO CLINICAL PSYCHOLOGY PROGRAM

The Clinical Psychology Program is based on a Clinical Scientist model of training. We are committed to educating clinical scientists who will be able to integrate research and clinical activities to help advance theory and practice in the field. It is designed to ensure that students meet the program requirements of becoming a professional Clinical Psychologist. Clinical students are also required to complete two semesters of assessment and treatment practice in preparation for the required internship. The program is research-focused, and provides training through course work, research, and clinical practice.

The program can be completed in one year (including the internship), and the student has to take Psychotherapy sessions in the center with clients established under the Department of Psychology at Shaheed Benazir Bhutto Women University. Students take two semesters to complete their course work and dissertation and two months to complete their clinical internship. Therefore, students take between one year to complete the entire program. Clinical students also receive consultation and supervision within the context of clinical practice in psychological assessment and treatment

PATIENTS/PARTICIPANTS

The vast majority of people seen are involved in research projects. The specific treatments, assessments, or other interactions with participants. Not all studies involve provision of treatment.

NON-RESEARCH CLINICAL FUNCTIONS

In addition to those who are involved in research conducted under specific treatment protocols, patients are also seen by individual members of faculty who are clinical psychologists, under the auspices of the Clinical Practices of the University. These patients deal directly with their individual care providers for all scheduling, treatment for services rendered.

MISSION STATEMENT OF THE PGDCP PROGRAMME

The mission of the Post Graduate Diploma in Clinical Psychology is to bring healing, hope, and wholeness to individuals, families, and communities by expanding and equipping spiritually grounded and psychologically informed care, counseling, and psychotherapy. To train high-level mental health care professionals, set and practice international standards in evidence based healthcare provision, carry out innovative research, embrace current and emerging health challenges and guide mental health policy formulation, promote mental health in the community.

VISION

A high-class department for training of quality mental health care professionals, innovative research, policy development and provision of community based healthcare services. Setting the standard for Excellence in Clinical Psychology Training through the integration of clinical practice, research & teaching.

SERVICE

Teaching and clinical supervision in state-of-the-art evidence-based therapeutic modalities. Research on the causes, assessment, and treatment of psychological disorders. The programme lives out its mission by serving.

- Our world
- Our profession
- Our society

CORE VALUES

1. Train and produce clinical psychologists with adequate mental health knowledge.
2. Espouse and impart the virtues of professional ethics and moral standards in training research and practice.
3. Delivery of the best mental healthcare to clients.
4. Offer specialized investigations to mental health

5.   As resource center for dissemination of mental health information

6.   Conduct high quality research and publications

7.   Promote preventive, curative, rehabilitation and primitive mental health

8.   Deliver assessable, affordable and available mental health care to clients.

PGDCP PROGRAMME GOALS, OBJECTIVES, AND EXPECTED COMPETENCIES

The philosophy and training model of the program is the clinical scientist model.   In accordance with this model,

Goal: 1 is to train clinical scientists who can function as independent researchers.   The competencies integral to this goal include the ability to design, conduct, present, and publish original scientific research. Success is measured by achieving the following objectives:

- Successful completion of the course work.
- Successful completion of the clinical internship.
- Successful completion of required number of counseling sessions with the clients.
- Successful completion of practical examinations.
- Presenting research at professional conferences.

Goal: 2 is to train competent clinical practitioners who can practice independently. The competencies integral to this goal include basic clinical skills essential for practice and for learning from supervision; diagnostic expertise; testing expertise; and psychotherapeutic expertise.   Success is measured by achieving the following objectives:

- Acquisition of basic clinical skills is measured by favorable evaluations by clinical assessment and therapy practicum supervisors on the Clinical Skills Evaluation Form (Appendix-C):
- Minimum satisfactory performance.
- Ability to diagnose mental disorders.
- Ability to conduct and interpret standardized tests.
- Psychotherapeutic knowledge and expertise

Goal: 3 is to train scholars knowledgeable in psychopathology and clinical science. The competencies integral to this goal include the ability understand the scientific and clinical literature in psychopathology and clinical science, and to evaluate theoretical, empirical, and clinical claims critically. Our aim is to have students become informed consumers of psychopathology and clinical research such that their own research and clinical practice is thereby enriched and strengthened.

