

# **Scheme of studies**

## **Fall Semester 2017**



*Dr. Muhammad Ajmal*  
National Institute of Psychology  
*Centre of Excellence*  
Quaid-i-Azam University  
Islamabad

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## **INTRODUCTION**

The academic calendar is divided into two Semesters every year, Spring Semester (February to June) and Fall Semester (September to January). National Institute of Psychology's (NIP) teaching programs strictly follow the rules and regulations prescribed by Quaid-i-Azam University in academics in a given Semester. NIP's Board of Governors, Vice Chancellor of Quaid-i-Azam University being the Chairman, has approved these programs. This booklet contains course outlines of Fall Semester, 2017 of M. Sc., M. Phil., and Ph.D. levels; and some basic information regarding the prescribed rules, traditions, and expectations regarding teaching at (NIP). This booklet provides an understanding of NIP's teaching programs in a condensed way that would help answering the queries that might emerge during course of teaching. It contains detailed course outlines prepared on the basis of approved course outline that are the brief descriptions of content that must be covered under a given title of the course (given at the top of every page). Respective teachers who are teaching the course in this Semester have prepared these. These course outlines have been updated after taking expert opinion of the faculty who has taught the same course in previous Semesters. This booklet also provides with Guidelines for Faculty that must be taken into consideration by faculty while teaching. Time Table and Semester Schedule of the Quaid-i-Azam University for the current Semester is also the part of this booklet.

## **Guidelines for Faculty**

The forthcoming section provides a brief of the university rules and NIP's traditions pertaining to teaching practices. Academic faculties are expected to follow and practice these rules during the course of their teaching.

### **Course Outlines**

1. Teachers are required to develop detailed course-outlines according to the hours of teaching to be undertaken; week-wise distribution of the contents to be taught; assignments and practicum for the whole Semester; and also a list of recommended books for the course to be taught
2. Teachers share the detailed course outline / requirements with the students in the very first class of the Semester. It helps establishing a good rapport with the students and provides an element of organization in teaching.

### **Teaching Hours**

3. Minimum requirement for teaching in a Semester is 16 Weeks. However, some times 17 to 18 Weeks are available for teaching in a Semester, depending upon the starting and closing dates of a Semester and depending upon the holidays and off days falling in a Semester.
4. Teacher can calculate the approximate number of possible teaching hours in a given Semester, considering the available Weeks in a Semester and the credit hours of the course to be taught. For example if the available teaching Weeks in a particular Semester are 17, the total teaching hours available during the Semester for a particular course will be as follows:
  - i. One Credit Hours Course will be:  $17 \times 1 = 17$  Hours Teaching
  - ii. Two Credit Hours Course will be:  $17 \times 2 = 34$  Hours Teaching
  - iii. Three Credit Hours Course will be:  $17 \times 3 = 51$  Hours Teaching
  - iv. Four Credit Hours Course will be:  $17 \times 4 = 68$  Hours Teaching

5. Since each of the courses in present scheme of studies is of 3-credit hours, therefore it is expected that a teacher will have 34 classes in a Semester.

### **Teaching Format**

6. Teachers can invite guest speakers, if it is required in any area of specialization. However, it must be intimated well before time to the Director / teaching coordinator.

7. English is medium of instructions and teachers are expected to deliver lectures in English; however, in order to facilitate understanding students and teachers can switch over to Urdu in classroom discussions.

8. The teachers are also supposed to be regular and punctual for effective role modeling. Unnecessary switching over of classes should be avoided; any change, if necessary, should be conveyed to the teaching coordinator in advance

9. It will be appreciated if the teacher remains accessible to students other than classroom. So that students could consult regarding learning any ongoing topic and assignments / projects, if any need emerges

### **Course Evaluation**

10. At the conclusion of teaching in the end of Semester, a course evaluation of teacher for the respective course is carried out based on a well-developed Likert-Type Scale. The results of these course evaluations are shared with all teachers. These include quantitative as well as qualitative evaluation by students of respective teachers. It is also recommended for the teachers to take an informal evaluation during the course of teaching that may help to maintain better quality in teaching as per student's mental level.

### **Evaluation of Students**

11. A student shall be evaluated in each course on the basis of:

- (a) Sessional Marks (50%)
- (b) Terminal Examination (50%)

12. For the Sessional marks, the teacher can select a combination of various modes of evaluation such as Sessional tests, class assignments, term papers, class participation,

classroom presentations, field assignments such as observations or surveys, practicum (classroom and / or field experiments), etc.

13. The assignments / projects should be assigned marks that may justify the significance of content in the course outlines. For example, if 40 % of Sessional, marks are assigned to a project that is covering only 2 % content of the course, then it is not justifiable. Enough time should also be given for the completion of the project in accordance with the significance of the task.

14. Sessional evaluation should be spread over the entire period of the Semester. It would also be a good practice to set up at least one mid-term Sessional test.

15. Students should be informed that assignments / projects are required to be submitted within announced deadlines.

16. To avoid plagiarism, it should be conveyed to students that if any assignment/project is found to be copied from any other source, it will be cancelled

17. The sessional marks are sent to the university on or before the date given in the Semester schedule, which is generally close to the date of the termination of the teaching.

18. The minimum passing marks for each course shall be 50%. A student obtaining less than 50% marks in any course is considered failed in that course and the marks obtained in that course shall not be counted towards the aggregate marks.

19. The terminal examination is held at the end of each Semester on the dates fixed by the Controller of Examination of the University.

20. The evaluation in Sessional exam and terminal exams are shared with students before sending to the University, to address any query that may emerge afterwards. A date and time for sharing terminal papers' evaluations is announced by teaching coordinator.

21. A student repeats the compulsory courses in which he / she has failed, as soon as the course / s is offered next.

22. No student is allowed to continue the studies beyond six Semesters under any Circumstances.

23. A handicapped / disabled (blind) student will be provided writer/ amanuensis at the expense of the university. The writer will be of a lower grade education and will be given 45 minutes extra time for solving the paper.

### **Attendance of Students**

24. Teachers are expected to mark the attendance of the students in each class. Students must attend at least 80% of the class lectures and practicum / tutorials in order to be eligible for appearing in the terminal examination. The student falling short of required percentage is not allowed to appear in the terminal examination for the respective course and considered failed in that course. However, under special and unavoidable circumstances, the Director, on the recommendations of the respective teacher of the course, may condone the deficiency in attendance 5% further.

25. The teachers are requested to be careful in taking attendance. As a uniform policy of NIP, the student arriving late in the class up to 5 minutes; will be marked absent, unless a satisfactory explanation is provided for the late arrival.

26. Each teacher is required to maintain a date-wise record of the attendance. At the end of each calendar month, the percentage of attendance is calculated and if it is less than 80%, it is to the student concerned, in writing, through the Teaching Coordinator /Director. An overview of teaching record is also provided to the teacher in the middle of the Semester to keep the pace for desired number of lectures.

27. A student shall be allowed to appear in the terminal examination provided he / she is an enrolled student of the university; has obtained the desired percentage of attendance; and has paid all the fee and dues; etc.

28. If a student fails to appear in the terminal examination in a course even for medical or any other reason, he / she is treated as absent and failed.



## **M.SC PROGRAMME**

## Brief Introduction

1. M. Sc., course work is spread over four Semesters. Student must pass 63 credits to earn the degree.
2. First two Semesters are mainly based on teaching of compulsory courses. In 3<sup>rd</sup> Semester, optional courses based on three areas of specialization are offered including Industrial and Organizational Psychology, Developmental Psychopathology, and Educational Psychology. In 4th Semester, students register for 2 optional courses from general category and compulsory courses of Internship and Research Project
3. A student is required to pass at least 12 credits 1st and 2nd Semester, failing in doing so shall deem the student to have failed in the respective Semester. A student is required to pass 9 credit of course work in 3rd and 4th Semester failing in doing so shall deem the student to have failed in the respective Semester
4. There are two non-teaching but compulsory courses Internship (3 Credit Hours) and Research Projects (6 Credit Hours).
  - b) Internship during the Semester break between third and fourth Semester provide an opportunity to the students to establish a contact with the real professional world in their respective areas of specialization. During the fourth Semester, student submits a write-up on his / her work experience during the internship. The evaluation is done by the in-charge at their work place, the internship supervisor, director, and a senior faculty member of respective area of specialization in viva voce examination.
  - c) For research project/thesis, each student opts for an independent individual research under the supervision of a teacher. The supervisor for the research is assigned to the student during the third Semester so that they could start working on topic of common interest well before time. However, this course is registered in 4th Semester. Final report / thesis is submitted in spiral / loose binding by the end of the fourth Semester or on/before the date announced by the university.

Evaluation of the research work is done through viva voce examination by a panel of experts consisting of an external examiner, the supervisor, director, and research coordinator.

5. Candidates securing 80% marks or more in a course is given grade 'A', 60% to 79.4% grade 'B'; and 50% to 59.4% grade 'C'. Less than 50% is declared as failure.

**M. Sc. I (Course Outlines)**

**Course Title: Applied Statistics**  
**Course Code: PY-303**  
**Credit Hours: 3**  
**Teacher: Sara Imtiaz**

### **Course Description**

Statistics is the study of the collection, organization, analysis, interpretation, and presentation of data. If the data set is based on a sample of a larger population, then the analyst can extend inferences onto the population based on the statistical results from the sample. The main focus of the course is on the theory and techniques which will be useful for practicing applied statistics in industry or research.

### **Course Objectives**

Applied Statistics course aims to provide a thorough ground in important areas of statistics and to prepare students to apply this knowledge to real world problems.

