



# **SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

## **AGENDA FOR THE MEETING OF BOARD OF STUDIES DEPARTMENT OF PSYCHOLOGY**

**Date**  
**Thursday, 8<sup>th</sup> November, 2018**

**Time**  
**11:00AM**

**Venue**  
**Committee Room, Main Campus,  
Shaheed Benazir Bhutto Women University,  
Peshawar**

**No of meeting of BOS** \_\_\_\_\_

**Submitted by:**  
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**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR**



**AGENDA FOR MEETING OF BOARD OF STUDIES  
DEPARTMENT OF PSYCHOLOGY**

**Submitted by:  
Dr. Sonia Shagufta  
Assistant Professor**



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**  
**MEETING OF BOARD OF STUDIES**  
**DEPARTMENT OF PSYCHOLOGY**  
**TO BE HELD ON 8<sup>th</sup> November 2018**

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**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR**

**ITEM # 1: APPROVAL OF 2 YEARS-MS PSYCHOLOGY CURRICULUM**



# **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 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.

## **MISSION**

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.

## **VISION**

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.

## **2-YEAR MS PROGRAM IN FORENSIC PSYCHOLOGY**

The MS in Forensic Psychology option is designed for students whose primary interest is in working or studying in areas of psychology that intersect with the criminal justice system. A key feature of the program is a close mentoring relationship with a faculty member who oversees the student's progress toward his or her individual career goal.

### **PRPGRAM MSSION AND DESCRIPTION**

The program emphasizes theory and research while providing practical training in the areas of assessment and treatment that will prepare them for their entry to the marketplace after graduation. The course of study is designed to accommodate both students who plan to progress on to doctoral study as well as students who wish to enter the field as Masters level practitioners. Forensic Psychology focuses on the intersection between psychology and the justice system. Forensic Psychology is the professional practice by psychologists within the areas of clinical, counseling, school, or other specializations of psychology, when providing professional psychological expertise to the judicial system.

The three areas of knowledge required for the practice of forensic psychology are:

1. Clinical (e.g., diagnosis, treatment, psychological testing, prediction and intervention measurement, epidemiology of mental disorders, ethics)
2. Forensic (e.g., response style, forensic ethics, tools and techniques for assessing symptoms and capacities relevant to legal questions)
3. Legal (e.g., knowledge of law and the legal system, knowledge of where and how to obtain relevant legal information).



Career pathways with the Forensic Psychology area of focus include: academic researcher, consultant to law enforcement, correctional psychologist, evaluator for criminal or civil cases, expert witness, treatment provider, trial consultant, among many others.

### **GPA REQUIREMENTS**

Applicants are required to have a BS degree with a major in Psychology and a grade point average (GPA) of 2.5 to be eligible for the Forensic Psychology program.

### **DURATION**

- 2 years
- Program spread over 4-Semesters.
- 2-Semesters per year.

### **COURSE AND CREDIT REQUIREMENTS**

The program offers MS degree and consists of 24 units of course work, 6 credit hours of placement and 6 credit hours of research project, which includes a 3-month placement where students receive hands on training and on site supervision in a forensic setting related to their individual interests and career goals (e.g., correction center, courts, prisons, and rehabilitation centers).

### **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.

## Item No 1. Approval of 2 Years MS Forensic Psychology

### MS Forensic Psychology Scheme of Studies (Credit Hours: 24)

<b>Semester- I</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSYF- 711	Introduction to Forensic Psychology	3
PSYF-712	Psychology in Legal Context	3
PSYF-713	Substance Abuse, Mental Illness, and Trauma	3
PSYF-714	Data Analysis in Forensic Psychology	3
	<b>Total Credit Hours</b>	<b>12</b>

<b>Semester- II</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSYF -721	Methods and Evaluation in Psychological Research	3
PSYF -722	Understanding Psychological Reports and Expert Witness Testimony	3
PSYF -723	Behavioral Criminology	3
PSYF -724	Assessment and Behavioral Interventions in Forensic Settings	3
	<b>Total Credit Hours</b>	<b>12</b>

## **Semester -1**

**Course Code: PSYF-711**

**Credit Hour: 3**

**Course Title: Introduction to Forensic Psychology**

### **Course Objectives**

This is a course designed to provide students with an understanding of psychology's application in assisting the law with clinical forensic cases. Focus will involve both practical and research applications in forensic setting. Introductory topics will include historical background, ethical issues, civil, and criminal cases. This course will review the ethics of forensic psychology, including the Ethical Principles of Psychologists and Code of Conduct and the Speciality Guidelines for Forensic Psychologists of the American Psychological Association (APA).

### **Learning Outcomes**

Students will be expected to review and to understand the history of Forensic Psychology and the laws and research tools used to conduct legal and psychological investigation. Students will explore about the ethical and legal aspects of detaining and confining people in the correction system, with the emphasis on the responsibilities of those who work in the system.

### **Course Contents:**

#### **An Overview of Forensic Psychology**

- Introduction
- Historical Background
- Survey into psychological evidence in court
- Ethical and professional issues
- The role of forensic psychologists
- Civil cases
- Criminal cases

### **Recommended Books**

Alison, L. (2005). Forensic Psychologist's Casebook: Psychological Profiling and Criminal Investigation: Willan Publishing.

Bartol, C. R., & Bartol, A. M. (2011). Introduction to forensic psychology: Research and application: Sage.

Carson, D., & Bull, R. (2003). Handbook of psychology in legal contexts: John Wiley & Sons.

Gudjonsson, G., & Haward, L. (1998). Forensic Psychology: A Guide to Practice.

**Course Code: PSYF-712**

**Credit Hours: 3**

**Course Title: Psychology in Legal Context**

**Course Objectives**

This course will focus on the relationship between Psychology and Law. Psychology has a great deal to offer to all areas of law, civil as well as criminal and procedural as well as substantive. The basic purpose of this course is providing information for the court and to examine when and how psychology can, or could help the court to decide who is capable of making which legal decisions. The basic purpose of this course is to identify the role of psychology as major contributor to debates about law, and its potential for reform.

**Learning Outcomes**

Students will learn about the relationship between Psychology and Law. By the end of this course students will learn about the courts and would be able to examine when and how the forensic psychologist can, or could help the court to decide who is capable of making which legal decisions.

**Course Contents:**

**Psychology in legal context**

- Psychology and Law
- Crime mapping and geographical profiling
- Environmental influences and pattern of offending
- Telling and detecting lies
- Facial appearance and criminality
- Criminal behaviour and its motivation

- Juror Decision-Making in the twenty-First Century: Confronting Science and Technology in Court

### **Recommended Books**

Ainsworth, P. (2013). Offender Profiling Crime Analysis: Willan.

Alison, L. (2005). Forensic Psychologist's Casebook: Psychological Profiling and Criminal Investigation: Willan Publishing.

Carson, D., & Bull, R. (2003). Handbook of psychology in legal contexts: John Wiley & Sons.

Memon, A. A., Vrij, A., & Bull, R. (2003). Psychology and law: Truthfulness, accuracy and credibility: John Wiley & Sons.

**Course Code: PSYF-713**

**Credit Hours: 3**

**Course Title: Substance Abuse, Mental Illness, and Trauma**

### **Course Objectives**

The increased incidence of individuals with triple diagnosis, that is, adding a trauma diagnosis to the traditionally dual diagnosis term used to describe people with substance abuse and mental illness, continues to grow as our assessment tools improve. This combination is especially prevalent in jails, prisons, and those assigned to intervention in the community by the therapeutic jurisprudence courts. This course will first review the three areas independently and subsequently integrate them in the context of treatment.

### **Learning Outcomes**

By the end of this course students will learn about the substance use problems, development of trauma related symptoms. The students will also learn the effective intervention techniques to help the abused, mentally ill, and traumatized children and adults.

### **Course Contents**

**Substance Abuse, Mental Illness, and Trauma**

- Basic Principles for Working with Abused and Traumatized Children
- Assessment of the Patient
- Testing to Identify Recent Drug Use
- Cross Cultural Aspect of Additional Therapy
- Patient Placement Criteria
- Motivational Enhancement
- Intervention with the Addicted Person
- Cognitive-Behavioural Therapy
- Twelve-Step Facilitation for Co-occurring Addiction and Mental Health Disorder

### **Reference Books**

Ashraph, M., & Galanter, H. D. (2012). Psychotherapy for the Treatment of Substance Abuse. Behavioural and Cognitive Psychotherapy, 40(3), 380.

Galanter, M., & Kleber, H. D. (2008). The American Psychiatric Publishing textbook of substance abuse treatment: Amer Psychiatric Pub Inc.

Galanter, M., Kleber, H. D., & Brady, K. (2014). The American Psychiatric Publishing textbook of substance abuse treatment: American Psychiatric Pub.

Marlatt, G. A., & Donovan, D. M. (2005). Relapse prevention: Maintenance strategies in the treatment of addictive behaviors: Guilford Press

**Course Code:PSYF-703 (Major)**  
**3**

**Credit Hours:**

**Course Title: Data Analysis in Forensic Psychology**

### **Course Contents**

- Introduction to MS Words and Excel

- Introduction to SPSS environment
- Frequency distribution or histogram
- Descriptive Statistics and Normality Testing
- Graphical representation of data
- Calculating Total Scale Scores, Reverse scoring and Reliability testing
- Correlation
- Zero Order Correlation
- T-Tests (Dependent sample t-test, Independent sample t-test, Paired sample t-test)
- Analysis of variance (ANOVA)
- Repeated Measure Design
- Linear Regression
- Multiple Regression
- Non-Parametric Tests

### **Reference Books**

Field, E. (2013). *Discovering Statistics Using SPSS* (4th ed.). London: Sage Publications.  
 Clayton, K. N. (1984). *An Introduction to Statistics for Psychology and Education*.

Columbus: Charles, E.  
 Merrill Publishing Co.

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

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

**Course Code: PSYF-721**

**Credit Hours: 3**

**Course Title: Methods and Evaluation in Psychological Research**

### **Course Objectives**

This course will cover the basics of research tools utilized by psychologists, with a major focus on program evaluation and testing scientific hypotheses. The course will describe research methodology and its application in the forensic setting. Basic statistical techniques will also be addressed in order to review research findings.

## **Learning Outcomes**

By the end of this course, students will not only have the ability to conduct research, but will also be more adept consumer of knowledge. Students will learn why the results of particular research studies must always be interpreted within the context of prior research and through the lens of social and criminological theory. The students will learn how to think critically about research, and will understand specific research techniques as parts of an integrated research strategy.

## **Course Contents**

### **Methods and Evaluation in Psychological Research**

- Science, Society, and Criminological Research
- The Process and Problems of Criminological Research
- Conceptualization and Measurement
- Sampling
- Causation and Research Design
- Survey Research
- Qualitative Methods and Data Analysis
- Analysing Content: Crime Mapping and Historical, Secondary, and Content Analysis
- Evaluation and Policy Analysis
- Quantitative Data Analysis
- Reporting Research Results

### **Recommended Books**

Bachman, R. D., & Paternoster, R. (2016). Statistics for criminology and criminal justice:  
Sage Publications.

Bachman, R. D., & Schutt, R. K. (2017). Fundamentals of research in criminology and  
criminal justice: Sage Publications.

King, R., & Wincup, E. (2008). Doing research on crime and justice: Oxford University Press.

Maxfield, M. G. (2015). Basics of research methods for criminal justice and criminology:  
Cengage Learning.

Wolfgang, M. E., Ferocity, F., & Mannheim, H. (1967). The subculture of violence towards an  
integrated theory in criminology (Vol. 16): Tailstocks Publications London



**Course Code: PSYF- 722**

**Credit Hours: 3**

**Course Title: Understanding Psychological Reports and Expert Witness Testimony**

**Course Objectives**

When lawyers or others, such as consultants in the legal system, request a psychological evaluation they often receive a psychological report detailing the clinical results of that evaluation but it may not relate to the forensic issues. There are usually places and terms in psychological reports that need interpretation for someone who has little knowledge about psychological issues. This course will review the forensic psychological evaluation process and the manner in which to develop questions of the evaluator to ensure that oral and written reports are more relevant to the requestor. If the attorney believes that the psychological issues enumerated in the report will be helpful in his or her case, then a deposition or expert witness court testimony is requested. The course will also discuss preparing a psychologist for expert witness testimony in deposition or court, and how to develop psychologically informed voir dire and cross-examination questions for the opposition's forensic psychologist.