REQUIREMENTS OF THE PGDCP PROGRAMME

FOCUS ON CLINICAL SCIENCE

Given the clinical science orientation of our program, we are committed to ensuring that students receive training in a range of evidence-based assessment and treatment practice. In addition, students are encouraged to seek out and develop opportunities to incorporate research experiences as part of their practicum training. This may take many different forms, depending on the training site, training faculty, and the individual student. Examples include:

- Participating in program/treatment evaluation (including data analysis, manuscript preparation)
- Conducting a single-case experimental study of treatment provided (appropriate in all settings)
- Development of manualized assessment or treatment guidelines

CLINICAL INTERNSHIP

PURPOSE

The purpose of this internship is to ensure that all students receive adequate guidance on obtaining the placement that best matches their qualifications and will best prepare them to meet their intended goals.

INTERNSHIP

Ideally, this would occur at the end of the year. However, conducting practical counseling sessions in clinical psychology usually takes more time to complete than research in other areas of psychology. Students are required to complete all course work and practicum training prior to applying for internship. Students in the Clinical Psychology Program must complete a two months clinical internship. This occurs following the completion of all academic and training requirements.

Clinical internships provide students with an intensive, supervised practical clinical training experience and always occur outside the Department of Psychology. The faculty works closely with students to help prepare for clinical internship. Students are encouraged to speak with the clinical faculty with any questions about preparing for internship.

Students in the Clinical Program must successfully complete internship before being granted their Post Graduate diploma. For example, students who complete their internship in June or July will be eligible to receive their diploma the following January, provided they have successfully completed all other degree requirements. Placements are made based on students' clinical training goals, current level of experience, quality of the training site, and students' current standing in the program. As a general guideline, students is passed through a hands on training an assessment practicum during their first semester, a structured clinical practicum through their second semester, and take on more intensive clinical activities until the end of their course work.

VOLUNTARY CLINICAL EXPERIENCES

In addition to the required practicum training, students may also engage in short-term voluntary clinical experiences as they arise (e.g. conducting assessments or interventions on a time-limited project). Students should receive faculty consultation and approval before engaging in such experiences.

ADMISSION REQUIREMENTS

ELIGIBILITY

Masters degree in Psychology with at least 50% marks.

DURATION

One year programme spread over two semesters in the year.

COURSE AND CREDIT REQUIREMENTS

A total of 34-36 credits are required to complete Post Graduate Diploma in Clinical Psychology.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

ONE-YEAR CURRICULA FOR POST GRADUATE DIPLOMA IN CLINICAL PSYCHOLOGY

STRUCTURE

S.NO	CATEGORIES	NO. OF COURSES MIN- MAX	CREDIT HOURS MIN- MAX
1	Discipline Specific Courses	07	24
2	Research Project/Internship	02	07
3	Related Courses	02	05
	TOTAL	11	36

Total numbers of Credit Hours   36
Duration   1 YEAR
Semester Duration   16-18 WEEKS
Semesters   2
Course Load Per Semester   16-18 CREDIT HOURS
Number of Courses Per Semester   6-8

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF PSYCHOLOGY

SCHEME OF STUDIES OF ONE-YEAR CURRICULA FOR POST GRADUATE DIPLOMA IN CLINICAL PSYCHOLOGY

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
1.	1st	Psychotherapy-I	PGDCP – 651	4
2.		Psychopathology	PGDCP - 652	4
3.		Neuro Psychology	PGDCP - 653	3
4.		Physiology	PGDCP - 654	3
5.		Ethics	PGDCP - 655	2
6.		Internship	PGDCP - 656	2
			Total Credit Hours	18

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
7.	2nd	Psychotherapy-II	PGDCP – 657	4
8.		Psycho diagnosis	PGDCP – 658	4
9.		Pharmacology	PGDCP – 659	3
10.		Child Psychology	PGDCP – 660	2
11.		Internship	PGDCP - 656	2
12.		Research Project	PGDCP - 661	3
			Total Credit Hours	18

Total Credit Hours of Program: 36
(Theory, Labs): (33, 3)

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DEPARTMENT OF PSYCHOLOGY

DETAILED COURSE OUTLINE OFONE-YEAR CURRICULA FOR POST GRADUATE DIPLOMA IN CLINICAL PSYCHOLOGY

SEMESTER-I

Course Name: Psychotherapy-I	**Course Code:** PGDCP-651
Course Structure: Lectures:	**Credit Hours:** 4
Prerequisites: None	

Course Objectives:

    i.   To familiarize the students with the advance concepts and major schools of Psychotherapy.

    ii.   To make the students practice psychotherapeutic techniques through role playing so that their hesitation for taking sessions and mistakes can be eliminated or controlled.