- Student will gain a deeper knowledge of statistics with applications.
- The emphasis of the program is on the applications of contemporary statistical methods and the use of the latest computational techniques.
- Course encourages critical thinking and offers great flexibility to suit all interests and development needs.

### **Distribution of Sessional Marks**

3 Sessional Exams (Two 20 Marks and One 10 Marks)  
2 Quizzes (Each of 5 Marks)  
1 Assignment (15 Marks)

## Course Outline

Weeks	Topics
1	<b>Role of Statistics in Science: Application of Statistics in Psychology</b> <ul style="list-style-type: none"> <li>• Statistics Science and Observations</li> <li>• Importance and Applications of Statistics in Psychology</li> <li>• Populations and Samples</li> <li>• Data structures</li> <li>• Variables and Measurement</li> </ul>
2	<b>Frequency Distribution and Graphical Presentation of Data</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Frequency Distribution Tables</li> <li>• Frequency Distribution Graphs</li> <li>• Shapes of Frequency Distribution</li> <li>• Pie Chart</li> <li>• Histogram</li> <li>• Polygon</li> <li>• Bar Graphs (Multiple Bar Graphs)</li> <li>• Ogive (Curved Graphs)</li> </ul>
3	<b>Measure of Central Tendency</b> <ul style="list-style-type: none"> <li>• Arithmetic Mean and its properties</li> <li>• Median and its properties</li> <li>• Mode and its properties</li> <li>• Advantages and Disadvantages of Mean, Median, and Mode</li> <li>• When to use which Measure of central tendency</li> </ul>
4	<b>Measures of Variability</b> <ul style="list-style-type: none"> <li>• Range</li> <li>• Variance and Standard Deviation</li> <li>• Variance and Standard Deviation for Population</li> <li>• Variance and Standard Deviation for Sample</li> <li>• Comparing Measures of Variability</li> </ul>

5	<b>Introduction to z-Scores</b> <ul style="list-style-type: none"> <li>• z-Scores and Location in a Distribution</li> <li>• using z-Scores to Standardize a Distribution</li> <li>• Other Standardized Distributions Based on z-Scores</li> </ul>
6	<b>Probability Statistics</b> <ul style="list-style-type: none"> <li>• Definition of Probability</li> <li>• Probability and the Normal distribution</li> <li>• Probabilities and Proportions for Scores from a Normal Distribution</li> </ul>
7 & 8	<b>Hypothesis Testing/Tests of Significance</b> <ul style="list-style-type: none"> <li>• Definition of Hypothesis</li> <li>• Classification of Hypothesis</li> <li>• The Logic of Hypothesis Testing</li> <li>• Uncertainty and Errors in Hypothesis Testing</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>• The <math>t</math> Statistic: An Alternative to <math>z</math></li> <li>• Hypothesis Tests with the <math>t</math> Statistic</li> <li>• Cohen's <math>d</math> Computation and Interpretation</li> </ul>
11 & 12	<b>Introduction to Analysis of Variance</b> <ul style="list-style-type: none"> <li>• The Logic of ANOVA</li> <li>• ANOVA Notation and Formulas</li> <li>• The Distribution of F-Ratios</li> <li>• Post Hoc Tests</li> </ul>
13	<b>Correlation</b> <ul style="list-style-type: none"> <li>• The Pearson Correlation</li> <li>• Using and Interpreting the Pearson Correlation</li> <li>• Hypothesis Tests with the Pearson Correlation</li> <li>• Alternatives to the Pearson Correlation</li> </ul>
14 & 15	<b>Introduction to Linear Equations and Regression</b> <ul style="list-style-type: none"> <li>• Analysis of Regression: Testing the Significance of the Regression Equation</li> <li>• Introduction to Multiple Regression with Two Predictor Variables</li> </ul>

16	<p><b>Chi-Square Statistic: Tests for Goodness of Fit and Independence</b></p> <ul style="list-style-type: none"> <li>• Parametric and Nonparametric Statistical Tests</li> <li>• The Chi-Square Test for Goodness of Fit</li> <li>• The Chi-Square Test for Independence</li> </ul>
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### Reading Material

- Gravetter, F. J. & Wallnau, L. B. (2013). Statistics for behavioral sciences (9th Ed.). CA. Wordsworth/ Thomson Learning
- Gravetter, F. J., & Wallnau, L.B. (2002). Essentials of statistics for the behavioral sciences (4th Ed.). Pacific Grove, CA: Wadsworth / Thomson Learning
- Field, A. (2009). Discovering Statistics: Using SPSS. New Delhi: Sage Publication.
- Howell. D. C. (2007). Statistical Methods for Psychology. USA: Thomson Wadsworth
- Walpole, R. E. (1982). Introduction to Statistics. New York: Macmillan Co.
- Garrett, H. E., & Woodsworth, R. S. (1967). Statistics in Psychology and Education. London:Longmans, Green, & Co.
- George, A. Ferguson, & Takane, Y. (1989). Statistical Analysis in Psychology and Education. McGraw Hill Book Co.



**Course Title: Social Psychology**  
**Course Code PY-302**  
**Credit Hours: 3**  
**Teacher: Aisha Zubair**

### **Course Description**

This course offers a broad introduction to social psychology, the scientific study of human social influence and interaction. We will explore the various ways people think about, affect, and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships.

### **Course Objectives**

The goals of this course are to (a) improve understanding of social psychological explanations for social influence and interaction and to (b) develop understanding of the research methodologies commonly used to understand social influence and interaction. It will also facilitate to comprehend the interplay of self, social dynamics, and the social world to represent complex set of human social behaviors. Enable the students to develop in-depth conception of attitudes, prejudice and interpersonal attraction. Social Psychology would also facilitate in grasping the paradigms of group processes and prosocial behavior. Moreover, this course assists in the emergent perceptive of applications of social psychology in varying settings.

### **Distribution of Sessional Marks**

Sessionals (2)	40 (20 marks each)
Poster Presentation	15 marks
Social Experiment	15 marks
Class Activity	05 marks
<b>Total</b>	<b>75 marks</b>

## Course Outline

Weeks	Topics
1	<b>Introducing Social Psychology</b> <ul style="list-style-type: none"> <li>• Social Psychology: A Working Definition</li> <li>• Social Psychology In The New Millennium</li> </ul>
2	<b>Research Methods in Social Psychology</b> <ul style="list-style-type: none"> <li>• Experiments and Quasi-Experiments</li> <li>• Survey Research</li> <li>• Qualitative Approaches</li> <li>• Social-psychological Experiments</li> </ul>
3-4	<b>Social Identity</b> <ul style="list-style-type: none"> <li>• The Self: Self-Concept, Self Esteem, Self-discrepancy, Self Awareness, Self-Presentation</li> <li>• Identity Interference</li> </ul>
5-6	<b>Social Perception</b> <ul style="list-style-type: none"> <li>• Understanding the social world (Non-Verbal Communication, Attribution)</li> <li>• Social Cognition (Schemas, Heuristics, Potential Sources of Error in Social Cognition)</li> </ul>
7-8	<b>Attitude And Attitude Change</b> <ul style="list-style-type: none"> <li>• Attitude Formation</li> <li>• Attitude And Behavior</li> <li>• Attitude Change (Cognitive Dissonance)</li> </ul>
9-10	<b>Social Influence</b> <ul style="list-style-type: none"> <li>• Conformity</li> <li>• Compliance</li> <li>• Obedience</li> </ul>
11-12	<b>Stereotypes, Prejudice &amp; Discrimination</b> <ul style="list-style-type: none"> <li>• The Nature And Power of Prejudice</li> <li>• Prejudice Based on Gender, Age, Ethnicity, Minority</li> <li>• Reducing Prejudice</li> </ul>
13-14	<b>Prosocial Behavior: Helping Others</b> <ul style="list-style-type: none"> <li>• Helping behavior</li> <li>• Factors affect helping</li> <li>• Stages of helping behavior</li> </ul>
15	<b>Groups &amp; Individuals</b> <ul style="list-style-type: none"> <li>• Group Dynamics</li> <li>• Social Facilitation</li> <li>• Social Loafing</li> <li>• Group-Think</li> </ul>
16	<b>Application of Social Psychology</b> Media, Education, Workplace, Law, Fashion, Politics, Community, Cultural Festivals, Urbanization, Immigration, Consumer Behavior, Child Rearing Practices

<b>Poster Presentation</b> <b>Total Marks: 15</b>	Title: <b>Application of Social Psychology in Diverse Fields</b> Display Deadline: <b><u>31<sup>st</sup> October, 2017</u></b> (Group Presentation)
<b>Sessional</b> <b>Total Marks: 40</b>	<b>Test 1: <u>17<sup>th</sup> October, 2017</u></b> (20 marks) <b>Test 2: <u>11<sup>th</sup> November, 2017</u></b> (20 marks)
<b>Social Experiment</b> <b>Total Marks: 15</b>	<b>Submission Deadline of write-up: <u>12<sup>th</sup> December, 2017</u></b> Problem statement & Hypothesis: 3 marks; Sample & Procedure: 8 marks; Results and Conclusion: 4 marks

### Reading Material

1. Baron, R. A. & Byrne, D. (2003). *Social Psychology*, 10<sup>th</sup> ed. India: Prentice Hall,
2. Callan et al. (2009). *Social Psychology*. London: Harcourt.
3. Hewstone, M., Stroebe, W., & Stephenson, G. M. (1996). *Introduction to Social Psychology*. Oxford: Blackwell Publishers.
4. Oskamp, S. & Schultz, P. W. (2008). *Applied Social Psychology*, 2<sup>nd</sup> ed. New Jersey: Prentice Hall.
5. Myers, D. G. (2004). *Social Psychology*. New Jersey: Worth publishers.
6. Feldman, S. R. (2007). *Social Psychology: Theories, research and application*. New York, USA: McGraw Hill Inc.