**Learning Outcomes**

Students will learn how to provide expert testimony in the courts and assessment of various mental states to meet legal requirements for competency learning outcome: Students will be expected to review and to understand the laws and research tools used to conduct legal and psychological investigation including library databases. The social-cognitive bases of trial consultation, jury selection, and the limits of eyewitness type of testimony will also be explored.

**Course Contents: Understanding Psychological Reports and Expert Witness Testimony**

- Offender profiling
- Interviewing suspects
- Interviewing witness
- Psychological factors in Eyewitness Testimony
- False Memories
- Jury decision making
- The Role of Expert Witnesses
- Forensic Report writing

**Recommended Books:**

Ainsworth, P. (2013). Offender Profiling Crime Analysis: Willan.

Alison, L. (2005). Forensic Psychologist's Casebook: Psychological Profiling and Criminal

Investigation: Willan Publishing.

Carson, D., & Bull, R. (2003). Handbook of psychology in legal contexts: John Wiley & Sons.

Feild, H. S., & Bienen, L. B. (1980). Jurors and rape: A study in psychology and law:

Lexington Books Lexington, MA.

Kapardis, A. (2009). Psychology and law: A critical introduction: Cambridge University Press.

Memon, A. A., Vrij, A., & Bull, R. (2003). Psychology and law: Truthfulness, accuracy and

credibility: John Wiley & Sons.

**Course Code: PSYF- 723**

**Credit Hours: 3**

**Course Title: - Behavioural Criminology**

### **Course Objectives**

The purpose of this course is to familiarize the student with criminal behaviour, delinquency, and various techniques for analysing and understanding criminal behaviour through crime and crime scene analysis. These techniques include an introduction to the fundamentals of criminal investigative analysis and profiling. Critical thinking skills will be emphasized in crime and crime scene analysis in order to draw logical inferences regarding any underlying psychopathology, motive, criminal history or other dynamics unique to that particular offender. Additionally, the purpose of the course is increasing the student's awareness and understanding of criminal behaviour with Islamic perspective in Pakistani context.

### **Learning Outcomes**

The course is designed to consolidate the understanding of crime and delinquency as social phenomena. It includes within its scope the processes of making laws, breaking laws, and reaction to the breaking laws. The students will learn about the three interrelated divisions which focus on the processes of law making, law breaking, and reaction to lawbreaking. The students will learn about variation in crime and delinquency rates with age, sex, race, socioeconomic status, education, and other variables, as well as the incidence among criminals and delinquents of various physical, psychological, and social characteristics and processes. The students will know how to evaluate the Differential Association theory and alternative theories of crime causation in the light of their comparative capacity to "make sense" of the facts.

## **Course Contents:**

### **Behavioural Criminology**

- Criminology and Criminal Law
- Theories of Criminal
- Measurement of crime and delinquency
- Perspectives and Methods
- Crime Delinquency and Social Structure
- Family Patterns and Processes
- Behavioural Process and System
- Criminal Courts
- Juvenile Courts
- Prevention of Crime and Delinquency
- Criminal behaviour in Islamic perspectives in Pakistani's Context

### **Recommended Books**

Aulakh, M. A. (2012). Principles of criminology with Islamic perspectives in Pakistani

Context: Imran Law Book house

Barbaree, H. E., & Marshall, W. L. (2008). The juvenile sex offender: Guilford Press.

Curran, D. J., & Renzetti, C. M. (2001). Theories of crime: Pearson College Division.

Nye, F. I. (1958). Family relationships and delinquent behaviour: JSTOR

Sutherland, E. H., Cressey, D. R., Luckenbill, D. F., & Luckenbill, D. (1992). Principles of criminology: Rowman & Littlefield.

**Course Code: PSYF-724**

**Credit Hours: 3**

**Course Title: Assessment and Behavioral Interventions in Forensic Settings**

### **Course Objectives**

This course is designed to provide an understanding of the various psychological disorders and their impact on behaviour. Legal issues raised in both criminal and civil cases that involve mental illness will be discussed. Psychological interventions that have been determined to have empirical evidence in helping to reduce the symptoms of the various illnesses will be covered, including how to adapt them to various legal settings. In particular, group therapy and cognitive-behavioural interventions commonly used in correction settings will be discussed.

## **Learning Outcomes**

Students will be expected to learn about the psychological disorders and therapeutic techniques to assess the mental state of criminals.

### **Course Contents:**

#### **Assessment and Behavioural Interventions in Forensic Settings**

- Assessing violence risk in mentally and personality disordered individuals
- Offenders with major mental disorders
- Offenders with personality disorders
- Sex offenders risk assessment
- Behavioural approaches to correctional management and rehabilitation
- Cognitive Approaches to Rehabilitation
- Family-based treatments
- Anger Treatment with offenders
- Assessment and treatment of violent offenders

### **Recommended Books:**

Barbaree, H. E., & Marshall, W. L. (2008). The juvenile sex offender: Guilford Press.

Costa Jr, P. T., & Widiger, T. A. (1994). Personality disorders and the five-factor model of personality: American Psychological Association.

Gil, E. (2006). Helping abused and traumatized children: Integrating directive and nondirective approaches: Guilford Press

Hodgins, S., & Müller-Isberner, R. (2000). Violence, crime and mentally disordered offenders: Concepts and methods for effective treatment and prevention (Vol. 13): Wiley.

Hollin, C. R. (2004). Handbook of offender assessment and treatment: Wiley



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

**ITEM # 2: APPROVAL OF 4 YEARS-BS PSYCHOLOGY REVISED CURRICULUM**



## **SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

### **DEPARTMENT OF PSYCHOLOGY**

#### **4-YEAR BS 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 PSYCHOLOGY 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 program 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 program, 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.

## **ADMISSION REQUIREMENTS**

### **ELIGIBILITY**

At least 45% marks in Intermediate in aggregate.

### **DURATION**

- 4 years
- Program 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.





**IAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**  
**DEPARTMENT OF LAW**

**SCHEME OF STUDIES OF BS PSYCHOLOGY (SESSION 2018-ONWARD)**

**STRUCTURE**

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

Total numbers of Credit Hours

135

Duration

4 YEARS

Semester Duration

16-18 WEEKS

Semesters

8

Course Load Per Semester

15-18 CREDIT HOURS

Number of Courses Per Semester

4-6 (not more than 3 lab/practical courses)

## 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.	Introduction to statistics in psychology	3
10.	Elementary statistics in psychology	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.	Basic Concepts of Sociology	3
3.	Historical Approaches in Sociology	3
4.	Biology-I	3
5.	Biology-II	3
6.	Introduction to Economics	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	3
2.	History and Schools of Psychology	3
3.	Experimental Psychology	3
4.	Introduction to Social Psychology	3
5.	Historical Perspectives in Theories of Personality	3
6.	Modern Perspectives in Theories of Personality	3
7.	Abnormal Psychology	3
8.	Psychodiagnosis	3
9.	Neurological Bases of Behavior	3
10.	Developmental Psychology	3
Total Credit Hours		30

S.No	MAJOR COURSES INCLUDING RESEARCH PROJECT/INTERNSHIP	
	11-13 COURSES	
	36- 42 CREDIT HOURS	
	SUBJECT	CREDIT HOURS
1.	Basics Concepts of Psychological Testing	3
2.	Applied Psychological Testing	3
3.	Basic of Research Methods	3
4.	Applied Research Methods	3
5.	Advanced Statistics in Psychology	3
6.	Applied Statistics in Psychology	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	3
13.	Internship	2
Total Credit Hours		38

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**

### **SCHEME OF STUDIES OF PSYCHOLOGY 4-YEAR PROGRAM (SESSION- 20)**

#### **Total Credit Hours: 163**

- 04 to 06 weeks internship after the completion of 4th semester for every student shall be compulsory with hospitals, private and public companies, NGO's, police stations, legal branch of armed forces, media, national research institutes, prisons, and with other entities to be recognized by University/ institution on the suggestion of students or faculty. Attachment/ internship period spent by each student with any entity mentioned hereinbefore shall be assessed on the basis of her report, self-assessment, faculty assessment and assessment provided by organizations.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## DEPARTMENT OF PSYCHOLOGY

### **SCHEME OF STUDIES OF BS PSYCHOLOGY 4 YEARS PROGRAM (SESSION- 2018 ONWARD)**

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
1.	1 <sup>st</sup>	English-I	ENG-301	3
2.		Islamic Studies	ISL-301	2
3.		Mathematics-I	MTH-304	3
4.		Introduction to Psychology	PSY-302	3 (2, 1)
5.		Basic Concepts of Sociology	PSY – 303	3
6.		Introduction to Statistics in Psychology	PSY – 304	3
Total Credit Hours (Theory, Labs)				17 (16',1)
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
7.	2 <sup>nd</sup>	Pakistan Studies	PST-323	2
8.		English-II	ENG-302	3
9.		Mathematics-II	MTH-305	3
10.		Biology-I	PSY-312	3 (2, 1)
11.		Principles of Micro Economics	ECO- 301	3
12.		History and Schools of Psychology	PSY – 311	3
Total Credit Hours				17
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
13.	3 <sup>rd</sup>	English-III	ENG-410	3
14.		Introduction to Information and Communication Technologies	CSC-301	3
15.		Elementary Statistics in Psychology	PSY – 401	3
16.		Historical Approaches in Sociology	PSY – 410	3
17.		Experimental Psychology	PSY – 411	3 (2,1)
18.		Historical Perspectives in Theories of Personality	PSY – 412	3
Total Credit Hours (Theory, Labs)				18 (17,1)

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
19.	4 <sup>th</sup>	Introduction to Management	MS-304	3
20.		Principles of Macro Economics	ECO-02	3
21.		Biology-II	PSY – 443	3 (2, 1)
22.		Introduction to Social Psychology	PSY – 413	3
23.		Modern Perspectives in Theories of Personality	PSY – 421	3
Total Credit Hours				15
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
24.	5 <sup>th</sup>	Abnormal Psychology	PSY – 511	3
25.		Neurological Basis of Behavior	PSY – 512	3
26.		Basic Concepts of Psychological Testing	PSY – 513	3
27.		Basic Research Methods	PSY – 514	3
28.		Advanced Statistics in Psychology	PSY – 515	3
Total Credit Hours 22+				15
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
29.	6 <sup>th</sup>	Psychodiagnosis	PSY – 521	3
30.		Developmental Psychology	PSY – 522	3
31.		Applied Psychological Testing	PSY – 523	3
32.		Applied Research Methods	PSY – 524	3
33.		Applied Statistics in Psychology	PSY – 525	3
34.		Advanced Social Psychology	PSY – 526	3
Total Credit Hours				18
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
35.	7 <sup>th</sup>	Muslim Psychology	PSY – 611	3
36.		Psychology of Mass Media & Communication	PSY – 612	3
37.		Ethics in Psychology	PSY – 613	3
38.		Positive Psychology	PSY – 631	3
39.		Educational Psychology	PSY – 632	3
40.		Internship	PSY– 676	2

Total Credit Hours				17 (15,2)
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
41.	8th	Therapies in Clinical Psychology	PSY – 614	3
42.		Counseling Psychology	PSY – 615	3
43.		Cross Cultural Psychology	PSY – 633	3
44.		Cognitive Psychology	PSY – 634	3
45.		Research Project	PSY – 699	4
Total Credit Hours				16 (12,4)
Total Credit Hours of Program:				135





**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY**  
**PESHAWAR**  
**SCHEME OF STUDIES OF BS 4-YEAR PROGRAM**

**LIST OF OPTIONAL SUBJECTS**

<b>S#</b>	<b>Courses Title</b>	<b>Course code</b>	<b>Credit Hours</b>
1.	Organizational Psychology	PSY-685	3
2.	Forensic Psychology	PSY-686	3
3.	Human Resource Management	PSY-687	3
4.	Sports Psychology	PSY-688	3