Intended Learning Outcomes

Knowledge and Understanding:

    i.   Awareness of the concepts of normality and abnormality

    ii.   The existing trends in clinical research area

    iii.   Advance concepts of psychotherapy

b) Intellectual skills:

    i.   Emotional intelligence

    ii.   Social Intelligence

    iii.   Cross cultural understanding of patients/disorders variations

c) Professional and practical skills:

    i.   Use of psychotherapeutic techniques

    ii.   Understanding of disturbed personalities

    iii.   Being able to offer psychotherapeutic skills

d) General and transferable skills:

    i.   Effective communication

    ii.   Genuine and empathic attitude towards patients

    iii.   Use of assessment tools in psychotherapy

Course Outline

Goals of Psychotherapy

        Short Term Goals
        Long Term Goals
        Process Goals

Introduction to History of Psychotherapy
- Jean Chareot
- Sigmund Freud and Neo-psychoanalysis
- J.B Watson and Behaviorism
- Jungian Analysis (Carl Jung)
- Adlerian Therapy (Alfard Adler)
- Existential Therapy
- Soren Kicrkegard
- Nietzsche
- Edmund Husserl
- Martin Heidegger
- Person Contract Therapy (Carl Roger)
- Gestalt Therapy (Fritz Perls)
- Behavior Therapy (Watson, Pavlov, Skinner, Wolpe, Bandura etc)
- Rational Emotive Behavior Therapy (Albert Ellis)
- Cognitive Therapy (Aaron Beck)
- Reality Therapy (William Glasser)
- Feminist Therapy (Carol Gilligan-Jean Baker)
- Family System Therapy
- Bowen's intergenerational therapy
- Haley's strategic therapy
- Shazer and Insoo's Solution Focused Therapy
- Michael White and David Epston's Narrative Therapy
- Other Therapies
- Asian (Hindu, Buddhist and Muslims)
- Body Therapy-Wilhdm Reich
- Interpersonal -Geral Klerman
- Psychodrama
- Art Therapy
- Dance Therapy
- Music Therapy

Process of Psychotherapy (Kenneth Colby)
- The Patient
- The Psychotherapist
- Time and Space Consideration
- The Beginning of Psychotherapy
- The middle course of psychotherapy
- The Ending of Psychotherapy

Psychoanalysis
- Brief Personal History
- Drive Theory
- Structure of Mind
- Geography of mind

- Ego Psychoanalysis (Anna Freud)
- Erik Erikson's Ego Theory
- Object Relational Psychoanalysis by Donald Winni Cott
- Integrated Drive and Object Relational Psychology
- Self Psychology by Heinz Kohut
- Relational Psychoanalysis by Greenbery and Mitchell (2000)
- Therapy Goals
- Assessment
- Techniques
- Current Trends

Client Centered Therapy by Carl Rogers
- Brief Personal History
- Goals
- Assessment
- The necessary sufficient Conditions for Client change
- Client's Experiences in Therapy
- Disorder Suitable for CCT or PCT
- Current Trends

Behaviour Therapy Techniques with Role Playing
- Brief History in Experimental Psychology and Learning Processes
- Relaxation and Systematic Desensitization
- Assertive Therapy
- Modeling Procedure
- Contingency Management
- Other Behavioral Techniques
- Imaginal Flooding Therapies (IFTs)
- In Vivo Therapy (IVTs)
- Virtual Reality Therapies (VRTs)

Recommended Books:
List of References
a) Course notes   Teachers Personal notes
b) Essential Recommendations books
   i. Colby, K.M. (1951). A Prima for Psychotherapies. New York. John Willey &Sons
   ii. Rim, D.C. & Masters, J.C. (1979). Behavior therapy (2nd ed.). New York. Academic Press
   iii. Sharf, R.S. (2008). Theories of psychotherapy & counseling. Concepts and cases (4th ed.). Australia. Thomson books/Cole.
c) Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Course Name: Psychopathology	**Course Code:** PGDCP-652
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: None	

Course Objectives:
  i. To familiarize the students with basic mental disorders and mental health problems, their causal factors, and enhances their ability to understand the disorders and become capable of diagnosing the clients on five Axis of DSM-IVTR
  ii. Exhibit an understanding of basic psychometric tests, their demonstration, scoring criteria and interpretation of responses.
  iii. Exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client on the basis of assessment and detailed life history.