**Course Title: Personality Psychology**  
**Course Code: PY-307**  
**Credit Hours: 3**  
**Teacher: Dr. Sobia Masood**

**Course Description and Course Objectives**

This course will provide a survey of current theory and research in the field of personality psychology. The subfield of personality occupies a unique position in psychology because of its mandate to study the whole person. The goal of this course is to cover a variety of topics in personality psychology, in some depth, attempting to bring them together in a reasonably coherent depiction of what personality is and how it functions. The purpose of this course is to familiarize the student with the main theories, concepts and research strategies which characterize the field of personality.

**Distribution of Sessional Marks**

4 quizzes	55 Marks
Assignment	05 Marks
Presentation + Report	15 Marks
<b>Total</b>	<b>75 Marks</b>

**Course Outline**

Weeks	Topics to be Taught	Assignment / Tests Dates
<b>1</b>	<b>Introduction to field of Personality Psychology</b> <ul style="list-style-type: none"> <li>• Defining Personality</li> <li>• Three levels of Personality Analysis</li> <li>• Six Domains of Knowledge About Human Nature</li> <li>• Sources of Personality Data</li> <li>• Contemporary Research in Personality</li> </ul>	
<b>2, 3</b>	<b>Domains of Knowledge about Human Nature</b> <b>Dispositional Domain</b> <ul style="list-style-type: none"> <li>• Traits and Trait Taxonomies <ul style="list-style-type: none"> <li>○ What is trait</li> <li>○ Methods for identifying traits</li> <li>○ Taxonomies of Personality</li> </ul> </li> <li>• Personality Dispositions over time <ul style="list-style-type: none"> <li>○ Personality Development, Stability, Change, and Coherence</li> <li>○ Personality Stability Over Time</li> <li>○ Personality Change</li> <li>○ Personality Coherence Over Time</li> </ul> </li> </ul>	Quiz 1 (10 Marks)

4, 5	<b>Biological Domain</b> <ul style="list-style-type: none"> <li>• Genetics of Personality <ul style="list-style-type: none"> <li>○ Heritability</li> <li>○ Genes and Environment</li> </ul> </li> <li>• Physiological Approaches to Personality <ul style="list-style-type: none"> <li>○ Sheldon’s Physiological Approach</li> <li>○ Physiologically based dimensions of Personality</li> </ul> </li> <li>• Evolutionary Perspectives on Personality <ul style="list-style-type: none"> <li>○ Evolution and natural selection</li> <li>○ Human nature</li> <li>○ Sex differences</li> <li>○ Individual differences</li> </ul> </li> </ul>	Quiz II (15 Marks)
6,7,8	<b>Intrapsychic Domain</b> Psychoanalytic Approaches to Personality <ul style="list-style-type: none"> <li>• Psychoanalytic Approaches to Personality</li> <li>• Ego Psychology</li> <li>• Object Relations Theory</li> </ul> Motives and the Dynamics of Personality	Quiz III (15 Marks)
9, 10	<b>Cognitive / Experiential Domain</b> <ul style="list-style-type: none"> <li>• Cognitive Topics in Personality <ul style="list-style-type: none"> <li>○ Personality revealed through Perceptions</li> <li>○ Personality revealed through Interpretations</li> <li>○ Personality revealed through Goals</li> </ul> </li> <li>• Emotions and Personality <ul style="list-style-type: none"> <li>○ Issues in Emotion Research</li> <li>○ Content of Emotional Life</li> <li>○ Personality and well-being</li> <li>○ Style of Emotional Life</li> <li>○ The Interaction of Content and Style in Emotional Life</li> </ul> </li> </ul>	Quiz IV (15 Marks)
11, 12	<b>Social and Cultural Domain</b> <ul style="list-style-type: none"> <li>• Sex, Gender and Personality <ul style="list-style-type: none"> <li>○ Sex Differences in Personality</li> <li>○ Masculinity, Femininity, Androgyny, and Sex Roles</li> <li>○ Theories of Sex Differences</li> </ul> </li> <li>• Culture and Personality <ul style="list-style-type: none"> <li>○ What is Cultural Personality Psychology?</li> <li>○ Major Approaches to Culture</li> </ul> </li> </ul>	
13, 14	<b>Adjustment Domain</b> <ul style="list-style-type: none"> <li>• Personality in relation to stress, coping and adjustment <ul style="list-style-type: none"> <li>○ Models of the Personality-Illness Connection</li> <li>○ The Concept of Stress</li> <li>○ Stress Response</li> <li>○ Coping Strategies and Styles</li> </ul> </li> <li>• Personality Disorders <ul style="list-style-type: none"> <li>○ Building blocks of Personality</li> <li>○ Specific Personality Disorders <ul style="list-style-type: none"> <li>• Antisocial personality disorder</li> <li>• Borderline personality disorder</li> <li>• Histrionic personality disorder</li> </ul> </li> </ul> </li> </ul>	Presentations

	<ul style="list-style-type: none"> <li>• Narcissistic personality disorder</li> <li>• Schizoid personality disorder</li> <li>• Schizotypal personality disorder</li> <li>• Paranoid personality disorder</li> <li>• Avoidant personality disorder</li> <li>• Dependent personality disorder</li> <li>• Obsessive-compulsive disorder</li> </ul>	
<b>15</b>	<b>Current trends in Personality Psychology</b> <ul style="list-style-type: none"> <li>• Domains of Knowledge: Where We've Been, Where We're Going</li> <li>• Integration: Personality in the New Millennium</li> </ul>	
<b>16</b>	<b>Recap of the Course</b>	

### Course Practicum

*Administration of one personality / abilities / competencies test.*

### Reading Material

**Books:**

- Larsen, R. J., & Buss, D.M. (2002). *Personality Psychology: Domains of Knowledge about Human Nature*. New York. McGraw Hill.
- Burger, J.M (2004). *Personality*. (6<sup>th</sup> ed.). Thomson:USA.

**Course Title: Introduction to Applied Areas of Psychology**

**Course Code: PY-319**

**Credit Hours: 3**

**Teacher: Saira Khan**

**Course Description**

This course is to introduce Applied area in psychology majorly focusing at four areas of that are taught as specialized courses later in NIP including Developmental Psychopathology, , Educational psychology, and Industrial and Organizational Psychology.

**Course Objectives**

The course is designed to establish an understanding of the four areas of psychology and that will help them to establish their interest when taking up their optional areas of specialization in third semester. This course will serve to draw attention on the broad but focal area of each specialization.

**Distribution of Sessional Marks**

Quiz 1 (Developmental Psychopathology)	20 Marks
Quiz 2 (I/O Psychology)	20 Marks
Quiz 3(Educational Psychology)	20Marks
Presentation	15 Marks

**Course Outline**

<b>Weeks</b>	<b>Topics to be Taught</b>	<b>Assignment/ Tests Dates</b>
	<b>Introduction</b>	
<b>Unit 1 (2-6 Weeks)</b>	<b>Educational Psychology</b> <ul style="list-style-type: none"><li>• Educational Psychology: A Tool for Effective Teaching</li><li>• Cognitive and Language Development</li><li>• Behavioral and Social Cognitive Approaches</li><li>• Planning, Instruction, and Technology</li><li>• Motivation, Teaching, and Learning</li><li>• Major Areas:<ul style="list-style-type: none"><li>• Assessment Evaluation and Intervention</li><li>• School Psychology</li><li>• Education and Community</li></ul></li></ul>	Last Class in 4 <sup>th</sup> Week

<b>Unit 2 (7-11Weeks)</b>	<b>Industrial and Organizational Psychology (IO)</b> <ul style="list-style-type: none"> <li>• Introduction to Industrial and Organizational Psychology</li> <li>• Assessment of Jobs, Performance and People</li> <li>• Selecting and Training Employees</li> <li>• Organizational Behavior</li> <li>• Job Satisfaction and Motivation</li> <li>• Marketing</li> <li>• Consumer Behavior</li> <li>• Human Resource</li> </ul>	Last Class in 12 <sup>th</sup> Week
<b>Unit 3 (12-16 Weeks)</b>	<b>Developmental Psychopathology (DP)</b> <ul style="list-style-type: none"> <li>• Introduction to DP</li> <li>• Introduction to Models</li> <li>• Resilience and Risk Factors</li> <li>• Introduction to Psychopathologies</li> <li>• a. Emotional and Behavioral</li> <li>• b. Cognitive and Intellectual</li> <li>• c. Health Related Issues</li> <li>• Prevention</li> </ul>	Last Class in 16 <sup>th</sup> Week

### Reading Material

#### **Developmental Psychopathology:**

1. Mrash, E. J. & Barkley, R. A. (1996). *Child Psychopathology*. Guilford Press: New York.
2. Nelson, R. W., & Israel, A. C. (2003). *Behaviors of childhood*. (5<sup>th</sup> ed.). Prentice  
a. Hall: New Jersey
3. Wenar, C. (1994). *Developmental psychopathology from infancy through adolescence*. McGraw Hill Inc.: New York.

#### **Educational Psychology:**

4. Santrock, J. W. (2011). *Educational psychology*. McGraw Hill Inc.: New York.

#### **Industrial and Organizational Psychology:**

5. Spector, P. E. (2000). *Industrial and Organizational Psychology*, Maxwell Macmillan, Inc.: New York.



**Course Title: Behavioral Neurosciences**

**Course Code: PY-483**

**Credit Hours: 3**

**Teacher: Dr. Irum Naqvi**

**Course Description**

Behavioral Neuroscience is the discipline dedicated to the scientific investigation and advancement of theory pertaining to processes underlying the biological basis of human behavior. The field is interdisciplinary in approach requiring some knowledge of psychology, biology, chemistry, neuro-pharmacology, biochemistry, and the clinical sciences (e.g., neurology and neuropsychiatry).