- After the successful completion of 6<sup>th</sup> semester those students who are interested in research project will take a research project and write a long dissertation on assigned topics

**OR**

- Those students who are not interested in the research project will opt two courses of their choice from the above list offered by the university/institution in 8<sup>th</sup> semester.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## DETAILED COURSE OUTLINE OF BS PSYCHOLOGY. (4 YEARS PROGRAM)

### SEMESTER – I

<b>Course Name:</b> English – I	<b>Course Code:</b> ENG-301
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Introduction</b></p> <p>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 labor, to lose the front seat in international forums and to miss the opportunity of having a direct impact on the other people's minds.</p> <p><b>Course Objectives</b></p> <p>The objectives of the course are:</p> <ol style="list-style-type: none"><li>1. To build the sound vocabulary of the students</li><li>2. To improve the linguistic skills of the students</li><li>3. Enhance language skills and develop critical thinking.</li></ol> <p><b>Intended Learning Outcomes</b></p> <p>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.</p> <p><b>Course Outline</b></p> <ul style="list-style-type: none"><li>• Basics of Grammar</li></ul>	

- 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, Brian Tomlinson and Rod Ellis, Oxford Supplementary Skills, Third Impression 1992, ISBN 0 19 453402 2

<b>Course Name:</b> Islamic Studies	<b>Course Code:.</b> ISL-301
<b>Course Structure:</b> Lectures: 2	<b>Credit Hours:</b> 2
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>This course is aimed at:</p> <ul style="list-style-type: none"> <li>• To provide Basic information about Islamic Studies</li> <li>• To enhance understanding of the students regarding Islamic Civilization</li> <li>• To improve Students skill to perform prayers and other worships</li> <li>• To enhance the skill of the students for understanding of issues related to faith and religious life.</li> </ul> <p><b>Intended Learning Outcomes</b></p> <p>Student will have knowledge of basic teaching of Islam.</p>	

## **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)

<b>Course Name: Mathematics-I</b>	<b>Course Code: MTH-304</b>
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours: 3</b>
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>The course is designed to:</p> <ul style="list-style-type: none"> <li>• Give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.</li> <li>• Understand the use of the essential tools of basic mathematics;</li> <li>• Apply the concepts and the techniques in their respective discipline;</li> <li>• Model the effects non-isothermal problems through different domains;</li> </ul> <p><b>Course Outline</b></p> <p><b>1. Algebra:</b> 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</p>	

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: Organization 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, and 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:** Introduction to Psychology

**Course Code:** PSY-302

**Course Structure:** Lectures: 2 , Labs: 1

**Credit Hours:** 3

**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**

Introduction to Psychology:

Nature and Application of Psychology with special reference to Pakistan.

Historical Background and Schools of Psychology (A Brief Survey)

Methods of Psychology

Observation

Case History Method Experimental Method

Survey Method

Interviewing Techniques

Biological Basis of Behavior

Neuron: Structure and Functions

Central Nervous System and Peripheral Nervous System

Endocrine Glands

Sensation, Perception and  
Attention a. Sensation

Characteristics and Major Functions of Different Sensations

Vision: Structure and function of the Eye.

Audition: Structure and functions of the Ear.

Perception

Nature of Perception

Factors of Perception: Subjective, Objective and Social



## Kinds of Perception

### Spatial Perception

### Temporal Perception; Auditory Perception

## Attention

### Factors, Subjective and Objective

### Span of Attention

### Fluctuation of Attention

### Distraction of Attention (Causes and Control)

## Motives

### Definition and Nature

### Classification

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

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

## Emotions

### Definition and Nature

Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics

### Theories of Emotion

James Lange Theory; Canon-Brad Theory

Schechter-Singer Theory

## Learning

### Definition of Learning

Types of Learning: Classical Operant Conditioning, Methods of Learning:

<p>Trial and Error; Learning by Insight; Observational Learning Memory</p> <p>Definition and Nature</p> <p>Memory Processes: Retention, Recall and Recognition</p> <p>Forgetting: Nature and Causes Thinking</p> <p>Definition and Nature</p> <p>Tools of Thinking: Imagery, Language, Concepts</p> <p>Kinds of Thinking</p> <p>Problem Solving, Decision Making, Reasoning Individual References</p> <p>Definition concepts</p> <p>Intelligence, Personality, aptitude, achievement</p>
<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Atkinson R. C., &amp; Smith E. E. (2000). <i>Introduction to psychology</i> (13th ed.). Harcourt Brace College Publishers.</li> <li>2. Fernald, L. D., &amp; Fernald, P. S. (2005). <i>Introduction to psychology</i>. USA: WMC Brown Publishers.</li> <li>3. Glassman, W. E. (2000). <i>Approaches to psychology</i>. Open University Press. Hayes, N. (2000). <i>Foundation of psychology</i> (3rd ed.). Thomson Learning. Lahey, B. B. (2004). <i>Psychology: An introduction</i> (8th ed.). McGraw-Hill Companies, Inc.</li> <li>4. Leahey, T. H. (1992). <i>A history of psychology: Main currents in psychological thought</i>. New Jersey: Prentice-Hall International, Inc.</li> <li>5. Myers, D. G. (1992). <i>Psychology</i>. (3rd ed.). New York: Wadsworth Publishers.</li> <li>6. Ormord, J. E. (1995). <i>Educational psychology: Developing learners</i>. Prentice- Hall, Inc</li> </ol>

<b>Course Name: Basic Concepts of Sociology</b>	<b>Course Code: PSY-303</b>
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours: 3</b>
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>The course is designed to introduce the students with sociological concepts and</p>	

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. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10<sup>th</sup> 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* 10<sup>th</sup> ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig 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*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

<b>Course Name:</b> Introduction to Statistics in Psychology	<b>Course Code:</b> PSY-304
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives:</b>	
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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. 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, Histogram, 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. Box and Whisker Plot, Stem and Leaf Display, definition of outliers and their detection. Exercise.

### 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, Exercises.

### Unit 5. Probability

Defining Probability, Subjective, Empirical and Classical Probability, Laws of Probability, Permutation and Combination. 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.

### 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. t-test, Analysis of Variance (one-way), Chi-Square. Exercises.

<b>Recommended Books:</b>

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Walpole, R. E. 1982. "Introduction to Statistics", 3<sup>rd</sup> Ed., Macmillan Publishing Co., Inc. New York.</li><li>2. Muhammad, F. 2005. "Statistical Methods and Data Analysis", Kitab Markaz, Bhawana Bazar Faisalabad.</li></ol> |
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# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER – II

<b>Course Name:</b> Pakistan Studies	<b>Course Code:</b> PST 323
<b>Course Structure:</b> Lectures: 2	<b>Credit Hours:</b> 2
<b>Prerequisites:</b> None	
<b>Introduction/Objectives:</b> <ul style="list-style-type: none"><li>• Develop the familiarity with historical perspectives, on Pakistan and with its government and politics.</li><li>• Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.</li></ul>	
<b>Outlines</b>	
<b>1. Historical Perspective</b> <ul style="list-style-type: none"><li>a) Indus Civilization</li><li>b) Evolution and growth of Muslim Society in the Subcontinent</li><li>c) Ideological rationale with special reference to Sir Syed Ahmad Khan, Allama Aqbal and Quaid-e-Azam</li><li>d) Factors leading to Muslim Separatism</li></ul>	
<b>2. Location and geophysical features of Pakistan</b>	
<b>3. Government in Pakistan</b> <ul style="list-style-type: none"><li>a) Objectives resolution</li><li>b) The Constitution of 1956, The Constitution of 1962, The Constitution of 1973 and Amendments</li></ul>	
<b>4. Contemporary Pakistan</b> <ul style="list-style-type: none"><li>a) Economic institutions and Issues</li><li>b) Society and Culture</li><li>c) Foreign Policy of Pakistan Challenges</li><li>d) Guiding Principles of Pakistan Foreign Policy</li><li>e) Determinant of Pakistan Foreign Policy</li><li>f) Futuristic outlook of Pakistan</li></ul>	

### **Recommended Books**

- Rabbani, Ikram. Introduction to Pakistan Studies. Lahore: Caravan Book House.
- Khan, Naushad. Pakistan Studies and Pakistan Affairs, 2016.
- Burki, Shahid Javed. State and Society in Pakistan, The MacMillan Press Ltd, 1980.
- Akbar, S, Zaidi. Issues in Pakistan's Economy. Oxford University Press, 2000.
- S.M.Burke and Lawrence Ziring. Pakistan's foreign Policy: A Historical Analysis. Karachi: Oxford University Press, 1993.
- Mehmood Safdar. Pakistan: Political Roots and development. Lahore: 1994.
- S. M. Burke and Lawrence Ziring. Pakistan's Foreign Policy: A Historical analysis. Karachi: Oxford University Press, 1993.
- Mehmood, Safdar. Pakistan: Political Roots & Development. Lahore, 1994.
- Wilcox, Wayne. The Emergence of Bangladesh., Washington: American Enterprise, Institute of Public Policy Research, 1972.
- Mehmood, Safdar. Pakistan Kayyun Toota, Lahore: Idara-e-Saqafat-eIslamia, Club Road, nd.
- Amin, Tahir. Ethno - National Movement in Pakistan, Islamabad: Institute of Policy Studies, Islamabad.
- Ziring, Lawrence. Enigma of Political Development. Kent England: Wm Dawson & Sons Ltd, 1980.
- Zahid, Ansar. History & Culture of Sindh. Karachi: Royal Book Company, 1980.
- Afzal, M. Rafique. Political Parties in Pakistan, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
- Sayeed, Khalid Bin. The Political System of Pakistan. Boston: Houghton Mifflin, 1967.
- Aziz, K. K. Party Politics in Pakistan, Islamabad: National Commission on Historical and Cultural Research, 1976. Muhammad Waseem, Pakistan Under Martial Law, Lahore: Vanguard, 1987.
- Haq, Noor ul. Making of Pakistan: The Military Perspective. Islamabad: National Commission on Historical and Cultural Research, 1993.

Ziring, Pakistan in 20th Century.

Ian Talbot, Pakistan: A Country.

M. R. Kazmi, A Concise History of Pakistan, Karachi: OUP.

Hamid Khan, Constitutional and Political History of Pakistan.