Intended learning outcomes of course

a) **Knowledge and understanding:**
  i. Awareness and orientation of assessment and DSM-IV TR
  ii. Mental health
  iii. Role of therapist
b) **Intellectual skills**
  i. Empathy and genuineness
  ii. Interpersonal intelligence
  iii. General social dealing and communication skills
c) **Professional and practical skills**
  i. Use of assessment tools
  ii. Assessing mental health problems
  iii. Offering psychotherapeutic services
d) **General and transferable skills**
  i. Orientation of mental health problems/disorders
  ii. Communication skills
  iii. Personality assessment
  iv. Problem solving

Course Outline

Introduction of DSM-IVTR and Definition of Mental Disorder
Introduction and Historical background, The DSM_IV revision process, Definition of Mental disorder, Issues in the use of DSM-IV TR, Use of the manual and DSM-IV TR classification, Multiaxial Assessment (Axis I, Axis II, Axis III, Axis IV, Axis V) Nonaxial Format

Report Writing
Demographic information, Identifying Information, Referral source and Presenting problem, Interviewing Information, Test Administered, Behavior during Session,

Psychological evaluation, Tentative Diagnosis, Prognosis, Recommendation, Summary.

Administration and Interpretation of Projective Tests(Human Figure drawing, Thematic Apperception Test, Children Apperception Test, Incomplete Blank Test)

Administration and interpretation of Intelligence tests
(Standard Progressive Matrices, Color Progressive Matrices Slosson Intelligence test)
Administration and interpretation of Psycho neurological Tests
(Bender Gestalt Test for adults, bender Gestalt Test for children, Slosson Visual Motor Perception Test)

Schizophrenia and other psychotic disorders
Schizophrenia and its types (paranoid type, disorganized type, catatonic type, undifferentiated type, residual type)
Schizophreniform disorder
Schizoaffective disorder
Delusional disorder
Brief Psychotic disorder
Shared Psychotic disorder
Psychotic disorder due to general medical condition
Substance- Induced Psychotic disorder
Psychotic Disorder not otherwise specified

Somatoform Disorder
     Somatization Disorder
     Undifferentiated disorder
     Conversion Disorder
     Pain Disorder
     Hypochondriasis
     Body Dysmorphic Disorder
   Somatoform disorder not otherwise specified

Dissociative disorders
     Dissociative Amnesia
     Dissociative Fugue
     Dissociative Identity Disorder
     Depersonalization
     Dissociative Disorder NOS

Fictitious Disorders
   Fictitious Disorder
          With predominantly psychological signs and symptoms
          With predominantly physical signs and symptoms
          With combined psychological and physical signs and symptoms
   Fictitious Disorder NOS

Mood Disorders
   Manic Episode
      Mixed episode
      Hypomanic Episode
   Depressive Episode
   Major depressive Disorder
   Dysthymic Disorder
      Depressive Disorder NOS
      Bipolar I Disorder
      Bipolar II Disorder
   Cyclothymic Disorder
   Bipolar Disorder NOS
   Mood Disorder due General medical condition
   Substance Induced Mood disorders
   Mood Disorder NOS

Anxiety Disorders
   Panic Disorder with Agoraphobia
   Panic Disorder without Agoraphobia
   Agoraphobia without history of Panic Disorder
   Specific Phobia
   Social Phobia
   Obsessive Compulsive Disorder
   Posttraumatic Stress Disorder
   Acute Stress Disorder
   Generalized Anxiety Disorder
   Anxiety Disorder Due to General Medical condition
   Substance Induced anxiety Disorder
   Anxiety Disorder NOS

Recommended Books
List of references

   i.   Pascal, G.R. & Suttell, B.J.(1951). The Bender gestalt Test:
  ii.   Quantification and validity for adults. New York:Grune & Stratton.
 iii.   Raven, J.C. Standard Progressive Matrices:H.K.Lewis & Co Ltd.,London
  iv.   Koppitz, E.M.(1968). Psychological evaluation of children's human figure drawings: New York: Grune & Stratton.
   v.   Diagnostic And Statistical Manual of Mental Disorder(4th ed) Jaypee Brothers Medical Publishers(p) Ltd, New Delhi, India
  vi.   Periodicals, Websites…etc…http://www.prenhall.com/frager

Course Name: Neuropsychology	**Course Code:** PGDCP-653
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives:

At the end of the course students will be able to

  i.   To familiarize the students with the advance concepts of neuropsychological aspects and their relevance in clinical settings

  ii.   To make the students understand about nuero psychological aspects that can hinder psychotherapeutic process as well as facilitate it.