**Course Objectives**

The goal of this course is to provide a comprehensive introduction to behavioral neuroscience beginning with a detailed review of the nerve cell, conduction and neurotransmission. Next, we build upon this smallest unit of the nervous system through study of neuroanatomy, structure/function relationships and the developmental evolution of the whole brain. As the course proceeds, these foundational topics will nurture understanding of the neural bases of sensation, perception, cognition and emotion as well as Ingestive, sexual and addictive behavior.

**Distribution of Sessional Marks**

*The students are supposed to appear in all tests. No marks or chance will be given if student can not produce a medical certificate. Similarly assignments will not be accepted or marked after the due date.*

**Grading Total Marks: 5 marks**

**SESSIONAL TEST: T.M. 45 marks (15 each)**

There will be *THREE* Sessional tests held during the course work.

Sessional test will be comprised of MCQs, True/ false and Short answers.

**Assignments and Presentations: Marks 30**

Class will be divided into groups for assignment and presentations.

1. Assignment and presentation on neurophysiological description of behavior. (Marks 10+5)
2. Assignment on psychological test, administration, scoring, and interpretation (Marks 10).
3. Review of case on neuropsychological disorder (Marks 5)

**Course Outline**

<b>Weeks</b>	<b>Topics to be Taught</b>
<b>Week 1 and 2</b>	<b>Introduction to Behavioral Neuroscience</b> <ul style="list-style-type: none"> <li>• Origin and history of Physiological Psychology</li> <li>• The nature of Physiological Psychology</li> <li>• Natural Selection and Evaluation</li> <li>• Ethical Issues in Research with animals</li> <li>• Career in Neuroscience</li> <li>• Assessment in BNS</li> </ul>
<b>Week 3 , 4, and 5</b>	<b>Structures and Functions of Cells of the Nervous System</b> <ul style="list-style-type: none"> <li>• Cells of the Nervous System</li> <li>• Communication within the neuron</li> <li>• Communication between Neurons</li> <li>• Overview of Brain parts and Its functions</li> </ul>
<b>Week 6 and 7</b>	<b>Psychopharmacology</b> <ul style="list-style-type: none"> <li>• Principles of psychopharmacology</li> <li>• Sites of Drug Action</li> <li>• Endocrinology and Hormones</li> <li>• Neurotransmitters and Neuromodulators</li> </ul>
<b>Week 8 and 9</b>	<b>Methods and Strategies of Research</b> <ul style="list-style-type: none"> <li>• Recording and Stimulating Neural Activity</li> <li>• Neurochemical Methods</li> <li>• Genetic Methods</li> </ul>
<b>Week 10, 11, and 12</b>	<b>Neuro-physiological Description of following behaviors i.e., Vision, hearing, emotion, ingestive behavior, learning, memory, human communication, motivation, and sleep and Biological Rhythm</b>
<b>Week 13, 14, and 15</b>	<b>Neurological disorders</b> <ul style="list-style-type: none"> <li>• Seizures Disorders</li> <li>• Degenerative Disorders</li> <li>• Disorders caused by Infection Diseases</li> </ul> (Description, Physiological causes, and Physiological treatment of disorders)
<b>Week 16</b>	<b>Recap and Revision of course</b>

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### Reading Material

- Carlson, N.R. (2006). *The Physiology of Behavior*. ( 9th Edition). Allyn and Bacon Publishers: Boston, Massachusetts.
- Carlson, N. R. (2005). *Foundations of Physiological Psychology*. (6<sup>th</sup> Edition). Pearson Education in South Asia.
- Garrett. B (2003) *Brain and Behavior*. Thomson, Wadsworth: Canda
- Gazzaniga, M. s., Ivry, R. B., & Mangun, G. R. (2002). *Cognitive Neuroscience: The Biology of Mind*. (2<sup>nd</sup> Edition). W.W.Nrton and Company, Inc.

**Course Title: English Proficiency**  
**Course Code: EN-001**  
**Credit Hours: 3**  
**Teacher: Ms. Hajra Akhlaq Abbasi**

### **Course Introduction:**

The Importance of English Language is beyond discussion as it has been declared as a global lingua-franca since long. Despite the fact English Language has been a mode of teaching at all the levels yet the students feel helpless in speaking English as fluently as they speak their mother or national tongue. The only reason behind this shortcoming is the lack of proper practice of said language, environment, motivation and facilitation to the students. The goal of teaching this course is to ensure communicative efficiency. This syllabus will focus on all of the four skills SPEAKING, LISTENING, READING and WRITING, with the special focus on, VOCABULARY. English will be taught not as a subject but as a language and the focus will be on conversational English which will help them out in their day to day situations. This course will enable the students to be critical in their thinking while dealing with different aspects of language. Different activities will be employed in class to provide them an environment so that the practical implementation can be ensured.

### **Course Objectives:**

Aims at this level is developing and inculcating the following skills in the learners:

- Speaking in English Language
- Vocabulary Development
- Situational Speaking
- Working in groups
- Critical Analysis Skills
- Productive Reading and Writing Skills
- Effective Listening
- Mannerism in Language
- Elimination of Stage Fright
- Focus on Grammar
- Correct Pronunciation
- Etiquettes

### **Teaching Methodology:**

Moreover, the instructor aims at strengthening the students to overcome the above mentioned shortcomings by providing them a proper platform to practice, a suitable friendly and activity based environment of learning, showing necessary motivation to the student as providing certain facilities to the students so that they would be able to exhibit the best to the show.

### **Learning Outcomes:**

At the end of this level it is possible to say that the students would be able:

- ✓ To speak English language if they show regularity and participate in the class and its activities.
- ✓ To hold a grip on the proper pronunciation
- ✓ To gain substantial skills of facing the audience, eliminating the stage fright, learning how to work in groups, learning mannerism while communicating.
- ✓ To learn how to read; how to write and how to listen properly as ‘A good listener is always a good speaker; a good reader is always a good writer.’
- ✓ To develop enough vocabulary in their minds as the vocabulary has been assumed as the biggest hurdle in the way of speaking to a large number of students.
- ✓ To learn the Advanced philosophy and strategies to develop a good sense of understanding the situation and how to respond to the audience
- ✓ To learn the skills of critical evaluation and analysis of different situations, subjects, personalities or phenomena.
- ✓ To mitigate the hesitation and shyness while speaking English language; this is as a matter of fact a very obvious problem in second language learning.
- ✓ Every lecture will going to be of one and a half hour, in which half hour will be spent in delivering the lecture and rest of the time will be spent in practicing the activities by students.
- ✓ Activities will be based on all four skills of English language.
- ✓ Activities will be according to the lecture of the day.
- ✓ After the first week, there will be a revision of the previous lectures in every week so that students should not lose the hold of the contents.
- ✓ It will be compulsory for the students that they should surely interact with one another.

- ✓ Most of the activities will be based on pair-work.
- ✓ At the end of the lecture daily vocabulary will be given to the students of which they will keep a record with them.
- ✓ Quiz will be based on all the topics covered in the week along with the vocabulary covered.
- ✓ Final grand test and a presentation will be conducted by the end of the course and they will be judged at all levels of proficiency of English language.

### Marking Criteria:

Total: 75

Assignment, Quiz, Class participation, Presentation and final project = 25 marks

Paper = 50 marks

<b>Listening &amp; Speaking Module</b>		
<b>Vocabulary</b>		
Building Vocabulary	Idiomatic Expression	Phrasal Verbs
<b>Listening: Pronunciation &amp; Accent</b>		
Phonics	Syllabification	Principles of Pronunciation
Mispronounced Words	Word Stressors and Intensifiers	Accent Neutralization
<b>Speaking</b>		
Short Replies to Questions (Question Tags)	Polite Requests	Question and Answer Session
Monologue	Dialogue	Mini-Presentation
Group discussion	Simulation	Sentence Formation
Extempore Speech		
<b>Presentation Skills</b>		
Attitude Management	Body Language and Formal Dress Code	Reducing Nervousness & Building Confidence
Personality Enhancement		

<b>Final Presentations of students</b>		
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**Course outline**

**Course breakup:**

Weeks	Topics
1—2 Grammar Module	<ul style="list-style-type: none"> <li>• Introduction of the course</li> <li>• Grammar Module: basic components</li> <li>• Kinds of sentences</li> </ul>
3—4 Grammar Module	<ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Tenses</li> <li>• Modals</li> </ul>
5—6 Grammar Module	<ul style="list-style-type: none"> <li>• Change of Narration</li> <li>• Active and Passive voice</li> <li>• Activities</li> </ul>
7—8 Reading Module	<b>Reading for a purpose</b> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Paraphrasing</li> <li>• Summarizing/ Précis writing</li> </ul>
9—10 Writing Module	<b>Paragraph and Essay Writing</b> <ul style="list-style-type: none"> <li>• Components of Paragraph</li> <li>• Style and format of Paragraph</li> <li>• Types of paragraph</li> <li>• Sample Analysis</li> </ul>
11—12 Writing Module	<b>Letter Writing</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Formats and Style</li> <li>• Organization and components</li> </ul>
13—14	<b>Report Writing</b> <ul style="list-style-type: none"> <li>• How to Prepare, Write and Present Really Effective Reports</li> <li>• Preparation and Planning</li> </ul>
15—16	<ul style="list-style-type: none"> <li>• Collecting and Handling Information</li> <li>• Writing and Revising Your Report</li> <li>• Discussion and Revision</li> </ul>