<b>Course Name:</b> English – II	<b>Course Code:</b> ENG-302
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives</b> <p>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.</p> <ul style="list-style-type: none"><li>• 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”.</li><li>• 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.</li><li>• 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 &amp; 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.</li></ul>	

### **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-Christine Boutin, Suzanne Brinard 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

<b>Course Name:</b> Mathematics – II	<b>Course Code:</b> MTH-305
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives</b> To prepare the students with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.	
<b>Course Outline</b>  <b>1. Preliminaries:</b> Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities.  <b>2. Limits and Continuity:</b> Limit of a function, left-hand and right-hand limits, continuity, continuous functions.  <b>3. Derivatives and their Applications:</b> Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.  <b>4. Integration and Definite Integrals:</b> Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.	
<b>Recommended Books</b> <ol style="list-style-type: none"><li>1. Anton H, Bevens I, Davis S, <i>Calculus: A New Horizon</i> (8<sup>th</sup> edition), 2005, John Wiley, New York</li><li>2. Stewart J, <i>Calculus</i> (3<sup>rd</sup> edition), 1995, Brooks/Cole (suggested text)</li><li>3. Swokowski EW, <i>Calculus and Analytic Geometry</i>, 1983, PWS-Kent Company, Boston</li><li>4. Thomas GB, Finney AR, <i>Calculus</i> (11<sup>th</sup> edition), 2005, Addison-Wesley, Reading, Ma, USA</li></ol>	

<b>Course Name: Biology-I</b>	<b>Course Code: PSY-312</b>
<b>Course Structure:</b> Lectures: 2, Labs: 1	<b>Credit Hours: 3</b>
<b>Prerequisites:</b> None	
<b>Course Contents</b>  <b>Course Introduction</b>  <p>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.</p> <b>Course Objectives</b>  <p>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.</p> <b>Intended Learning Outcomes</b>  <p>After completing this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand basic biochemistry</li> <li>- Understand the makeup and energetics of plant and animal cells</li> <li>- Determine basic inheritance patterns</li> <li>- Understand the basic classification of organisms</li> <li>- Understand the form and function of microorganisms</li> <li>- Understand the form and function of plants</li> <li>- Understand the form and function of animals</li> <li>- Understand the workings of human biological systems</li> <li>- Understand biology as it relates to the Earth's environment</li> </ul> <b>Course Outline</b>  <b>Biological Methods</b>	

**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.

<b>Course Name:</b> Principle of Micro Economics	<b>Course Code:</b> ECO-01
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the role of supply and demand in a market economy and the necessary conditions for market economies to function well</li> <li>2. Students will understand the efficiency advantages of a market system and the role of prices in achieving efficiency</li> <li>3. Students will understand the economic role of government, fiscal and monetary policy, the Federal Reserve, fractional reserve banking, and market structure</li> <li>4. Students will be able to identify the benefits and costs of a global economy.</li> </ol> <p><b>Course Outline</b></p> <p><b>1. Introduction</b></p> <p>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.</p> <p><b>2. The Price Mechanism</b></p> <p>The concept of a market economy, Laws of demand and supply, schedules &amp; graphs of demand and supply, Market equilibrium and determination of price, Movement along and shifting of demand and supply curves, Concept of elasticity of demand and supply, Importance of elasticity.</p>	



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

<b>Course Name:</b> History and Schools of Psychology	<b>Course Code:</b> PSY – 311
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas that 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.</p> <p><b>Intended Learning Outcomes</b></p> <p>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.</p> <p><b>Course Outline</b></p> <p>1) <b>Introduction</b></p> <ol style="list-style-type: none"> <li>Why study the history of psychology? Revisions in the traditional views of science Persistent questions in psychology</li> <li>Early Greek Philosophy.</li> <li>The first philosophers: Thales, Alaxinander, Heraclites, Parmenides, Pythagoras, Empedoclesm, and Democritus</li> <li>Early Greek Medicine</li> <li>The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates, Plato, Aristotle; After Aristotle</li> <li>Skepticism &amp; Cynicism</li> <li>Epicureanism and Stoicism Neoplatonism and Emphasis on spirit Contribution of Muslim Philosopher</li> <li>Scholasticism</li> </ol> <p>2) <b>The Beginning of Modern Science and Philosophy</b></p> <ol style="list-style-type: none"> <li>Renaissance Humanism; Challenges to Church authority; Rene Descartes</li> <li>Empiricism, Sensationalism, and positivism</li> <li>British Empiricism; French Sensationalism; Positivism</li> <li>Rationalism</li> <li>Spinoza; Immanuel Kant; Johann Friedrich Herbert; Friedrich Hegel</li> <li>Romanticism and Existentialism</li> <li>Early developments in physiology and the rise of experimental</li> </ol>	

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. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## DETAILED COURSE OUTLINE OF BS (4 YEARS PROGRAM)

### SEMESTER – III

<b>Course Name:</b> English-III	<b>Course Code:</b> ENG-410
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Introduction</b></p> <p>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.</p> <p><b>Course Objectives</b></p> <p>The objectives of the course are:</p> <ol style="list-style-type: none"><li>1. To build the sound vocabulary of the students</li><li>2. To improve the linguistic skills of the students</li><li>3. Enhance language skills and develop critical thinking.</li></ol> <p><b>Intended Learning Outcomes</b></p> <p>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.</p>	

## 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**

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- **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 (4<sup>th</sup> edition) by Laurie G. Kirsner 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 Editors: 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).

<b>Course Name: Introduction to Information and Communication Technologies</b>	<b>Course Code: CSC-301</b>
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours: 3</b>
<b>Prerequisites:</b> None	
<p><b>Course Objectives:</b></p> <p>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.</p> <p><b>Course Outline</b></p> <p>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.</p> <p><b>Lab Outline</b></p> <p>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).</p> <p>Submitting a report describing the impact of computer on human society and the social issues of IT.</p>	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Glenn Brooks Hear, Computer Science – An Overview, 3rd Edition.</li> <li>2. PK Sinha, Introduction to Computer Science A.M Choudhry; “A Hand Book of Company Law” Lahore, PLD Publishers.</li> </ol>	

<b>Course Name: : Elementary Statistics in Psychology</b>	<b>Course Code: PSY-401</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: PSY-304</b>	
<p><b>Course Contents</b></p> <p><b>Course Objectives:</b></p> <p>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.</p> <p><b>Intended Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Develop skills in understanding and applying basic statistical methods.</li> <li>2. Develop an appreciation for the use of statistics in decision making, and an appreciation of its limitations.</li> <li>3. Develop an ability to use computers and/or calculators for statistical analysis of data.</li> </ol> <p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>• Probability Distribution</li> <li>• Discrete Random Variables and Continuous Random Variable</li> <li>• Mean and Variance of a discrete random variable.</li> <li>• Bernoulli trials.</li> <li>• Properties, applications and fitting of <ul style="list-style-type: none"> <li>a- Binomial distribution</li> <li>b- Poisson distribution</li> <li>c- Hypergeometric distribution</li> <li>d- Negative Binomial distribution and</li> <li>e- Geometric distributions.</li> </ul> </li> <li>• Normal Distribution, Standard Normal Curve and its properties.</li> <li>• Normal approximation to Binomial and Poisson distribution.</li> </ul>	

### Recommended Books

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

<b>Course Name: Historical Approaches in Sociology</b>	<b>Course Code: PSY-410</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<ul style="list-style-type: none"><li>▪ <b>Course Objective</b></li></ul> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>After the completion of the course student will get familiarized with the history, stages of sociology, and development in the field of sociology.</p> <p><b>Course Outline</b></p> <ol style="list-style-type: none"><li>1. Introduction<ul style="list-style-type: none"><li>Historical Development of Social Philosophy</li></ul></li><li>2. Early Social Thought<ul style="list-style-type: none"><li>Folk Thinking</li><li>Greek</li><li>Egyptian</li><li>Babylonian</li><li>Chinese</li><li>Indian Social Thought</li></ul></li><li>3. Contribution of Muslim Thinkers in Social thought</li></ol>	



Abuzar Ghafari  
Wealth Theory

Imam Ghazali  
Causes of group life  
Social justice  
Educational reforms

Ibn-E-Khuldun  
Philosophy of history  
Science of culture  
Ethnocentrism  
Rise & fall of nations  
Causes of social life

Shah Waliullah  
Evolution of society  
Causes of social life  
Societal disease  
Concept of perfect society

Moulana Ubedullah Sindhi  
Basic Human Ethics

Allama Iqbal  
Concept of self  
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*. 4<sup>th</sup> 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*. 7<sup>th</sup> 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 Thought: Ideas in Historical Social Context*. New York, Harcourt Brace.

13. Dubin Robert. 1978. *Theory Building*. New York: Maxwell, Macmillan.

<b>Course Name:</b> Experimental Psychology	<b>Course Code:</b> PSY – 411
<b>Course Structure:</b> Lectures: 2, Labs: 1	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives:</b></p> <p>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.</p> <p><b>Intended Learning Outcomes:</b></p> <p style="text-align: right;">At the completion of</p> <p>Experimental Psychology the successful student should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the critical distinctions between scientific and non-scientific approaches to understanding behavior;</li> <li>2. Describe how psychological concepts, constructs, and variables are operationally defined;</li> <li>3. Identify the independent and dependent variables of a hypothesis;</li> <li>4. Select an appropriate research methodology to test a variety of hypotheses and predictions;</li> <li>5. Perform appropriate descriptive and inferential statistical analyses to obtain valid research results;</li> <li>6. Describe and to adhere to ethical standards for conducting psychological research.</li> </ol> <p><b>Course Outline</b></p> <ol style="list-style-type: none"> <li>1. <b>Psychophysics:</b> Importance of Psychophysics; Absolute &amp; Differential Thresholds; Psychophysical Methods; Theory of signal detection.</li> </ol>	

2. **Perception:**

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

3. **Learning:**

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

4. **Memory:**

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

5. **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.

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

### Recommended Books

1. McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7<sup>th</sup> Edition). Prentice Hall. UK.
2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). Experimental Psychology: Understanding Psychological Research. (5<sup>th</sup> 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 (2<sup>nd</sup>ed). New York: John Wiley and Sons,

<b>Course Name: Historical Perspectives in Theories of Personality</b>	<b>Course Code: PSY – 412</b>
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours: 3</b>
<b>Prerequisites:</b> None	
<b>Course Objectives</b> <p>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.</p>	
<b>Intended Learning Outcomes</b> <ul style="list-style-type: none"><li>- Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.</li><li>- Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.</li><li>- Conduct archival research on a major theory and present findings to peers in the classroom setting.</li><li>- Describe the differences between major theoretical approaches to personality in classroom discourse, performance on criterion referenced</li></ul>	

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. Thematic Apperception Test

### 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 Erlbaum 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.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER – IV

<b>Course Name:</b> Introduction to Management	<b>Course Code:</b> MS-304
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>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.</p> <p>At the conclusion of this course, the student should be able to:</p> <ol style="list-style-type: none"><li>1. Hold informed conversations with functional specialists and understand how to draw effectively on their expertise in managing organizations.</li><li>2. Understand the relevance of the western management principles and theories, for local settings.</li><li>3. Understand the Islamic perspective of managing businesses and organizations.=</li><li>4. Apply course concepts and theory in a practical context.</li><li>5. Integrate several of the disciplines studied</li><li>6. Demonstrate empirical investigative skills by producing an in-depth</li></ol>	



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

<b>Recommended Books</b>  1. Mary Coulter & Robbins, Management, International ed.

<b>Course Name:</b> Principles of Macroeconomics	<b>Course Code:</b> ECO-02
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> ECO-304	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>Upon completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define and identify economic terms and concepts.</li> <li>2. Distinguish between similar or grouped economic concepts and measurements.</li> <li>3. Read and interpret graphs.</li> <li>4. Perform calculations.</li> <li>5. Apply the tools of analysis to predict the economic consequences of various events.</li> </ol> <p><b>Course Outline</b></p> <p><b>1. Introduction</b></p> <p>The economy in aggregate, Complexities of the world of business, Scope of macroeconomics, Brief account of the development of macro-economic 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.</p>	

## **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 – 2<sup>nd</sup> Edition (2001) – South-West Publishers.
- Samuelson and Nordhaus – Economics – 18<sup>th</sup> Edition (2004) – McGraw Hill, Inc.
- Parkin, Michael – Macroeconomics, 7<sup>th</sup> Edition (2004) – Prentice Hall.
- Miller, R.L. – Economics Today – 14<sup>th</sup> Edition (2005) – Addison Wesley.

<b>Course Name:</b> Biology – II	<b>Course Code:</b> PSY-443
<b>Course Structure:</b> Lectures: 2, Labs: 1	<b>Credit Hours:</b> 3
<b>Prerequisites:</b>	
<b>Course Introduction</b> <p>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.</p>	
<b>Course Objectives</b> <p>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.</p>	
<b>Intended Learning Outcomes</b> <p>After completing this course students will be able to:</p> <ul style="list-style-type: none"><li>• Understand basic biochemistry</li><li>• Understand the makeup and energetic of plant and animal cells</li><li>• Determine basic inheritance patterns</li><li>• Understand the basic classification of organisms</li><li>• Understand the form and function of microorganisms</li><li>• Understand the form and function of plants</li><li>• Understand the form and function of animals</li></ul>	

- 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.