Intended Learning Outcomes

Knowledge and Understanding:

      i.   Awareness of the concepts of Neuropsychological aspects especially relevant to psychotherapeutic interventions

     ii.   The existing trends in the mentioned research area

   iii.   Advance concepts of neuropsychology and its implications

a) Intellectual skills:

      i.   Emotional intelligence

     ii.   Social Intelligence

b) Professional and practical skills:

      i.   Use of existing information in clinical settings

     ii.   Understanding of disturbed behavioral as well as psychological disorders in terms of neuropsychological aspects

   iii.   Being able to offer psychotherapeutic skills to the patients having neuropsychological deficits.

c) General and transferable skills:

      i.   Effective communication

     ii.   genuine and empathic attitude towards child patients

Course Outline:

Introduction

The development of Neuropsychology

Neurological Exam and Clinical Tests

Higher Functions of Association Cortex
      Memory and Learning
      Language
      Affect and Behavior

Common Neuropsychological Symptoms and Syndromes
      Equivocal or Soft Signs Aphasia & Dysphasia
      Lobes Function,Aphasia and Dysphasia
      Dementia,Parkinsons diseases
      Schizophrenia
      MR/Specific learning Disabilities

Depression
Epilepsy, ADHD, Tourette Syndrome

Introduction to neuropsychodiagnosis

The neuropsychodiagnostic Inventories
Tests (Camden Memory Test, BDI,PANSS,Stroop Test, Ballon Test, Quick Neurological
Screening Test, QIK Test, Dementia Rating Scale,MMSE), Luria Nebraska
Neuropsychological Bettery,WAISE,MMPI

Intellectual Abilities

Verbal, Perceptual, Visula-Motor, Memory and Cognitive Functions

Practice Tests / Assessment

Neuropsychological Rehabilitation

Recommended Books:
List of References:

i.   Course notes   Teachers Personal notes
ii. Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Course Name: Physiology	Course Code: PGDCP-654
Course Structure: Lectures: 3	**Credit Hours: 3**
Prerequisites: None	

Course Objectives
At the end of the course students will be able;
- To familiarize the students with the advance concepts of Physiological responses and behaviors regarding psycho-therapeutic assessment and therapy

Intended Learning Outcomes:
a) **Knowledge and Understanding:**
   i.   Awareness of the concepts of Physiology of Human beings and their relevant aspects to psychotherapeutic interventions
   ii. The existing trends in clinical research area
   iii. Advance concepts of Physiology and physiological measures
b) **Intellectual skills:**
   i.   Emotional intelligence

     ii.   Social Intelligence

    iii.   Cross cultural understanding of patients in terms of physiological disorders

c) Professional and practical skills:

     i.   Use of given information for making diagnosis in clinical settings

     ii.   Understanding of human physiology

Course Outline:

Cell:
Structure and function

Tissues:
Epithelial tissues, connective Tissues, Muscular tissues and Nervous tissues

Digestive System:
structure, function and associated glands

Blood:
Composition, physical characteristics and volume, coagulation. Heart, brief account of cardiovascular system, brief account of lymphatic system.

Respiratory System:
functional anatomy, structure of lungs, respiration

Excretory System:
Location and structure of kidney, ureterus, bladder, urethra, micturation, maintaining water and electrolyte, balance of blood.

Endocrine system and Hormone function:
Major endocrine organs(eight), Hormone-producing tissues and organs.

Nervous system
Structural classification, functional classification, structure and function, central nervous system, protection Central Nervous system(Meninges, cerebrospinal fluids, blood-brain barrier), spinal cord, Peripheral Nervous System(Structure of nerves, Cranial nerves, Spinal nerves and Nerve Plexus), Autonomic Nervous System

Recommended Books:
List of References:
   a) Course notes   Teachers Personal notes
   b) Essential Recommendations books
    i.   Colby, K.M. (1951). A Prima for Psychotherapies. New York. John Willey &Sons
    ii.   Rim, D.C. & Masters, J.C. (1979). Behavior therapy (2nd ed.). New York. Academic Press

Course Name: Ethics	**Course Code:** PGDCP- 655
Course Structure: Lectures: 2	**Credit Hours:** 2
Prerequisites: None	