## SUGGESTED READINGS

- *Writing in English: An Evaluable Guide to Effective Writing* by George Stern
- *How to Prepare, Write and Present Really Effective Reports* (8th Edition) by John Bowden
- *Exploring the World of English* By Saadat Ali Shah
- *High School English Grammar* By P.C. Wren & H. Martin
- *Writing Skills Handbook: By Charles Bazerman and Harvey S. Wiener*



## **M. Sc. II (Course Outlines)**

**Course Title: Historical and Contemporary Issues in Psychology**

**Course Code: Py-306**

**Credit Hours: 3**

**Teacher: Naeem Aslam**

### **Course Description**

The course comprises of the historical roots of psychology. How psychology emerge from the philosophy and physiology. It will also discuss the significance of different school of thoughts and the current contemporary issues in psychology

### **Course Objectives**

The students will have better understanding of the historical links of psychology. They will better comprehend the role of different schools in the development of the discipline

### **Distribution of Sessional Marks**

Assignment = **10 marks**

Project = **15 marks**

Presentation = **15 marks**

Sessionals = **15 + 15 = 30**

Class participation = **5 marks**

### **Course Outline**

<b>Weeks</b>	<b>Topics to be taught</b>	<b>Assignment/ Tests Dates</b>
1	Philosophical roots of psychology, natural philosophy; Physiological roots of psychology, psychophysics.	
2	Pre – scientific history of psychology; Basic Concepts (rationalism, empiricism, idealism, reductionism, determinism, monism, Dualism)	
3	Empirical philosopher of 18th & 19 century: David Hume, John Locke,	Assignment 5 marks
4	Rationalist Philosophers: Plato, Rene Descartes philosophy.	
5	<b>School of thoughts in Psychology:</b> Structuralism (Wilhelm	

	Wundt, Edward Tichner)	
6	Functionalism & Evolutionary psychology: Charles Darwin, William James	
7	Behaviorism	
8	Psychoanalysis : past, present and future	
9	Humanistic School of thought & current trends	
10	Cognitive psychology	Assignment <b>5 marks</b>
11	Gestalt perspective	
12	<b>Contemporary Issues in Psychology:</b> Psychological Study of Social Issues: Population Studies; Environmental issues. Issues of Ethnic Minorities; Sectarianism & Psychopathology among Culturally Diverse Population. Academic & professional trends in psychology in the developing and under-developing countries.	
13	Rehabilitation Issues; issues related to psycho-trauma; psycho-Trauma an emerging field in Pakistan, Refugees and Psychological Adjustment	Project <b>15 marks</b>
14	Health Issues; Contribution in Health care; Stress and Psychological disorders, Multidisciplinary Approach; Bio-psycho-social modal	
15	Addiction & Substance abuse; Research and Treatment.	
16	Issues of positive psychology :Resilience, ,Self Concept, self esteem	

## Reading Material

Goodwin, C. (2005). *A history of modern psychology*. Danvers, MA: Willey & Sons

Benjamin, L. T. (2007). *A brief history of modern psychology*. Australia: Blackwell Publishing

Snyder, C. R., & Shane, J. L. (2007). *Positive Psychology*. London: Sage Publications

Leahey, T. H. (2005). *A History of Psychology*. New Dehli: Pearsons

Stevens, M. J., & Wedding, D. (Ed.). (2005). *Handbook of international psychology*.

New York: Routledge

**Course Title: Cognitive & Affective Processes**  
**Course Code: Py-320**  
**Credit Hours: 3**  
**Teacher: Riffat Zahir**

### Course Description

This course will familiarize students with past and current research relating to cognitive and affective bases of behavior. In order to discover how humans process and organize information and emotional experiences the course topics will be viewed from various perspectives including: historical and theoretical, biological and neural, social and cultural, and developmental.

### Course Objectives

This course will help the students to understand and learn about cognitive structures and resultant behaviors. It will also facilitate to comprehend the interplay of computer, verbal and mathematical models to represent complex set of human mental behaviors. Enable the students to develop in-depth conception of varying psychological attributes like reaction time, sensation, perception, emotional arousal, and learning within the context of mental configurations. Cognitive Affective Processes would also facilitate in grasping the paradigms of higher mental processes involved in thinking and language acquisition skills.

### Distribution of Sessional Marks (75 Marks)

**Three Class Quizzes**

**25 Marks Each**

### Course Outlines

Weeks	Topics	Evaluation Schedule
1	<b>Introduction to Cognitive Psychology</b> <ul style="list-style-type: none"><li>• Philosophical Antecedents of Psychology: Rationalism versus Empiricism</li><li>• Psychological Antecedents of Cognitive Psychology 7</li><li>• Emergence of Cognitive Psychology</li><li>• Cognition and Intelligence</li></ul>	
2	<b>Research Methods in Cognitive Psychology</b> <ul style="list-style-type: none"><li>• Goals of Research</li><li>• Distinctive Research Methods</li></ul>	

3	<b>Cognitive Neuroscience</b> <ul style="list-style-type: none"> <li>• Cognition in the Brain: The Anatomy and Mechanisms of the Brain</li> <li>• Viewing the Structures and Functions of the Brain</li> <li>• Brain Disorders</li> <li>• Intelligence and Neuroscience</li> </ul>	
4	<b>Perception</b> <ul style="list-style-type: none"> <li>• Perception: History and Theories</li> <li>• Perception: Vision</li> </ul>	
5	<b>Attention and Consciousness</b> <ul style="list-style-type: none"> <li>• Attention: Theories</li> <li>• Attention: Visuo-Spatial Selection</li> </ul>	Sessional 1
6	<b>Memory: Models</b> <ul style="list-style-type: none"> <li>• Models of Memory</li> <li>• Working Memory</li> <li>• Exceptional Memories (Good &amp; Bad)</li> </ul>	
7	<b>Memory Processes</b> <ul style="list-style-type: none"> <li>• Encoding</li> <li>• Retrieval (&amp; False Memories)</li> <li>• Storage (Pictures vs. words)</li> <li>• Visual Imagery</li> <li>• Cognitive Maps</li> </ul>	
8	<b>Memory: Organization of Knowledge</b> <ul style="list-style-type: none"> <li>• Declarative vs. Procedural</li> <li>• Primal and Parallel Processing</li> </ul>	
9 and 10	<b>Language: Listening &amp; Reading</b> <ul style="list-style-type: none"> <li>• Language: Syntax and Semantics</li> <li>• Reading</li> <li>• Discourse</li> </ul>	Sessional 2
11 and 12	<b>Language in Context</b> <ul style="list-style-type: none"> <li>• Language and Thought</li> <li>• Language in a Social Context</li> <li>• Neuropsychology</li> <li>• Animals and Language</li> </ul>	
13	<b>Problem Solving and Creativity</b> <ul style="list-style-type: none"> <li>• The Problem-Solving Cycle</li> <li>• Types of Problems</li> <li>• Obstacles and Aids to Problem Solving</li> </ul>	
14	<b>Decision Making and Reasoning</b> <ul style="list-style-type: none"> <li>• Judgment and Decision Making</li> <li>• Deductive Reasoning</li> <li>• Inductive Reasoning</li> </ul>	
15	<b>Affective Processes</b> <ul style="list-style-type: none"> <li>• Physiological Arousal, Emotions and Cognitions, Theories of Emotions, Influence of Contextual Factors on Affective Processes</li> </ul>	Sessional 3

16	Revision	
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### Reading Material

Esgate, A. (2004). *An Introduction to applied cognitive psychology*. NY : Psychology Press.

Eysenck, M. W. (2005). *Cognitive psychology: A student's handbook*. NY: Psychology Press.

Galotti, K. M. (2004). *Cognitive psychology: In and out of the laboratory*. Belmont, CA: Wadsworth / Thomson Learning.

Groome, D. (2006). *Introduction to cognitive psychology: Processes and disorders*. Hove : Psychology Press.

Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Belmont, CA: Wadsworth.

**Course Title: Psychopathology**  
**Course Code: Py-316**  
**Credit Hours: 3**  
**Teacher: Dr Nelofar Kiran Rauf**

**Course Description**

The course psychopathology is aimed at the introduction of basic concepts of distress, mental illness, and abnormality. Variety of clinical conditions like Adjustment Disorders, Eating Disorders, Mood Disorders, and Anxiety Disorders along with causes and treatment are part of this course. This course will cover the assessment and treatment of major psychopathologies of the DSM-V-TR. Students will gain a thorough knowledge of the DSM. Students will learn about various diagnostic techniques and some psychological tests relevant to the disorders studied.

**Course Objectives**

To acquainted with the DSM-V for making diagnosis to be able to understand clinical manifestations, epidemiology, etiology, and differential diagnosis to gain an orientation to therapeutic models and their application for treatment and prognosis of disorders to learn bio-psychological models of selected major mental disorders and psychopharmacological treatment.