<b>Course Name:</b> Introduction to Social Psychology	<b>Course Code:</b> PSY – 413
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> Non	
<p><b>Course Objectives</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>Students will gain knowledge and understanding of core theories and topics in social psychology. They will:</p> <ul style="list-style-type: none"> <li>• Evaluate the way in which concepts are defined, measured and tested.</li> <li>• Appraise the relative merits of different theoretical frameworks</li> <li>• Relate experimental findings to everyday behavior</li> <li>• 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)</li> <li>• Better understand the psychological processes involved in current key issues</li> <li>• Understand how complex social behaviors with many factors can be studied in controlled experiments and field studies</li> <li>• Critically examine evidence in light of different theoretical frameworks and various methods used to test those</li> <li>• Better understand how people interact in groups striving for a common goal (e.g. work task groups)</li> <li>• Critically evaluate evidence and ideas in relation to competing theories</li> <li>• Develop a critical approach in investigating topics</li> <li>• Communicate accurately and effectively in writing</li> </ul>	

## **Course Outline**

1. **The Field of Social Psychology**
  - a. Introduction to social psychology
  - b. Current trends and future scope
  - c. Research methods in Social Psychology
2. **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
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-focusing
    - b. Self-Monitoring
    - c. Self-Efficacy
  - (III) Gender & socialization
6. **Social Influence**
  - a. Conformity
  - b. Compliance
  - c. Obedience

<p>7. <b>Pro-social Behavior</b></p> <p>a. Altruism</p> <p>8. <b>Aggression /hurting others</b></p> <p>a. What is Aggression?</p> <p>b. Influences on Aggression</p> <p>c. Reducing Aggression</p> <p>d. Lucifer effect</p> <p>e. Bullying</p>
<p><b>Recommended Books</b></p> <p>1. Wesley. Fisher, R. J. (1982). <i>Social psychology: An applied approach</i>. New York: St. Martin Press.</p> <p>2. Forsyth, D. F. (1987). <i>Social psychology</i>. California: Brooks Publishing Company.</p> <p>3. Myers, D. G. (1987). <i>Exploring social psychology</i>. New York: McGraw-Hill.</p> <p>4. Myers, D. G. (1987). <i>Social psychology</i>. New York: McGraw-Hill.</p> <p>Wayant, J. M. (1986). <i>Applied social psychology</i>. New York: Oxford University Press.</p>

<b>Course Name:</b> Modern Perspective in Theories of Personalities	<b>Course Code:</b> PSY – 421
<b>Course Structure:</b> Lectures: 4	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PSY – 412	
<p><b>Course Objectives</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe major and emerging theories of personality by achieving passing scores on criterion referenced tests.</li> <li>• Explain personality theories as they relate to assessment methods through classroom discourse and performance on criterion referenced tests.</li> </ul>	



- 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 Erlbaum Associate Publishers.
3. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER – V

<b>Course Name: Abnormal Psychology</b>	<b>Course Code: PSY – 511</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>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.</p> <p><b>Course Outline</b></p> <p><b>Introduction to Abnormal Psychology</b></p> <p>Concept of Abnormality;</p> <p>Criteria of Normality and Abnormality;</p> <p>Defining Psychological Abnormality</p> <p>(Deviance, Distress, Dysfunction, Danger)</p> <p><b>Historical Background of Modern Abnormal Psychology</b></p> <p>Ancient views and treatment</p>	

Greek and Roman views; Europe in the middle ages

The Renaissance; 19th Century

Views of abnormality; modern trends

### **Models of Psychopathology**

Biological Model

The Psychodynamic Model

Behavioral Model

Cognitive Model

The Humanistic Model

The Socio-cultural Model

Eclectic Approach

### **Clinical Assessment of Abnormality:**

A brief overview of clinical observation, tests and interviews

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.

<b>Course Name:</b> Neurological Basis of Behavior	<b>Course Code:</b> PSY – 512
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives</b>  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.

<p>3. <b>Physiology of Nervous System</b></p> <ul style="list-style-type: none"> <li>a. Basic features of nervous system</li> <li>b. Central nervous system</li> <li>c. Peripheral nervous system</li> <li>d. Development of the brain.</li> <li>e. Investigating how the brain controls behavior.</li> </ul> <p>4. <b>Emotions and Regulations of Internal Body States</b></p> <ul style="list-style-type: none"> <li>a. Neural control of emotional response patterns</li> <li>b. Role of orbit frontal cortex in social judgment and emotions</li> <li>c. Neural basis of the communication of emotions</li> <li>d. Endocrine system and emotions</li> <li>e. Homeostasis</li> <li>f. The psychology and biology of thirst</li> <li>g. The multiple controls of hunger</li> </ul> <p>Physiological mechanisms of sleep and waking.</p>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Kalat, J. W. (1998). <i>Biological psychology</i> (6<sup>th</sup> ed.). California: Brooks/Cole Publishing Company.</li> <li>2. Carlson, N. R. (1999). <i>Foundations of physiological psychology</i> (4<sup>th</sup> ed.). Boston: Allyn and Bacon.</li> </ol>

<b>Course Name: Basics Concepts of Psychological Testing</b>	<b>Course Code: PSY – 513</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objective</b></p> <p>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.</p>	

## **Course Outline**

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

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.

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<b>Course Name: Basics Research Methods</b>	<b>Course Code: PSY – 514</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Explain different research methods used by psychologists. <ul style="list-style-type: none"> <li>a. Describe how various research designs address different types of questions and hypotheses</li> <li>b. Articulate strengths and limitations of various research designs</li> <li>c. Distinguish the nature of designs that permit causal inferences from those that do not</li> </ul> </li> <li>- Evaluate the appropriateness of conclusions derived from psychological research. <ul style="list-style-type: none"> <li>a. Interpret basic statistical results</li> <li>b. Describe effect size and confidence intervals</li> <li>c. Evaluate the validity of conclusions presented in research reports</li> </ul> </li> <li>- Design and conduct basic studies to address psychological questions using appropriate research methods. <ul style="list-style-type: none"> <li>a. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies</li> <li>b. Formulate testable research hypotheses, based on operational definitions of variables</li> <li>c. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations</li> <li>d. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses</li> </ul> </li> </ul>	

- 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 observation
      - Structured observation
      - Field experiments
    - iii. Recording behaviour

<ul style="list-style-type: none"> <li>- Qualitative measures of behaviour</li> <li>- Quantitative measures of behaviour</li> </ul> <p>iv. Analysis of observational data Advantages, problems, and methodological issues</p> <p>b. Unobtrusive measures of behavior</p> <ul style="list-style-type: none"> <li>a. Physical traces</li> <li>b. Archival data</li> </ul> <p>6. <b>Sampling techniques</b></p> <ul style="list-style-type: none"> <li>a. Basic terminology ; representativeness and bias</li> <li>b. Probability sampling <ul style="list-style-type: none"> <li>i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\interval sampling</li> <li>ii. Stratified random sampling</li> <li>iii. Cluster sampling; simple and multistage</li> </ul> </li> <li>c. Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling</li> <li>d. Time and event sampling</li> <li>e. Situation sampling</li> </ul>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Ellis, L. (1994). <i>Research methods in social sciences</i>. Madison: Brown and Benchmark Publishers.</li> <li>2. Goodwin, C. J. (2002). <i>Research in psychology: Methods and design</i>. (3rd ed.). New York: John Wiley &amp; Sons.</li> <li>3. Kerlinger, F. N. (1986). <i>Foundations of behavioral research</i>. New York: Holt Rinehart &amp; Winston, Inc.</li> <li>4. Shaughnessy, J. J., Zechmeister, E. B., &amp; Zechmeister, J. S. (2005). <i>Research methods in psychology</i>. (5th ed.). Singapore: McGraw-Hill.</li> </ol>

<b>Course Name:</b> Advanced Statistics in Psychology	<b>Course Code:</b> PSY – 515
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PSY-401	
<p>.</p> <p><b>Course Objective</b></p> <p>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</p>	

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**

- a. Descriptive and Inferential Statistics
- b. Scales of measurement
- c. Importance and limitations of statistics in psychology

#### **2. Descriptive statistics**

Measures of central tendency (Mean, Median, Mode)

Measures of Dispersion (Range, Mean deviation, Z Scores, Standard Deviation, Variance).

#### **3. Inferential Statistics**

- a. T-test
- b. Analysis of Variance
- c. Chi-Square

#### **4. Correlation**

- a. Pearson product moment coefficient of correlation
- b. Spearman rank order correlation,
- c. Point bi-serial coefficient of correlation
- d. Bi-serial coefficient of correlation

#### **5. Regression and Prediction**

- a. Simple Linear Regression
- b. Scatter diagram
- c. Standard error of measurement

## **6. 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)

### **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.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER – VI

<b>Course Name:</b> Psychodiagnosis	<b>Course Code:</b> PSY – 521
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PSY-511	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>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.</p> <p><b>Course Outline</b> <b><u>Mental Disorders (DSM-V)</u></b></p> <p><b>1. Schizophrenia Spectrum and Other Psychotic Disorders:</b> Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder.</p> <p><b>2. Anxiety Disorders;</b> separation anxiety disorders, selective mutism, specific phobia, panic disorder, agoraphobia, social anxiety disorder, generalized anxiety disorder.</p> <p><b>3. Depressive Disorders;</b> Disruptive mood dysregulation disorder, major depressive disorder, persistent depressive disorder, premenstrual dysphoric disorder.</p> <p><b>4. Bipolar and Related Disorder;</b> bipolar I disorder, bipolar II disorder, cyclothymic disorder.</p>	

**5. Somatic Symptom and Related Disorder:** Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder.

**6. Feeding and Eating Disorder:** Pica, Rumination Disorder, Avoidant /Restrictive Food Intake Disorder. Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder.

**7. Dissociative Disorders:** Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder.

**8. Personality Disorders:**

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

Cluster B: Borderline personality disorder, antisocial personality disorder, Histrionic personality disorder, Narcissistic personality disorder.

Cluster C: Avoidant Personality Disorder, Dependent Personality Disorder  
Obsessive-Compulsive Personality Disorder

**9. Sleep Wake Disorders:** Insomnia Disorder, Hyper somnolence Disorder, Narcolepsy  
Breathing Related Sleep Disorders: Obstructive Sleep Apnea Hypopnea, Central Sleep Apnea, Sleep Related Hypoventilation, Circadian Rhythm Sleep Wake Disorders.

**10. Parasomnias:** Non-Rapid Eye Movement Sleep Arousal Disorders, Nightmare Disorder, Rapid Eye Movement Sleep Behavior Disorder, Restless Legs Syndrome

**Reference Books**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th 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.

<b>Course Name:</b> Developmental Psychology	<b>Course Code:</b> PSY – 522
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> Non	
 <b>Course Objective</b>  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, age seven to twelve. Understand the crises and their effects on the individual in various developmental stages throughout 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:
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.

<b>Course Name: Applied Psychological Testing</b>	<b>Course Code: PSY – 523</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: PSY-513</b>	
<b>Course Objective</b>  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.	
<b>Course Outline</b> <ol style="list-style-type: none"><li>1. <b>Assessment of intellectual and cognitive abilities</b><ol style="list-style-type: none"><li>a. Intelligence</li><li>b. Nature, Meaning, Different view points</li><li>c. Types of intelligence tests: Howard Gardner, Robert Sternberg, Simon-Binet, Wechsler, Kaufman.</li><li>d. Differential Ability Scales</li><li>e. Problems in testing intelligence during infancy, childhood, adulthood and old age.</li><li>f. Cross cultural &amp; longitudinal studies in intelligence testing</li></ol></li><li>2. <b>Tests for different populations</b><ol style="list-style-type: none"><li>a. Infant &amp; Preschool Testing</li><li>b. Testing of the Mentally Retarded populations.</li></ol></li></ol>	

- c. Testing for physical Disabilities
- d. Multicultural testing.
- e. Organizational testing
- f. Adaptive Testing

3. **Testing under different settings**

- a. Educational Testing
- b. Career guidance
- c. Aptitude testing
- d. Achievement testing

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

5. **Introduction of Psychological Tests**

- a. Thematic Apperception Test
- b. Human Figure Drawing
- c. Standard Progressive Matrices

6. **Assessment and Psychological Testing in Clinical & Counseling Settings**

- a. Psycho Neurological tests
- b. Learning disabilities Behavioral assessment and clinical judgment
- c. When to use which test or assessment techniques
- d. Battery of diagnostic tests
- e. 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. Pittenger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
6. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

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<b>Course Name: Applied Research Methods</b>	<b>Course Code: PSY – 524</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: PSY- 514</b>	
<b>Course Objective</b> <p>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.</p> <b>Intended Learning Outcomes</b> <ul style="list-style-type: none"><li>- Explain different research methods used by psychologists.<ul style="list-style-type: none"><li>d. Describe how various research designs address different types of questions and hypotheses</li><li>e. Articulate strengths and limitations of various research designs</li><li>f. Distinguish the nature of designs that permit causal inferences from those that do not</li></ul></li><li>- Evaluate the appropriateness of conclusions derived from psychological research.<ul style="list-style-type: none"><li>d. Interpret basic statistical results</li><li>e. Describe effect size and confidence intervals</li><li>f. Evaluate the validity of conclusions presented in research reports</li></ul></li><li>- Design and conduct basic studies to address psychological questions using appropriate research methods.<ul style="list-style-type: none"><li>f. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies</li><li>g. Formulate testable research hypotheses, based on operational definitions</li></ul></li></ul>	

- 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 Designs Twin 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.