Course Objectives:

At the end of the course students will be able;

- To familiarize the students with the concepts and ethical standards and moral codes of conduct of the psychotherapeutic procedures and processes
- To make the students understand the application of moral codes and standards in their practice and therapy

Intended Learning Outcomes
  a) **Knowledge and Understanding:**
    i.   Awareness of the concepts of Ethical and moral codes of conduct
    ii.   The existing trends in the regarding research area
    iii. New advancements and revisions in the ethical and moral conducts
  b) **Intellectual skills:**
    i.   Emotional intelligence
    ii.   Social Intelligence
  c) **Professional and practical skills:**
    i.   Use of existing knowledge in clinical settings
    ii.   Being able to implement ethical rules and moral conducts in clinical settings

Course Outline

- Introduction
- Introduction of Ethics, Codes, Control
- Informal peer monitoring, Ethical Decision Making
- Ethical principles and Standards
- Inside Ethical Committees
- Human Relationship
- Professional Competence and Training
- Privacy, Confidentiality and record Keeping
- Money Matters
- Psychology of Mass Audiences
- Ethics in psychotherapy

Recommended Books:
  i.   Course notes   Teachers Personal notes
  ii.   Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

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DETAILED COURSE OUTLINE OFONE-YEAR CURRICULA FOR POST GRADUATE DIPLOMA IN CLINICAL PSYCHOLOGY

SEMESTER-II

Course Name: Psychotherapy-II	**Course Code:** PGDCP-657
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: None	

Course Objectives

    i.   To familiarize the students with the advance concepts and major schools of psychotherapy.

    ii.   To make the students practice psychotherapeutic techniques through role playing so that their hesitation for taking sessions and mistakes can be eliminated or controlled

Intended Teaching outcomes of course

a) **Knowledge and Understanding:**
    i.   Awareness of the concepts of normality and abnormality
    ii.   The existing trends in clinical research area
    iii.   Advance concepts of psychotherapy

b) **Intellectual skills:**
    i.   Emotional intelligence
    ii.   Social Intelligence
    iii.   Cross cultural understanding of patients/disorders variati

c) **Professional and practical skills:**
    i.   Use of psychotherapeutic techniques
    ii.   Understanding of disturbed personalities
    iii.   Being able to offer psychotherapeutic skills

d) **General and transferable skills:**
    i.   Effective communication
    ii.   Genuine and empathic attitude towards patients
    iii.   Use of assessment tools in psychotherapy

Course Outline

Cognitive Behavior Therapy (with role playing)

    Other Influences
      The Cognitive Model of the Development of Schemas
      Eighteen Basic Maladaptive Schemas with further 5 Domains

Cognitive Distortions
Goals
Assessment
Therapeutic Process
Therapeutic Techniques
Cognitive Rehearsal
Factors for Length of Therapy

Rational Emotive Behaviour Therapy (REBT)
Brief Personal History of Albert Ellis
Factors Basic to REBT
The ABC Theory of Personality
Goals
Assessment
The Therapeutic Relationship
Cognitive Approaches
Emotive Techniques
Behavioral Methods
Disorders Suitable for REBT
Current Trends
Role Playing

Family Therapy
(Details are given previously)

Marital Therapy / Couple Therapy / Sex Therapy

Concepts and Back Ground
Approaches of Marital Therapy
Psychodynamic
Systems Approach
Client Centered Approach
Behavior Oriented Approach
Sex Counseling
Marital Therapy in Perspective
Healthy Married Partners
Common Marital Problems
Causative Factors
Marital Therapy Process
Communication Approaches
Sex Therapy and Sexual Dysfunctions
Classification of Sexual Dysfunctions
Basic Principles for Treatment of Sexual Dysfunctions

Multi Model Therapy / Integrative Therapies
Prochaska and Colleagues Trans Theoretical Approach
Stages of Change

Levels of Psychological Problems
Process of Change

Recommended Books:
List of References:
  i.   Course notes   Teachers Personal notes
  ii. Essential Recommendations books;
   a) Colby, K.M. (1951). A Prima for Psychotherapies. New York. John Willey &Sons
   b) Rim, D.C. & Masters, J.C. (1979). Behavior therapy (2nd ed.). New York.Academic Press
   c) Sharf, R.S. (2008). Theories of psychotherapy & counseling. Concepts and cases (4th ed.). Australia. Thomson books/Cole
  iii.   Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Course Name: Psycho diagnosis	**Course Code:** PGDCP-658
Course Structure: Lectures: 4	**Credit Hours:** 4
Prerequisites: None	

Course Objectives:

  i.   To familiarize the students with basic mental disorders and mental health problems, their causal factors, and enhance their ability to understand the disorders and become capable of diagnosing the clients on five Axis of DSM-IVTR
  ii. Exhibit an understanding of basic psychometric tests, their demonstration, scoring criteria and interpretation of responses.
  iii. Exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client on the basis of assessment and detailed life history.