**Distribution of Sessional Marks**

Visits Presentations	15 Marks
Class assignments	15 Marks
Role plays (psychodrama)	10 Marks
Tests = 20+15	35 Marks

**Course Outline**

Weeks	Topics to be taught	Assignment/ Tests Dates
1-2	<b>Abnormal Behavior in Historical Context</b> <ul style="list-style-type: none"> <li>• Psychological Disorder</li> <li>• Science of Psychopathology</li> <li>• The Supernatural Tradition</li> <li>• The Biological Tradition</li> <li>• The Psychological Tradition</li> </ul>	
3-4	<b>An Integrative Approach to Psychopathology</b> <ul style="list-style-type: none"> <li>• One-Dimensional versus Multidimensional Models</li> <li>• Genetic Contributions to Psychopathology</li> <li>• Neuroscience and Its Contributions to Psychopathology</li> </ul>	



	<ul style="list-style-type: none"> <li>• Behavioral and Cognitive Psychology</li> <li>• Emotions</li> <li>• Cultural, Social, and Interpersonal Factors</li> <li>• Life-Span Development</li> </ul>	
5	<b>Clinical Assessment and Diagnosis</b> <ul style="list-style-type: none"> <li>• Assessing Psychological Disorders</li> <li>• Diagnosing Psychological Disorders</li> </ul>	Test 1
6	<b>Research Methods</b> <ul style="list-style-type: none"> <li>• Conducting Research in Psychopathology</li> <li>• Types of Research Methods</li> <li>• Genetics and Behavior across Time and Cultures</li> </ul>	
7-8	<b>Anxiety Disorders</b> <ul style="list-style-type: none"> <li>• The Complexity of Anxiety Disorders</li> <li>• Generalized Anxiety Disorder</li> <li>• Panic Disorder with and without Agoraphobia</li> <li>• Specific Phobia</li> <li>• Social Phobia (Social Anxiety Disorder)</li> <li>• Posttraumatic Stress Disorder</li> <li>• Obsessive-Compulsive Disorder</li> </ul>	Test 2
9	<b>Somatoform and Dissociative Disorders</b> <ul style="list-style-type: none"> <li>• Somatoform Disorders</li> <li>• Dissociative Disorders</li> </ul>	
10-11	<b>Mood Disorders</b> <ul style="list-style-type: none"> <li>• Understanding and Defining Mood Disorders</li> <li>• Prevalence of Mood Disorders</li> <li>• Causes of Mood Disorders</li> <li>• Treatment of Mood Disorders</li> </ul>	
12-13	<b>Substance-Related and Impulse-Control Disorders</b> <ul style="list-style-type: none"> <li>• Perspectives on Substance-Related Disorders</li> <li>• Depressants</li> <li>• Stimulants</li> <li>• Opioids</li> <li>• Hallucinogens</li> <li>• Causes of Substance-Related Disorders</li> <li>• Treatment of Substance-Related Disorders</li> <li>• Impulse-Control Disorders</li> </ul>	
14-15	<b>Personality Disorders</b> <ul style="list-style-type: none"> <li>• Cluster A Personality Disorders</li> <li>• Cluster B Personality Disorders</li> <li>• Cluster C Personality Disorders</li> </ul>	
16	<b>Schizophrenia and Other Psychotic Disorders</b> <ul style="list-style-type: none"> <li>• Perspectives on Schizophrenia</li> <li>• Clinical Description, Symptoms, and Subtypes</li> <li>• Prevalence and Causes of Schizophrenia</li> <li>• Treatment of Schizophrenia</li> </ul>	

## Reading Material

### Books

V. Mark Durand, David H. Barlow (2013) Essentials of Abnormal Psychology (6th ed) (Belmont, CA: Wadsworth, Cengage Learning)

**Course Title: Experimental Psychology**

**Course code: PY-315**

**Credit Hours: 3**

**Teacher: Raiha Aftab**

**Course Description**

This course provides an orientation about basic concepts of experimental psychology as well as understanding of experimental methods. It also offers a firsthand knowledge and experimental demonstration of fundamental notion of experimental psychology

**Course Objectives**

This course will help students to understand the:

- Basic experimental research designs
- Application of experimental research
- Methods in experiments
- Practical knowhow of elementary concepts of experimental psychology

**Distribution of Sessional Marks**

Sessional I & II	30 (15 marks each)
Practicum Work	(5 + 35) 40 marks
Class Participation	5 marks
Total Midterm Evaluation	75 marks
Terminal Evaluation	75 marks
Total Marks	150

**Course Outline**

<b>Weeks</b>	<b>Topics to be taught</b>	<b>Assignment/ Tests Dates</b>
1&2	<b>Introduction to Experimental Psychology</b> <ul style="list-style-type: none"><li>• Scope of Experimental Psychology</li><li>• Experimental psychology as a model</li><li>• Applying assumptions of scientific method to Experimental Psychology</li></ul> What is an Experiment (Advantages of Experiment and Why Experiments are Conducted)	
3& 4	<b>Experimental Designs</b> <ul style="list-style-type: none"><li>• Randomized group design</li><li>• Matched Group design</li><li>• Blocking factorial design</li></ul> Threats to internal and external validity	Sessional I
5&6	<b>Psychophysical Methods</b> <ul style="list-style-type: none"><li>• Measuring Sensation</li></ul>	

	<ul style="list-style-type: none"> <li>• Operational Definition: Thresholds</li> <li>• INTRODUCING THE VARIABLES</li> <li>• EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS</li> <li>• Measurement Scales: <ul style="list-style-type: none"> <li>• Fechner’s Law and</li> <li>• Stevens’ Law</li> <li>• Signal Detection Theory</li> </ul> </li> <li>• Small-<i>n</i> Design: Psychophysical Methods</li> </ul>	
7	<b>Reaction Time and Association</b> <ul style="list-style-type: none"> <li>• Reaction time</li> <li>• Judgment time</li> <li>• Determinants of reaction time</li> </ul>	Sessional II
8&9	<b>Perception</b> <b>Issues in Perception</b> <ul style="list-style-type: none"> <li>• Direct and Indirect Perception</li> <li>• Awareness and Perception</li> </ul> <b>INTRODUCING THE VARIABLES</b> <ul style="list-style-type: none"> <li>• Dependent Variables</li> <li>• Independent Variables</li> <li>• Control Variables</li> </ul> EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS <ul style="list-style-type: none"> <li>• <b>Verbal Report: Perception without Awareness</b></li> <li>• <b>Lack of Verbal Awareness</b></li> </ul> <b>FROM PROBLEM TO EXPERIMENT: The Color–Distance Illusion</b>	
10 & 11	<b>Measurement of Learning and Conditioning</b> <ul style="list-style-type: none"> <li>• Types of Conditioning</li> <li>• Classical Conditioning: Does the Name Pavlov Ring a Bell?</li> <li>• Instrumental (Operant) Conditioning</li> </ul> <b>INTRODUCING THE VARIABLES</b> <ul style="list-style-type: none"> <li>• Dependent Variables</li> <li>• Independent Variables</li> <li>• Control Variables</li> </ul> EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS <ul style="list-style-type: none"> <li>• <b>Within- and Between-Subjects Designs: Stimulus Intensity</b></li> <li>• <b>Counterbalancing: Simultaneous Contrast</b></li> </ul>	
12 & 13	<b>Retention and Forgetting</b> <ul style="list-style-type: none"> <li>• Ebbinghaus’s Contribution-When Memory was young</li> <li>• Varieties of Memory</li> </ul> <b>INTRODUCING THE VARIABLES</b> <ul style="list-style-type: none"> <li>• Dependent Variables</li> </ul>	

	<ul style="list-style-type: none"> <li>• Independent Variables</li> <li>• Control Variables</li> </ul> <p>EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS</p> <ul style="list-style-type: none"> <li>• <b>Scale Attenuation: Modality Differences</b></li> <li>• <b>Generality of Results: Levels of Processing</b></li> </ul> <p>FROM PROBLEM TO EXPERIMENT: Which Is More Effective, Reading or Listening?</p>	
14, 15 & 16	<p><b>FROM PROBLEM TO EXPERIMENT THE NUTS AND BOLTS-Application of Experimental Psychology in Social and Environmental Psychology</b></p> <ul style="list-style-type: none"> <li>• Experimental Control : Obedience to Authority</li> <li>• Demand Characteristics and Experimenter Bias</li> <li>• Field Research Bystander Intervention</li> <li>• Choosing the Dependent Variable in Measuring Stereotypes and Prejudice</li> <li>• Generalization of Results-Crowding</li> <li>• Quasi-Experiments-Noise and Cognitive Performance</li> </ul>	

### Practical work:

Practicum in experimental lab will be conducted pertaining to the concepts of perception, memory, learning and Psychophysics. Corresponding experimental reports will be generated.

### Reading Material

D'Amato, M. R. (1979). *Experimental psychology: Methodology, psychophysics, and learning*. Tata McGraw-Hill Education.

Kantowitz, B., Roediger III, H., & Elmes, D. (2006). *Experimental psychology*. Cengage Learning

MacLin, M. K., & Solso, R. L. (2003). *Experimental psychology: A case approach*. Pearson.

**Course Title: Measurement in Psychology**  
**Course Code:Py- 305**  
**Credit Hours: 3**  
**Teacher: Saira Khan**

### **Course description**

Emphasis is on understanding basics of measuring psychological phenomenon like intelligence, personality, achievement, aptitude etc. Psychometric properties like reliability, validity, norms etc. of any measure that needs to be considered while selecting to measure any phenomenon will be addressed. Test development process will also be studied.

### **Course Objectives**

The goal of this course is to provide a comprehensive introduction to principles in psychological measurement. By the end of semester students should be able to make decisions that which measure is the most suitable for testing and assessment of any psychological phenomenon. They should be able to administer, interpret and assess psychological phenomenon with measures available along with capability to develop and adapt relevant tests.

### **Distribution of Sessional Marks**

Test 1 (Unit 1)	15 Marks
Test 2 (Unit 2)	15 Marks
Test 3 (Unit 2)	15 Marks
Test 4 (Unit 3)	15 Marks
Group Discussion (Unit 1)	3 Marks

Historical background

Role of culture

Ethical and legal issues in testing

**Group Assignment                      12 Marks**

Class will be divided into groups and students would be required to prepare assignment and deliver presentation on assigned measurement category (unit 4).Major emphasis should be on test introduction, administration, scoring, interpretation, reliability and validity.