<b>Course Name:</b> Applied Statistics in psychology	<b>Course Code:</b> PSY – 525
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PSY-515	
<p><b>Course Objectives</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"><li>- Effective oral and written communication skills</li><li>- A higher level of critical and creative thinking processes</li><li>- Ability to solve problems using a variety of techniques and methods, and</li></ul>	

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

## **Course Outline**

### **1. Sampling Distribution & Estimation:**

- a. How to make a sampling distribution: properties & application
- b. A brief introduction to estimation; proportion & estimation

### **2. Inferential statistics:**

- a. Introduction, 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

### **3. Parametric statistics**

- h. Introduction
- i. Z - Test
- j. t – Test
- k. Analysis of variance: one – way, two – way (ANOVA)
- l. Covariance and repeated measures
- m. Pearson product moment coefficient of correlation
- n. Point bi-serial coefficient of correlation
- o. Bi-serial coefficient of correlation
- p. Simple Linear Regression
- q. Multiple Regression Analysis

### **3. Non-parametric statistics**

- r. Introduction
- s. Chi-square test (contingency table and proportions, Yates Correction)
- t. Wilcoxon rank sum test

u. Mann-Whitney test

v. Sign test

#### **4. Inferential Statistics and SPSS**

Analysis and Interpretation of parametric and non-parametric test through **SPSS**.

t-test

Pearson Coefficient of correlation

Simple Linear Regression

Mann-Whitney U-test

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#### **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.

<b>Course Name:</b> Advanced Social Psychology	<b>Course Code:</b> PSY – 526
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> PSY-413	
<b>Course Objectives</b>  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.	
<b>Course Outline</b>  1. <b>Prejudice and stereotypes</b> a. Stereotypes b. Prejudice and Discrimination c. Nature	



	<ul style="list-style-type: none"> <li>d. Social causes</li> <li>e. Historical Manifestation</li> <li>f. Combating Prejudice and hate crimes.</li> </ul>
2.	<p><b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>a. Interpersonal Attraction – need</li> <li>b. Intimacy — Parent-child.</li> <li>c. Interpersonal violence.</li> </ul>
3.	<p><b>Group Influence</b></p> <ul style="list-style-type: none"> <li>a. Nature and functions</li> <li>b. How groups affects individual performance</li> <li>c. Facilitation</li> <li>d. Social loafing</li> <li>e. Coordination in groups</li> <li>f. Cooperation or conflict</li> <li>g. Perceived fairness in groups</li> <li>h. Decision making by groups:</li> <li>i. Process</li> <li>j. Nature</li> <li>k. Potential dangers.</li> </ul>
4.	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>a. History of leadership</li> <li>b. Types and leadership styles</li> <li>c. Effective leadership process</li> <li>d. Core activities of a leader</li> <li>e. Leadership Training</li> <li>f. Leadership &amp; Gender.</li> </ul>
5.	<p><b>Social Psychology in action</b></p> <ul style="list-style-type: none"> <li>a. Applying social psychology to:</li> <li>b. Interpersonal aspects of the legal system</li> <li>c. Health related behavior</li> <li>d. World of work</li> <li>e. Role of media</li> </ul>
<p><b>Recommended Books</b></p> <ul style="list-style-type: none"> <li>1. Feldman, R. S. (1998). <i>Social psychology: Theories, research and application</i>. New York: McGraw-Hill.</li> <li>2. Fisher, R. J. (1982). <i>Social psychology: An applied approach</i>. New York:</li> </ul>	

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.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER –VII

<b>Course Name:</b> Muslim Psychology	<b>Course Code:</b> PSY – 611
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>To enable the students to have an in depth Knowledge origin of Muslim Psychology.</p> <p><b>Intended Learning Outcomes</b></p> <p><b>a. <u>Knowledge and understanding:</u></b></p> <ul style="list-style-type: none"><li>i. To make the students understand the work of different early Muslim Philosophers (Psychologist) and their background</li><li>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.</li><li>iii. To develop the knowledge base to a level where students can independently understand Muslim psychology.</li></ul> <p><b>b. <u>Intellectual skills</u></b></p> <ul style="list-style-type: none"><li>i. Intellectually groom them to evaluate and asses' human nature in light of muslim philosophy of human nature.</li><li>ii. Motivate them to intellectually challenge all the theories independently and without biases</li><li>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</li></ul>	

**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.

<b>Course Name:</b> Psychology of Mass Media and Communication	<b>Course Code:</b> PSY – 612
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>To give a complete picture of the course of Mass Media and Communication</li> <li>At the end of the course students should be able to understand the relationship between communication and culture</li> <li>Give a broad overview of current trends in mass communication, especially concentration of ownership and conglomeration, globalization, audience fragmentation, hyper commercialism and convergence.</li> </ol> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Students will demonstrate in writing an awareness of skills and techniques required of effective teacher</li> <li>- Students will identify attitudes and behaviors that positively influence education of children from diverse backgrounds, cultures and disabilities.</li> </ul> <p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Perspective of mass communication</li> <li>• Development of human communication</li> </ul>	

<ul style="list-style-type: none"> <li>• Theories of mass communication</li> <li>• Models of mass communication</li> <li>• Specific Media profession</li> <li>• Regulating Mass Media</li> <li>• Social Effects of Mass Communication</li> <li>•</li> </ul>
<p><b>. Recommended Books</b></p> <p>Rokeach, S.B., &amp; Deflevr, M.L. (1989) <i>Theories of Mass Communication</i>. (5th ed.), New York; Pltman Publishing inc.</p> <ul style="list-style-type: none"> <li>• Rodman, G. (2006). <i>Mass Media in a Changing World</i>. New York: McGraw Hill</li> <li>• Dominick, J.R. (2007). <i>The Dynamics if Mass Communication: Media in the Digital Age</i>. (9th ed.), New York: McGraw Hill</li> <li>• Barans S. J. (2006). <i>Introduction to Mass Communication: Media Litracry and Culture</i>. (4th ed.) New York: McGraw Hill</li> <li>•</li> </ul>

<b>Course Name:</b> Ethics in Psychology	<b>Course Code:</b> PSY – 613
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>i. To understand the importance and role of ethics in practicing psychology.</li> <li>ii. To understand the code of ethics for psychology.</li> </ul> <p><b>Intended Learning Outcomes</b></p> <p><b>a. Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>i. Students would be able apply ethical codes to the dilemmas that they could encounter in their professional life.</li> <li>ii. Students would be able to understand what the ethical obligations of a researchers and therapists are.</li> </ul> <p><b>b. Intellectual skills</b></p> <ul style="list-style-type: none"> <li>i. Students would be able to analyze their decisions and actions as responsible members of community.</li> </ul>	

**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 be 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. Introduction to Ethics**

Definition, Introduction and applicability, Ethical Principles

**2. Resolving Ethical Issues**

Misuse of Psychologists' Work, Conflicts Between Ethics and Law, Regulations, or Other Governing, Legal Authority, Conflicts Between Ethics and Organizational Demands, Informal Resolution of Ethical Violations, Reporting Ethical Violations, Cooperating With Ethics Committees, Improper Complaints, Unfair Discrimination Against Complainants and Respondents

**3. Professional Competence**

Boundaries of Competence, Providing Services in Emergencies, Maintaining Competence, Bases for Scientific and Professional Judgments, Delegation of Work to Others and Personal Problems and Conflicts

**4. Human Relations**

Unfair Discrimination, Sexual Harassment, Other Harassment, Avoiding Harm, Multiple Relationships, Conflict of Interest, Third-Party Requests for Services, Exploitative Relationships and Cooperation with other Professionals Informed Consent Psychological Services Delivered to or Through Organizations Interruption of Psychological Services

**5. Privacy and Confidentiality**

Maintaining Confidentiality, Confidentiality, Recording, Minimizing Intrusions on Privacy, Disclosures, Consultations, Use of Confidential Information for Didactic or Other Purposes

**6. Advertising and Other Public Statements**

Avoidance of False or Deceptive Statements, Statements by Others, Descriptions of Workshops and Non-Degree-Granting Educational Programs, Media Presentations, Testimonials, In-Person Solicitation

7. **Record Keeping and Fees**

Professional and Scientific Work and Maintenance of Records Maintenance, Dissemination, and Disposal of Confidential Records, Withholding Records for Nonpayment Fees and Financial, Arrangements, Barter with Clients/Patients, Accuracy in Reports to Funding Sources, Referrals and Fees

8. **Education and Training**

Design of Education and Training Programs, Descriptions of Education and Training Programs, Accuracy in Teaching Student Disclosure of Personal Information, Mandatory Individual or Group Therapy, Assessing Student and Supervisee Performance, Sexual Relationships with Students and Supervisees

9. **Research and Publication**

Institutional Approval, Informed Consent to Research, Informed Consent for Recording Voices and Images in Research, Client/Patient, Student, and Subordinate Research Participants, Dispensing With Informed Consent for Research, Offering Inducements for Research Participation, Deception in Research, Debriefing, Humane Care and Use of Animals in Research, Reporting Research Results, Plagiarism, Publication Credit, Duplicate Publication of Data, Sharing Research Data for Verification, Reviewers

10. **Assessment**

Bases for Assessments, Use of Assessments, Informed Consent in Assessments, Release of Test Data, Test Construction, Interpreting Assessment Results, Assessment by Unqualified Persons, Obsolete Tests and Outdated Test Result, Test Scoring and Interpretation Services, Explaining Assessment Results, Maintaining Test Security

11. **Therapy**

Informed Consent to Therapy, Therapy Involving Couples or Families, Group Therapy, Providing Therapy to Those Served by Others, Sexual Intimacies With Current Therapy Clients/Patients, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients, Sexual Intimacies With Former Therapy Clients/Patients, Interruption of Therapy, Terminating Therapy

**Recommended Books**

- Austin, K.M., Moline, Mc & William, G.T (1990). Malpractice: Legal and Ethical Dilemmas in psychotherapy: Newbury Park: Corsage.
- Corey, G., Corey, M.S. & Callanan, P. (2007). Issues and ethics in the Helping Professions. 7th ed. USA. Thomson Book/Code
- Kocher. G& keith. S.P (2008) Ethics in Psychology and the Mental Health Professions: Standards and cases (3<sup>rd</sup> Edition). NY: Oxford University