Intended learning outcomes of course
  a) **Knowledge and understanding:**
    i.   Awareness and orientation of assessment and DSM-IV TR
    ii. Mental health
    iii. Role of therapist
  b) **Intellectual skills**
    i.   Empathy and genuineness
    ii. Problem identification and solving
    iii. Interpersonal intelligence
    iv. General social dealing and communication skills
  c) **Professional and practical skills**
    i.   Use of assessment tools

      ii.   Assessing mental health problems

     iii.   Offering psychotherapeutic services

d) General and transferable skills

      i.   Orientation of mental health problems/disorders

      ii.   Communication skills

     iii.   Personality assessment

     iv.   Problem solving

Course Contents

Administration and Interpretation of Projective Tests(Rorschach Inkblot Test, Draw a Person, House Tree Test, Children Apperception Test)

Administration and Interpretation of Intelligence Test(The Wechsler   Scale for adult, The Wechsler Scale for Children)

Personality Disorders
- Paranoid Personality Disorder
- Schizoid Personality Disorder
- Schizotypal Personality Disorder
- Antisocial Personality Disorder
- Borderline Personality Disorder
- Histrionic Personality Disorder
- Narcissistic Personality Disorder
- Avoidant Personality Disorder
- Dependent Personality Disorder
- Obsessive Personality Disorder
- Personality Disorder not otherwise specified

Impulse-Control Disorder Not Elsewhere Classified
- Intermittent explosive Disorder
- Kleptomania
- Pyromania
- Pathological Gambling
- Trichotillomania
- Impulse-Control Disorder NOS

Adjustment Disorder
Adjustment Disorder
- With Dependent Mood
- With Anxiety
- With Mixed Anxiety and Depressed Mood
- With Disturbance of Conduct
- With Mixed Disturbance of Emotions and Conduct
- Unspecified

Eating disorder
- Anorexia Nervosa
- Bulimia Nervosa

Eating Disorder NOS

Sexual And Gender Identity Disorder
- Sexual Dysfunction
- Sexual Desire Disorders
- Sexual Arousal Disorders
- Orgasmic Disorders
- Sexual Pain Disorders
- Sexual Dysfunction Due to a General Medical Condition
- Substance Induced Sexual Dysfunction
- Sexual Dysfunction NOS
- Paraphilias (Exhibitionism, Fetishism, Frotteurism, Pedophilia, Sexual Masochism, Sexual Sadism, Transvestic Fetishism, Voyeurism, Paraphilia NOS)

Sleep Disorders

Primary sleep Disorder
Dyssomnias
- Primary Insomnia
- Primary Hypersomnia
- Narcolepsy
- Breathing Related Sleep Disorder
- Circadian Rhythm Sleep Disorder
  Dyssomnias NOS
Parasomnias
  - Nightmare Disorder
  - Sleep Terror Disorder
  - Sleepwalking Disorder
  - Parasomnias NOS

- **Sleep Disorders Related to another Mental Disorders**

- **Sleep Disorders due to General Medical Condition**

- **Substance Induce Sleep Disorders**

Recommended Books:
List of references:
Course notes.
  i. John E.Exner, jr(2004) A Rorschach Workbook For The Comprehensive System (5th ed), Asheville, North Carolina.
  ii. Periodicals, Websites…etc…http://www.prenhall.com/frager
  iii. Diagnostic And Statistical Manual of Mental Disorder(4th ed) Jaypee Brothers Medical Publishers(p) Ltd, New Delhi, India

Course Name: Pharmacology	**Course Code:** PGDCP-659
Course Structure: Lectures: 3	**Credit Hours:** 3
Prerequisites: None	

Course Objectives:

At the end of the course students will be able to;

    i. To familiarize the students with the advance concepts of Pharmacology and effects and use of medicines in clinical settings

    ii. To make the students understand the effects of medicines and their interaction with the psychotherapeutic intervention