## Course outline

Weeks	Topics to be taught	Assignment/Test date
Unit 1 (1-4 weeks)	<b>Introduction to Measurement in Psychology</b> <ul style="list-style-type: none"> <li>• Testing and Assessment</li> <li>• Settings for application</li> <li>• Historical background</li> <li>• Role of culture</li> <li>• Ethical and legal issues in testing</li> <li>• Assumptions about psychological tests</li> </ul>	Last class in 4 <sup>th</sup> week
Unit 2 (5-10 weeks)	<b>Psychometrics</b> <ul style="list-style-type: none"> <li>• Scale of Measurement</li> <li>• Reliability</li> <li>• Validity</li> <li>• Norms</li> <li>• Errors and Biases</li> </ul>	Last class in 7 <sup>th</sup> and 10 <sup>th</sup> week
Unit 3 (11-13 weeks)	<b>Test Development and Adaptation</b> <ul style="list-style-type: none"> <li>• Test conceptualization</li> <li>• Test construction</li> <li>• Item analysis</li> <li>• Validation</li> <li>• Adaptation</li> </ul>	Last class in 13 <sup>th</sup> week
Unit 4 (14-16 weeks)	<b>Psychological Testing</b> <ul style="list-style-type: none"> <li>• Intelligence (IQ AND Emotional)</li> <li>• Personality (Objective, Projective and Behavioral)</li> <li>• Achievement</li> <li>• Aptitude</li> <li>• Neuropsychological</li> </ul>	Group presentation and assignment

## Reading Material

Cohen, R. J., & Swerdlik, M.E. (2007). Psychological Testing and Assessment (6<sup>th</sup> Edition). The McGraw –Hill

Anastasi, A., & Urbina, s. (1997). Psychological Testing (7<sup>th</sup> ed.)

**Course Title: Research Methods**  
**Course code: PY-317**  
**Credit Hours: 3**  
**Teacher: Arooj Mujeeb**

#### Course Description

Research Methods is an area of Psychology which primarily focuses on ways and techniques of conducting scientific and empirical research. It also emphasizes understanding of the basic concepts and issues pertinent to the objective exploration of socio-psychological phenomena.

#### Course Objectives

This course will help students to understand the procedure of scientific research and develop comprehension of conducting psychological research as part of their main course. Research methods would facilitate in comprehending the interplay of varying constructs and research designs which can be employed in any basic or applied research. Moreover, this course assists in emergent perception of research proposals and research strategies.

#### Distribution of Sessional Marks

3 Sessionals	45 (15 Marks each)
1 Assignment	15 Marks
Research Proposals	15 Marks
Total	75 Marks



## Course Outline

Weeks	Topics to be taught	Assignment/ Tests Dates
1-2	<b>The Basics of Research</b> <ul style="list-style-type: none"> <li>• Science in Historical, Social and Moral Context</li> <li>• Types of Research</li> <li>• Research Terminologies</li> <li>• Methods of Inquiry</li> <li>• Goals of Scientific Research</li> </ul>	
3-4	<b>Scientific Method and Research Process</b> <ul style="list-style-type: none"> <li>• Scientific and Unscientific approaches to knowledge</li> <li>• Steps of Scientific Method</li> <li>• Elements of Scientific Method</li> <li>• The Research Process</li> </ul>	
5	<b>Research Ideas</b> <ul style="list-style-type: none"> <li>• Finding an Idea for a new Research Study</li> <li>• Purpose of Literature Review</li> <li>• Conducting a Literature Search</li> </ul>	
6	<b>Ethical Issues in Research</b> <ul style="list-style-type: none"> <li>• APA ethics Code</li> <li>• Fraud in Research</li> <li>• Issues of plagiarism and fabrication</li> </ul>	
7	<b>Defining and Measuring Variables</b> <ul style="list-style-type: none"> <li>• Constructs and Operational Definitions</li> <li>• Validity and Reliability of Measurements</li> <li>• Scales of Measurement</li> <li>• Modalities of Measurement</li> </ul>	

8	<b>Selecting Research Participants (Sampling)</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Probability Sampling Methods</li> <li>• Non-Probability Sampling Methods</li> </ul>	
9 & 10	<b>Descriptive and Correlational Research Strategies and Designs</b> <ul style="list-style-type: none"> <li>• Observational Research Design</li> <li>• Survey Research Design</li> <li>• Case Study Design</li> </ul>	
11	<b>Experimental Research Strategy and Designs</b> <ul style="list-style-type: none"> <li>• Cause-and-Effect Relationship</li> <li>• Elements of Experiment</li> <li>• Dealing with Extraneous Variables</li> <li>• Control Groups</li> <li>• Manipulation Checks</li> <li>• Between-Subjects Design</li> <li>• Within-Subjects Design</li> </ul>	
12-13	<b>Quasi-Experimental Strategy</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Non-Equivalent Group Design</li> <li>• Time-Series Design</li> </ul>	
14-15	<b>Factorial Designs</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Factorial Designs</li> <li>• Applications of Factorial Designs</li> </ul>	
16	<b>Writing a Research Report</b> <ul style="list-style-type: none"> <li>• The goal of a Research Report</li> <li>• General APA guidelines for Writing Style and Format</li> <li>• Elements of an APA-Style Research Report</li> <li>• Writing a Research Proposal</li> </ul>	

## Reading Material

### Books

- Gravetter, F. J., & Forzano, L. B. (2012). *Research Methods for Behavioral Sciences* (4th Ed.). USA: ThomsonWadsworth
- Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2012). *Research Methods in Psychology* (9th Ed.). New York. McGraw Hill.
- Craig, J. R., & Metz, L.P. (1997). *Research Methods*. Brooks & Cole.
- Mc Burney, D., & White, T. L. (2002). *Research Methods* (6<sup>th</sup>ed.). Thomson: Wadsworth.
- All available journal in NIP Library (for reference and preparation of research proposals).

**MSC 3<sup>rd</sup> Semester**  
**Educational Psychology**

**Course Title: Education & Community**

**Course Code Py-429**

**Credit Hours: 3**

**Teacher: Arooj Mujeeb**

### **Course Description**

This course provides an orientation about basic concepts of educational psychology as well as aims at understanding of educational environment. The course, additionally, aims at familiarizing the students with the role that community can play in development, functioning, and management of the education.

### **Course Objectives**

This course will help students to understand the:

- Role which they can play in bridging the gap between educational institutes and communities
- Importance of local resource development and utilization
- Indigenous perspective on community education

### **Distribution of Sessional Marks**

Sessional I & II	30 (15 Marks Each)
Project	25 Marks
Presentations	20 Marks
Total Midterm Evaluation	75 Marks
Terminal Evaluation	75 Marks
<b>Total Marks</b>	<b>150</b>

## Course Outline

Weeks	Topics to be Taught	Assignment/ Tests Dates
1 & 2	<b>Introduction to Community</b> <ul style="list-style-type: none"> <li>• Definition, Characteristics, and Variations in communities</li> <li>• Theories and Models in Community Psychology</li> <li>✓ Ecological Theory</li> <li>✓ Psychological Sense of Community Theory</li> <li>✓ Empowerment Theory</li> </ul>	
3 & 4	<b>Community Participation in Education</b> <ul style="list-style-type: none"> <li>• Meaning , definitions, and models of community participation in education</li> <li>• William’s three models of community and education</li> <li>✓ Traditional community-based education model</li> <li>✓ Government provided education model</li> <li>✓ Collaborative model</li> <li>• Ways of community’s support in education</li> </ul>	
5-9	<ul style="list-style-type: none"> <li>• A reflection on Pakistani school systems</li> <li>• Best practices in school community partnerships</li> <li>• Best practices in behavioral parent training</li> </ul>	Sessional I
10-11	<b>Community Based Interventions in School Settings</b>	Sessional II
12-13	<b>Understanding emotional and social needs of special/exceptional children</b>	
14	<b>School Climate &amp; Safe Schools</b>	
15	<b>Role of Psychologists in Education and Community</b>	
16	Recap of the Course	

## Reading Material

- Couchenour, D. & Chrisman, K. (2004). Families, schools, and communities: Together for young children (2<sup>nd</sup> ed.). Thompson Delmar Learning: Australia
- Gestwicki, C. (2004). Home, School, and Community Relations (5<sup>th</sup> ed.). Thompson Delmar Learning: Australia

**Course Title: Assessment, Evaluation, and Intervention**

**Course Code: Py-433**

**Credit Hour: 3**

**Teacher: Mr. Naeem Aslam**

**Course Description**

This refers to the concept of evaluation and assessment that are conducted in educational settings. The course has been set in a way that allows the students to be familiar with the concepts related to assessment tools, their administration, scoring and issues involved in selection of tests. The ideology in that every child being assessed requires to be tested according to the content of testing.

**Course Objectives**

By studying this course, students will be in a position to

- Select tests in appropriate situation
- Be able to conduct assessment in the classroom and other educational settings
- Understand and learn the technical strength of various achievement, ability, emotional and other type of tests.