Press.	
<b>Course Name:</b> Positive Psychology	<b>Course Code:</b> PSY – 631
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <p>At the end of the course the student will:</p> <ol style="list-style-type: none"> <li>1. Display knowledge of key constructs in positive psychology research</li> <li>2. Evidence competence in planning, implementing and reporting of personal and interpersonal change efforts based in part on personal assessment results.</li> <li>3. Provide evidence of evaluation skills related to extant literature in positive psychology.</li> </ol> <p><b>Course Outline</b></p> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>a. Nature and Scope of Positive Psychology</li> <li>b. Evolutionary Perspectives</li> <li>c. Positive Personal Traits</li> <li>d. Nature and Associated Psychological Factors:</li> <li>e. Hope; Optimism; Happiness; Love; Empathy; Attachment; Emotional Intelligence; Tolerance; Forgiveness; Gratitude; Faith; Morality; Wisdom and Creativity; Resilience; Spirituality; Altruism</li> <li>f. Self Determination Theory and Intrinsic Motivation</li> <li>g. Social Development and Well Being</li> </ol>	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Corer, L., Keyes, M., &amp; Handit, J. (Eds.). (2002). <i>Flourishing — Positive psychology &amp; the life</i>. Washington: APA Publication</li> <li>2. Lias, Aspmwaly, L., &amp; Ursole, M. (Eds.). (2002). <i>A psychology of human strengths</i>. Washington: APA Publication.</li> </ol>	

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

<b>Course Name:</b> Educational Psychology	<b>Course Code:</b> PSY – 632
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Students will demonstrate in writing an awareness of skills and techniques required of effective teacher</li> <li>- Students will identify attitudes and behaviors that positively influence education of children from diverse backgrounds, cultures and disabilities.</li> </ul> <p><b>Course Outline</b></p> <ol style="list-style-type: none"> <li>1. Educational Psychology defined: Nature and Scope</li> <li>2. Introduction to development</li> <li>3. Individual Differences: Intelligence, Cognitive styles</li> <li>4. Learner's Characteristics: Abilities, Motivation, Interest, Aptitude</li> <li>5. Learning theories and practical applications of behavioral, cognitive and constructivist approaches</li> <li>6. Characteristics of a Good Teacher</li> <li>7. Counseling and Vocational Guidance</li> <li>8. Behavior Modification</li> <li>9. Designs of Evaluation</li> <li>10. Psychology of teaching (constructivism)</li> <li>11. Special Education:</li> <li>12. Segregated education; integrated education; inclusive education</li> </ol>	

13. Class Room Management: Managing the Class Room Methods of Control	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Borich, G. D., &amp; Tombari, M. L. (1997). <i>Educational psychology: A contemporary approach</i> (2nd ed.). New York: Addison Wesley Longman, Inc.</li> <li>2. Cartwright, G. P., Cartwright, C. A. &amp; Ward, M. E. (1985). <i>Educating special learners</i> (2nd ed.). California: Wadsworth Publishing Company.</li> <li>3. Crow, L., &amp; Crow, A. (2000). <i>Educational psychology</i>. New Delhi: Euroasia Publishing House Ltd.</li> <li>4. Lefranceis, G.R (1988) <i>Psychology for Teaching</i> (6th ed.). California: Wordsworth Publishing Co.</li> <li>5. Slavin, R. (1994). <i>Educational psychology</i>. Boston Allyn &amp; Bacon.</li> </ol> <p>Sprinthall, N., &amp; Sprinthall, R. (1987). <i>Educational psychology: A developmental approach</i> (4th ed.). New York: Raudom House.</p>	
<b>Course Name:</b> Internship	<b>Course Code:</b> PSY – 676
<b>Course Structure:</b> Practical: 2	<b>Credit Hours:</b> 2
<b>Prerequisites:</b> None	
<p><b>Course Outline</b></p> <p>Internship in any field of Psychology in recognized organizations followed by an internship report to be submitted.</p>	



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

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

### SEMESTER –VIII

<b>Course Name:</b> Therapies in Clinical Psychology	<b>Course Code:</b> PSY – 614
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>At the end of course students will be able to</p> <ol style="list-style-type: none"><li>Explain basic terminology related to psychotherapies.</li><li>Equip the students with skills to apply different therapies in their practical work.</li></ol> <p><b>Intended Learning Outcomes</b></p> <p>a. <b><u>Knowledge and understanding:</u></b></p> <ol style="list-style-type: none"><li>Learn about early development of psychotherapies.</li><li>Upgrade students knowledge therapies and the use of them in their practical field.</li><li>Explain the role and importance of therapies in psychology.</li></ol> <p>b. <b><u>Intellectual skills</u></b></p> <ol style="list-style-type: none"><li>Understand the basic qualities of application of therapies.</li></ol> <p>c. <b><u>Professional and practical skills</u></b></p> <ol style="list-style-type: none"><li>Use of therapies in psychological practice.</li><li>Use of therapies in clinical settings.</li><li>Interpret test scores.</li></ol> <p>d. <b><u>General and transferable skills</u></b></p> <p>Apply and interpret various psychotherapeutic methods.</p> <p><b>Course Outline</b></p> <p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"><li>▪ Psychoanalytical (Freud, Jung and Adler), Interpersonal (Stack H.Sullivan), Behavioristic (Skinner and Wolpe).</li><li>▪ Humanistic (Rogers) ,Cognitive (Beck and Ellis, Group Therapy, Family Therapy,</li><li>▪ Multi-model Approach (Lazarus),Biological and Physical Therapy,</li><li>▪ Foundations for individual Psychotherapies</li></ul>	
<b>Recommended Books</b>	

-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.

<b>Course Name:</b> Counselling Psychology	<b>Course Code:</b> PSY – 615
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

### 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 services

#### d. General and transferable skill

- i. Time management
- ii. Communication skills
- iii. Human dealing and problem solving
- iv.

## 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

### 1. The process of counseling.

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

### 2. In-depth exploration

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

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

### 4. 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.

### 5. The counseling interview.

- Introduction, Major types of interview techniques in counseling

### 6. 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 (6<sup>th</sup> 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 (6<sup>th</sup> ed.), India Chennai, Micro Print Pvt.
- Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling.(6<sup>th</sup> ed.) USA: Thomson Co-corporation.
- Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling .(6<sup>th</sup> ed.), USA : Thomson Co-corporation.
- Zunker, V.g.(2002) Career Counseling :Applied Concept of life planning (6<sup>th</sup> ed.), USA: Words worth group.
- Colin, L.L.(2006) Race, Culture & Counseling (2<sup>nd</sup> ed), UK: Open University Press.

<b>Course Name:</b> Cross Cultural Psychology	<b>Course Code:</b> PSY – 633
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective</b></p> <p>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.</p> <p><b>Intended Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Assess the ways in which cultures vary in terms of basic social psychological theories and findings</li> <li>2. Critically evaluate contemporary theories on how such findings may be explained in terms of cultural dimensions and beliefs theories</li> <li>3. Search for, gather and critically assess literature in area of cross-cultural psychology</li> <li>4. Critically discuss central issues in areas such as cultural difference and cultural change making reasoned and substantive argument</li> <li>5. Develop an awareness of cultural universals and multi-level approaches to cross-cultural psychology</li> </ol> <p><b>Course Outline</b></p> <ol style="list-style-type: none"> <li>1. <b>History of Cross Cultural Psychology</b> <ol style="list-style-type: none"> <li>a. Methodological issues of cross cultural psychology Comparability and Equivalence</li> <li>b. Emics and Etics</li> <li>c. Sampling Strategy in Cross Cultural Research</li> <li>d. Problems of translation, adaptation and application of psychological tests across cultures</li> </ol> </li> <li>2. <b>Culture and Basic Psychological Processes</b> <ol style="list-style-type: none"> <li>a. Culture and Cognition</li> <li>b. Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock</li> <li>c. Cross Cultural Studies on Perception and Cognitive Styles</li> <li>d. Cross Cultural Research on Motivation</li> <li>e. Socialization across cultures:</li> </ol> </li> </ol>	

- 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). *Culture 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 Jersey: Lawrence Erlbaum 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*. Storrs, CT: University of Connecticut.

<b>Course Name:</b> Cognitive Psychology	<b>Course Code:</b> PSY – 634
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objective</b>  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.	
<b>Intended Learning Outcomes</b>	



- 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.	<b>Attention &amp; Short Term Memory</b> <ul style="list-style-type: none"> <li>a. Magic number 7, chunking</li> <li>b. Studies of interference in serial verbal reactions Attention and cognitive control.</li> <li>c. Selection for actions and inhibitory mechanisms Visual Perception.</li> <li>d. Masking.</li> </ul>
5.	<b>Learning &amp; Long Term Memory</b> <ul style="list-style-type: none"> <li>a. Retention in episodic memory</li> <li>b. Semantic integration of verbal information into a visual memory Working Memory and long term memory</li> <li>c. Creating false memories</li> <li>d. Fan effect</li> <li>e. Levels of processing</li> <li>f. Practice effects</li> <li>g. Mnemonic devices</li> <li>h. Recall vs recognition</li> <li>i. Implications for studying and examination: the SQ3R's</li> </ul>
6.	<b>Thinking and Problem Solving o Categorization</b> <ul style="list-style-type: none"> <li>a. Basic Objects in natural categories</li> <li>b. Concepts and conceptual structure Modus tollens</li> <li>c. Cognitive biases &amp; gambler's fallacy</li> <li>d. Heuristics and algorithms</li> </ul>
7.	<b>Psycholinguistics</b> <ul style="list-style-type: none"> <li>a. Chomsky's contribution</li> <li>b. Language comprehension Reading: Parsing</li> <li>c. Linguistics Determinism: Whorf-Sapir hypothesis</li> </ul>
8.	<b>Cognitive Development</b> <ul style="list-style-type: none"> <li>a. Piaget's contribution</li> <li>b. Social and Emotional development Moral Development</li> <li>c. Gender differences in development</li> <li>d. Development of Language in genie Child's learning of morphology</li> <li>e. Rule learning by 7-month old infants</li> <li>f. Bilingual development: child-adult differences.</li> </ul>
<b>Recommended Books</b> <ul style="list-style-type: none"> <li>1. Medin, D. Ross, B., &amp; Markmen. (2005). <i>Cognitive psychology</i>. (4<sup>th</sup> ed.). John Wiley Inc.</li> <li>2. Sternberg, R. (2005). <i>Cognitive psychology</i>. New York: Wadsworth.</li> </ul>	

<p>Sternberg, R. J. (1999). <i>Cognitive psychology</i> (2nd ed.). New York: Harcourt College Publishers.</p> <p>3. Groome, D. (1999). <i>Cognitive psychology: Processes and disorders</i>. London: Psychology Press.</p> <p>4. Reed, S. K. (2000). <i>Cognition</i> (5th ed.). Belmont: Wadsworth / Thomson Learning.</p>
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<b>Course Name:</b> Research Project	<b>Course Code:</b> PSY – 699
<b>Course Structure:</b> Lectures: 4	<b>Credit Hours:</b> 4
<b>Prerequisites:</b> None	
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**  
**SCHEME OF STUDIES OF BS 4-YEAR PROGRAM**  
**LIST OF OPTIONAL SUBJECTS**

S#	Courses Title	Course code	Credit Hours
1.	Organizational Psychology	PSY-641	3
2.	Forensic Psychology	PSY-642	3
3.	Human Resource Management	PSY-643	3
4.	Sports Psychology	PSY-644	3

- In the last semesters (VIII) students can opt for two courses (two courses in Last semester) of their choice from the elective courses offered by the university/institution.

**OR**

- Those students who are interested in research project will take a research project and write a long dissertation on assigned topics after the successful completion of 6th semester.



# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

## DETAILED COURSE OUTLINE OF BS (4 YEARS PROGRAM)

### DETAILED CONTENTS OF OPTIONAL / ELECTIVE COURSES

#### **SEMESTER –VIII**

<b>Course Name:</b> Organizational Psychology	<b>Course Code:</b> PY-641
<b>Course Structure:</b> Lectures: 3	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b><u>Course Objectives</u></b>  To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of organizational Psychology within its ethical and legal framework.	
<b><u>Course Outcome</u></b>  At the completion of this course the student will be able to:  Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues	
<b><u>Course Contents</u></b>  <b>Organization Psychology: An Introduction</b>  Nature and scope  Historical and theoretical perspectives  Basic concepts of organization psychology (I-O): Entrepreneurship  Theories of Organizational Psychology  Organizational behaviour  Role of Psychologists in organization  <b>Research Methods in Organizational Psychology</b> Important research designs and concepts Measurement and analysis of Organizational research	

## **Organizational Communication**

Basic model of organizational communication

Forms of communication

Flow of communication

Effective communication strategies

Barriers to effective communication

## **Organizational Culture**

Structure of organizations

Psychological climate and work environment

Organizational motivation

Interpersonal relationships

Conflict resolution

## **Psychological and Social Factors**

Motivation, morale, factors in job satisfaction

Measurement of attitude of workers

Industrial discontent, its causes and limitation

## **Leadership and Management**

Power influence and leadership

Building trust

Development of leadership and effective personal management

## **Conditions of work and productivity**

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

## **Occupational Health and Safety**

Concept of organizational safety and occupational health

Magnitude of safety problem in Pakistani organizations

Factors leading to organizational accidents

Preventive models for safety measures

Safety training programs

Enhancing occupational health

Stress management

**Psychology Applied to Consumers**

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

**Recommended Books**

- Aamodt, M. G. (2004). *Applied industrial and organizational psychology*. Australia: Thomson
- Duening, T. N. & Ivancevich, J. (2005). *Managing organizations*. (2nd ed.). California: Atomic Dog Publishing.
- Gruneburg, M. M & Oborone, D.J. (1981). *Psychology and industrial productivity*. Hong Kong: The Macmillan press Ltd.
- Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.
- Jed, S. M. (2002). *Organizational psychology*. New York: John Wiley and Sons.
- Landy, F. J. (2004). *Work in 21<sup>st</sup> century: An introduction to industrial and organizational psychology*. Boston: McGraw Hill
- Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall.
- Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology*. Malden: Blackwell Publishing
- Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson
- Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.
- Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.

<b>Course Name: Forensic Psychology</b>	<b>Course Code: PY-642</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b><u>Course Objectives</u></b>	
Main objective of this course is: Provide orientation to students of the main concepts, models, assessment and intervention in forensic setting. To acquaint students with contribution of forensic psychologists to the legal system i.e. Law Enforcement Agencies (LEAs), Judicial and Correctional Settings. Train them in Interrogation and assessment and rehabilitation modalities appropriate to the civil and criminal settings. Students would be familiarized with the methods used by forensic psychologists.	

## **Course Outcome**

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

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

## **Course Contents**

### **Introduction to Forensic Psychology**

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

### **Ethical & Professional Issues**

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

### **Understanding Legal Rights**

Human rights  
Understanding child rights  
Women rights

### **Assessment in Forensic Setting**

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

### **Role of Forensic Psychologist in different settings**

Current status of correctional settings  
Rehabilitation in correctional settings

### **Perpetrator and Victim**

Factors contributing to crimes: (causes, consequences & Prevention)  
Juvenile delinquency

### **Forensic Psychology in the Pakistani context**

Serving as an expert witness  
Writing forensic reports

## **Recommended Books**

Bartol, C. R. (2012). *Introduction to forensic psychology*. Los Angeles: Sage.  
Edi, J. R. A. (2010). *Forensic psychology* (2nd ed.). UK: BPS Blackwell.  
Edi, G. J. T. (2010). *Forensic psychology* UK: BPS Blackwell.  
Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.



Laurence, S. & Wrightman, (2001). *Forensic psychology*. USA: Belmont. Springer, D. W. & Roberts, A.R. (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York: Springer Publishing Company L.I.C.

Towel, G. J. & Crighton, D. A. (2010). *Forensic psychology*. UK: BPS, Blackwell.

Weiner, B. A. & Hess, A. (2006). *The handbook of forensic psychology*. (3rd ed.). New York: Wiley.

<b>Course Name: Human Resource Management (HRM)</b>	<b>Course Code: PY-643</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b><u>Course Objectives</u></b>  To provide students understanding of main concepts of Human Resource management and role of Psychologist in HRM.	
<b><u>Course Outcome</u></b>  At the completion of the course, the student will:  Be able to understand the role of psychologist in HRM and organizational settings and in improving interpersonal interactions in the organizational context.	
<b><u>Course Content</u></b>  <div style="margin-left: 40px;"> <b>Introduction</b>             Historical perspective             HRM as a human capital             Strategic human resource management         </div> <div style="margin-left: 40px;"> <b>Theoretical models of HRM</b>             Integrative models             HERO Model         </div> <div style="margin-left: 40px;"> <b>Job Analysis and Job Design</b>             Strategic human resource planning             Job analysis and Job design: Techniques and strategies         </div>	

## **Recruitment, Selection& Placement**

Human resource planning and recruitment (recruitment policies and practice) Recruitment methods and their effectiveness

Personnel selection and placement (selection process, selection methods standards, types of selection methods)

Staff Counseling & Stress Management

## **Training and Developing Programs**

Orientation to workplace training

Training needs assessment and methods of trainings (management and organizational development)

Evaluating training and performance  
Developing and implementing training programs  
Career development

Personnel management

## **Compensating Human Resources**

Organizational reward system

Base wage and salary system

Incentive pay system

## **Employee Well-Being**

Psychological assessment in organizational settings

Employee benefits

Employee safety and health

## **Conflict Management styles**

Conflict Resolution techniques

Performance appraisal and evaluation

<p style="text-align: center;"><b>Labor Relations</b></p> <p style="text-align: center;">Legal environment and structure of labor unions Unions' organizations and collective bargaining</p>
<p><b><u>Recommended Books</u></b></p> <p>Bayars, L. L. and Rue, L. W., (2000). <i>Human resource management</i>. Boston, MA; Irwin McGraw-Hill.</p> <p>Bolander; G., Snell, C. and Sherman, A. (2001). <i>Managing human resource</i>. Cincinnati, OH: South – Western.</p> <p>DeCenzo, D.A., &amp; Robbins, S.P. (2002). <i>Human resource management</i>. New York; Wiley</p> <p>Raymond, N. A., John, H. R., Barry, G., &amp; Patrick, W. M. (2003) <i>Human resource management: Gaining a competitive advantage</i>. MA: Irwin McGraw-Hill.</p>

<b>Course Name: Sports Psychology</b>	<b>Course Code: PY-644</b>
<b>Course Structure: Lectures: 3</b>	<b>Lectures: 3</b>
<b>Prerequisites: None</b>	
<p><b><u>Course Objectives</u></b></p> <p>To introduce the students to the emerging branch of Sports Psychology To introduce students to the basic terminology, avenues of research, and theoretical models in Sport Psychology. To develop an understanding of the application of principles of Psychology to the field of Sport and sport performance</p> <p><b><u>Course Outcome</u></b></p> <p>At the completion of the course the student will be able to: Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology, understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance.</p> <p><b><u>Course Contents</u></b></p> <p><b>Introduction to Sports Psychology</b></p> <p>Historical background of sports psychology</p> <p>Significance of sports and physical activity</p> <p>Methods and measure of sports psychology</p>	

## **Theories and models of sports psychology**

Hull's drive theory of motivation

Yerkes and Dodson's law

Atkinson's achievement motivation theory

Zajonc's drive theory

Neuromuscular theories of mental practice

Cognitive theories of mental practice

Bio-Informational theory of mental practice

## **Motivation**

Introduction to Motives; Self-determination Theory; Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other; Integrated Model of youth sport participation and withdrawal; Sport commitment model

### **Enhancing Concentration**

Development: Enhancing concentration; Attention as a „Filter“

Attention as a „Zoom lens“; Attention as a „resource; Assessment; Effective concentration;

### **Anxiety**

Understanding anxiety

Arousal and stress  
relationships Inverted-U  
theory and alternatives

Drive theory; Catastrophe theory;  
Processing efficiency theory

Conscious processing or „reinvestment“ hypothesis

Physiological measures; Self-report instruments; Physical relation  
techniques Simulation training and choking under pressure

### **Sports Exercise and Mental Health**

Perceptual and cognitive expertise in sports; identifying patterns of play;  
reading on opponents intentions; visual search behavior;

Role of deliberate practice in developing expertise  
in sport Depression; anxiety; blood state; stress  
responsively

Self-esteem; body image; endorphin hypothesis; mastery hypothesis;  
distraction or time-out-hypothesis; thermo-genic hypothesis

### **Acquiring Sports Skills**

Demonstrating the skills; providing verbal instructions about the skills;  
practice scheduling; feed back

### **Teams**

Defining a team

Individual performance in team

Dynamics of team

Leadership skills and team building

### **Athlete's Career**

Gerontology Theory; Transition Models

### **Cognitive and Behavioral Interventions for Enhancing Sport Performance**

Use of imagery and sport performance

Relaxation strategies

Arousal energizing strategies

Coach- athlete, and parent interaction

The role of hypnosis in sports: The hypnotic trait issue

Effectiveness of psychological intervention programs

### **Issues in Modern Day Sports**

Ethics in sport

Burnout in athletes

The psychology of athletic injuries

Psycho-physiological effects of banned substances

### **Recommended Books**

Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*.  
Novato: New World Library.

Moran, A. ( 2012).sport and exercise psychology: A Critical Introduction. (2nd  
ed.). USA: Routledge

Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and  
exercise psychology*.

Washington D. C.: American Psychological Association.

Lavallec, D., Kremer, J., Moran, A., &Williams.M. (2004).*Sports psychology:  
Contemporary themes*. New York: Palgrave Macmillan Publishers.

Weinberg, R., & Gould, D. (2010).*Foundations of sport and exercise psychology  
with web study Guide*(5th ed.).USA: Routledge



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

**DEAPRTMENT OF PSYCHOLOGY**

**ITEM # 3:**

Approval of new Course of Psychology, Course Contents, and Course Code offered by Psychology Department to other outside departments in the University for BS Program.

<b>Course Name: Understanding Psychology</b>	<b>Course Code: PSY-301</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>• To describe psychology with major areas in the field,</li> <li>• To identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior.</li> <li>• 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.</li> </ul> <p><b>Intended Learning Outcomes</b></p> <p>Students will have the basic knowledge of Psychology, human behavior, methods used in testing of human behavior.</p> <p><b>Course Outline</b></p> <ol style="list-style-type: none"> <li><b>1. Introduction to Psychology:</b> <ol style="list-style-type: none"> <li>a. Definition and brief history of Psychology.</li> </ol> </li> <li><b>2. Biological Basis of Behavior</b> <ol style="list-style-type: none"> <li>a. Neuron: Structure and Functions</li> <li>b. Central Nervous System and Peripheral Nervous System</li> </ol> </li> <li><b>3. Sensation, Perception and Attention</b> <ol style="list-style-type: none"> <li>a. Sensation <ol style="list-style-type: none"> <li>i. Characteristics and Major Functions of Different Sensations</li> </ol> </li> <li>b. Perception <ol style="list-style-type: none"> <li>i. Definition of Perception</li> <li>ii. Factors affecting Perception: Subjective, Objective</li> </ol> </li> <li>c. Attention <ol style="list-style-type: none"> <li>i. Factors: Subjective and Objective</li> <li>ii. Span of Attention</li> <li>iii. Fluctuation of Attention</li> <li>iv. Distraction of Attention</li> </ol> </li> </ol> </li> </ol>	



5. **Motives**
  - a. Definition of motives
  - b. (Biogenic) Motives:
  - c. Sociogenic Motives
6. **Emotions**
  - a. Definition
  - b. Theories of Emotion : James Lange Theory; Canon-Brad Theory, Schechter-Singer Theory
7. **Learning**
  - a. Definition of Learning
  - b. Types of Learning: Classical and Operant Conditioning,
  - c. Definition and Types of Reinforcement
8. **Memory**
  - a. Definition
  - b. Sensory memory, short term memory, long term memory
  - c. Forgetting and theories of forgetting: decay theory, interference theory, motivational forgetting theory
9. **Thinking**
  - a. Definition
  - b. Problem Solving: strategies and obstacles

**Recommended Books:**

7. Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology* (13th ed.). Harcourt Brace College Publishers.
8. Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. USA: WMC Brown Publishers.
9. 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.
10. Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
11. Myers, D. G. (1992). *Psychology*. (3rd ed.). New York: Wadsworth Publishers.
12. Ormord, J. E. (1995). *Educational psychology: Developing learners*. Prentice- Hall, Inc



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