Intended Teaching outcomes of course

  a) Knowledge and Understanding:
    i. Awareness of the concepts of medicines and their use in clinical settings
    ii. The existing trends in the regarding research area
    iii. Advance concepts in pharmacological area

  b) Intellectual skills:
    i. Emotional intelligence
    ii. Social Intelligence
    iii. Cross cultural understanding of patients/disorders variations

  c) Professional and practical skills:
    i. Use of existing knowledge in clinical settings
    ii. Understanding of disturbed individuals especially drug abusers
    iii. Being able to offer and implant psychotherapeutic skills after knowing the medicine and its addiction along with its side effect

Course Contents:

- **Historical introduction**

- **Pharmacology of central nervous system transmission**

- **Neurohumoral transmission**

- **Transmitters and their receptors**

- **Antidepressants binding sites**
  2nd messengers
  Transmitters synthesis, release, uptake and metabolism
  Mechanism of action of psychotropic drugs

- **Factors influencing the action of psychotropic drugs**

Social and psychological aspects of drug treatment
    Patterns of psychotropic prescribing

Compliance
Nonpharmacological factors in drug response
Drugs and driving

Clinical pharmacology:

- **Schizophrenia and psychosis**
  Classification of psychotropic drugs.
  Anti psychotics. Mechanism of action, indications and side effects

- **Affective Disorders**
  Antidepressants classifications, indications, Mechanism of action and side effects
  Moodstablizers classifications, indications, Mechanism of action and side effects

- **Anxiety Disorders**
  Anxiolytics and Hypnotics. Classifications, indications, Mechanism of action and side effects

- **Anti parkinsonian drugs**. classifications,indications,Mechensim of action and side effects

- **Antiepeliptics**

- **Electro convulsive therapy**

Drug Abuse Disorder and Treatment.

Recommended Books:
List of References:

  i.   Course notes   Teachers Personal notes
  ii. Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Course Name: Child Psychology	**Course Code:** PGDCP-660
Course Structure: Lectures: 2	**Credit Hours:** 2
Prerequisites: None	

Course Objectives:
At the end of the course students will be able to
  i.   To familiarize the students with the advance concepts of DSM IV
  ii. To make the students understand a Child development patterns and the hindrances in that way in terms of child hood disorders

Intended Teaching outcomes of course:

a) **Knowledge and Understanding:**
   i. Awareness of the concepts of normality and abnormality during childhood
   ii. The existing trends in clinical research area
   iii. Advance concepts of DSM IV

b) **Intellectual skills:**
   i. Emotional intelligence
   ii. Social Intelligence
   iii. Cross cultural understanding of patients/disorders variations

c) **Professional and practical skills:**
   i. Use of DSM IV for childhood disorder diagnosis
   ii. Understanding of disturbed child personality
   iii. Being able to offer psychotherapeutic skills

d) **General and transferable skills:**
   i. Effective communication
   ii. Genuine and empathic attitude towards child patients

Course Contents:

- Introduction to child psychology

- Definition of child psychology

- Brief history of child psychology

- Concepts of normality and abnormality during childhood

- Factors effecting childhood development

- Biological and environmental factors

- Theories of child development

- Child abuse

- Classification, epidemiology and treatment of childhood disorders.

Recommended Books:
List of References

   i. Course notes   Teachers Personal notes
   ii. Essential Recommendations books
   iii. Websites: Psychology today.com and any new and informative web site which the teacher goes through and finds beneficial for the students for that particular subject

Course Name: Internship	Course Code: PGDCP - 656
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: None	

Course Objectives:

The aim of internship is to apply clinical psychology therapies and metholodiges practically in real life and carry out research for the benefit of the nation and world at large.

Course Outline

Students are expected to conduct internship involving clinical sessions with clients and practical application of therapies learnt in the diploma.

Course Name: Research Project	Course Code: PGDCP-661
Course Structure: Lab: 3	Credit Hours: 3
Prerequisites: None	

Course Objectives:

The aim of research project is to apply clinical psychology practically in real life and carry out research for the benefit of the nation and world at large.

Course Outline

Students are expected to conduct research project involving a review of the literature and practical application on particular topics related the field of clinical Psychology. An independent research project and directed by the student and directed by a full time faculty member of the department.

Shaheed Benazir Bhutto Women University Peshawar
Academics Section
City Campus, Asamai Road, Near Qila Bala Hisar, Peshawar
Contact Number: 091-9239297