**Distribution of Sessional Marks**

Two sessionals	40 marks each
Assignments	15 marks
Presentations	10 marks
Class participation and behavior	10 marks

**Course Outline**

<b>Weeks</b>	<b>Topics to be taught</b>
Week 1	Objectives and importance of assessment, Nature and Type of Assessment-Formal & Informal assessment , Context issues and trends in Assessment
Week 2 & 3, 4	The role of measurement and assessment in teaching tests used in assessment Assessing the emotional and behavioral problems in school children, Neuropsychological assessment (BGT); achievement and functioning, Emotional and Personality Assessment (HFD)
Week 5,6 & 7	Assessing the problems of ADHD (SNAP-IV); ODD, CD and other impulse control related problems Assessing the autism and separation anxiety and their co-morbidities



Week 8 & 9	Intellectual disability Best Practices in Intellectual Assessment (RPM, DAP) Best Practices in Assessment of Adaptive Behavior
Week 10 &11	Conducting systematic direct classroom observations to define school-related problems Functional behavioral assessment Use of Tests In educational Settings, Assessment tests and Evaluation procedures for Social, Emotional, and Behavioral Problems
Week 12 &13, 14	Introduction to intervention programs focusing on <ul style="list-style-type: none"> <li>• Physiological factors in Students' school success</li> <li>• Using interviews to understand different perspectives in school related problems</li> <li>• Rating scale applications: within the Problem solving model</li> <li>• Solution-Focused Psychoeducational reports</li> <li>• Students success stories</li> </ul>
Week 15 &16	Use of play for assessment and intervention with Young children

### Reading Material

- Linn, R.L., & Miller, M.D. (2005). Measurement and assessment in teaching (9<sup>th</sup> ed.). Pearson Education Inc. New Delhi India
- Bentham, S.(2002). Psychology and Education: Routledge Taylor & Francis Group. New York
- Thomas, A., & Grimes, J. (Eds.). (2002). Best practices in school psychology - IV. Washington, DC: National Association for School Psychologists.

**Course Title: School Psychology**  
**Course Code: PY- 426**  
**Credit Hours: 3**  
**Teacher: Aisha Zubair**

### Course Description

This course is designed with emphasis on understanding the social, emotional, physical, and intellectual development of children and adolescents. Students opting for the course will learn the theoretical and applied aspects of learning motivation, human development, and interventions. Students will also get familiar to the role and characteristics of a school psychologist and to the processes of becoming a school psychologist. Ethical issues will be discussed in terms of professional practices in school and students will get a detailed orientation of learning theories as well as assessment of classroom effectiveness.

### Course Objectives

By the end of this course, you should be able to:

- Understand role and functions of a school psychologist
- Assess effectiveness of psychological concepts in classroom
- Critically analyze the contemporary issues

### Distribution of Sessional Marks

Assignment	10 marks
Workshops	20 marks
Sessional Tests	20 + 20 = 40 marks
Class Activity	05 marks

### Course Outline

Weeks	Topics
1	<b>Overview of the field</b> <ul style="list-style-type: none"> <li>• Nature, Aims and Scope of School Psychology</li> <li>• School Psychology versus Educational Psychology</li> <li>• School Psychology and Related Disciplines</li> </ul>
2	<b>History of School Psychology</b> <ul style="list-style-type: none"> <li>• Historical contexts and foundations of the area</li> </ul>
3	<b>Early Childhood Education</b> <ul style="list-style-type: none"> <li>• Early Contributors</li> <li>• Pioneers in Early Childhood Education</li> <li>• Leaders of the 20<sup>th</sup> Century</li> </ul>
4-5	<b>Roles of School Psychologist</b> <ul style="list-style-type: none"> <li>• Role and functions of school Psychologists</li> <li>• School Psychologist as problem solver</li> </ul>

6-7	<b>Application of Theories</b> <ul style="list-style-type: none"> <li>• Application of social learning theory</li> <li>• Cognitive aspects of student motivation</li> <li>• Personality and emotional factors in learners' motivation</li> </ul>
8-10	<b>Education for Children with Special Needs</b> <ul style="list-style-type: none"> <li>• Special needs of children</li> <li>• Inclusive versus special education</li> <li>• Teacher mediated strategies</li> <li>• Peer mediated. strategies</li> <li>• Emotional and behavioral problems</li> <li>• Slow learners</li> <li>• High Achievers vs. Underachiever</li> </ul>
11-13	<b>Contemporary Issues in School Psychology</b> <ul style="list-style-type: none"> <li>• Social skills training</li> <li>• Resilience training</li> <li>• Proactive strategies in promoting learning</li> <li>• Emotional well-being of children</li> <li>• Classroom management</li> <li>• Managing disruptive children</li> <li>• Time management</li> <li>• Assertiveness training</li> </ul>
14	<b>Ethical and legal issues in school psychology</b>
15-16	<b>School Psychology in Pakistan</b>

### Recommended Readings

Esquiel, G. B., Lopez, E. C., & Nahari, S. G. (2007). *Multicultural handbook of school psychology: An interdisciplinary perspective*. New Jersey: Lawrence Erlbaum Associate.

Peacock, G. G., Ervin, R. A., & Daly, E. J. (2009). *Practical Handbook of School Psychology: Effective Practices for the 21st Century*. New York: Guilford Press.

**Assignment:**

Application of School Psychology in Pakistan (10 marks): Submission Date: 31<sup>st</sup> October, 2017 (Tuesday)

**Workshops:** Contemporary issues in School Psychology (Group of 2 students each; 20 marks)

**Submission date:** 5<sup>th</sup> December, 2017

**Sessional Test 1:** 24<sup>th</sup> October, 2017 (20 marks)

**Sessional Test 2:** 28<sup>th</sup> November, 2017 (20 marks)

**MSC 3<sup>rd</sup> Semester**  
**Developmental psychopathology**

**Course Title: Developmental Disorder-I**  
**Course Code: PY-456**  
**Credit Hours: 3**  
**Teacher: Dr. Irum Naqvi**

**Course Description**

This course gives students an overview of some prevalent developmental disorders of children including ADHD, conduct disorders, emotional and social disorders, anxiety, and mood disorders. The course covers issues related to psycho-diagnosis and assessment and treatment of specific disorders, as well as more general theoretical issues related to causes of disorders in development and the implications of various disorders for the understanding of normal development.

**Course Objectives**

The goal of this course is to provide a comprehensive introduction to students with an interest in difficulties associated with developmental disorders. The students will get orientation to complete course with the epidemiological factors, possible theoretical and the therapeutic explanation of each disorder.

**Distribution of Sessional Marks**

*The students are supposed to appear in all tests. No marks or chance will be given if student can not produce a medical certificate. Similarly assignments will not be accepted or marked after the due date.*

**Grading Total Marks: 75 marks**

**SESSIONAL TEST: T.M. 45 marks**

There will be *THREE* Sessional tests held during the course work.

Sessional test will be comprised of MCQs, True/ false and Short answers. (**Week 4 & 7, 11**)

**Assignments and Presentations: Marks 30**

1. One page review on the childhood of your favorite personality. Describe your own judgment over the success of that personality. (Marks 5)
2. Class assignment on assessment and presentation on developmental problems. (Marks 10)
3. Project based on clinical assessment and Presentation (collection of symptoms, etiological factor, tests application, and treatment recommendations) (Marks 15)

## Course Outline

<b>Week 1 &amp;2</b>	<ul style="list-style-type: none"> <li>• Introduction to the subject</li> <li>• Assessment in Developmental Psychopathology</li> </ul>
<b>Identification, assessment and contribution of the following problem in the development of disorders (relevant assessment, research and theory will be incorporated)</b>	
<b>Week 3 &amp;4</b>	<ul style="list-style-type: none"> <li>• Delinquency and truancy</li> <li>• Bullying and aggression</li> <li>• Fear, Phobias, and anxiety</li> <li>• Peer influence and peer rejection</li> <li>• Depression, Suicidal ideation and attempts</li> <li>• Trauma reaction</li> <li>• Resilience and post traumatic growth</li> </ul>
<b>Week 5 &amp; 6</b>	Neurodevelopmental disorder: Attention Deficit Hyperactivity Disorder
<b>Behavioral Disorders</b> <b>(DSM IV criteria, epidemiology, etiology, and psychotherapeutic approaches)</b>	
<b>Week 7, 8, &amp; 9</b>	Disruptive, impulsive-control, and conduct disorders <ul style="list-style-type: none"> <li>• Oppositional defiant disorder</li> <li>• Intermittent Explosive Disorder</li> <li>• Conduct disorder</li> <li>• Antisocial Personality Disorder</li> <li>• Pyromania</li> <li>• Kleptomania</li> </ul>
<b>Week 10 &amp; 11</b>	<ul style="list-style-type: none"> <li>• Substance related and addictive disorders</li> </ul>
<b>Emotional and Social disorders</b> <b>DSM IV criteria, epidemiology, etiology, and psycho therapeutic approaches)</b>	
<b>Week 13, 14, &amp;</b>	<ul style="list-style-type: none"> <li>• Bipolar and related disorders</li> <li>• Depressive disorders</li> <li>• Anxiety disorders</li> <li>• Obsessive compulsive and related disorders</li> </ul>
<b>Week 11, 12 &amp;</b>	<ul style="list-style-type: none"> <li>• Gender Dysphoric Disorders</li> </ul>
<b>Week 16</b>	<b>Recap and Revision of course</b>

## Reading Material

Nelson, R. & Israel, A. (2003). Behavior disorders of childhood (5<sup>th</sup> edition). New Jersey: Prentice Hall

Malsh, E. & Barkley, R. (1996). Child psychopathology. New York: The Guildford Press

**Course Title: Developmental Disorders II**  
**Course Code: Py-457**  
**Credit Hour: 3**  
**Teacher: Dr. Humaira Jami**

**Course Description**

The course aims at flourishing the knowledge related to subject among students. It will provide theoretical and practical picture in dealing psychological issues of children in developmental context their intervention and management.

**Course Objectives**

Main objective of this course is to give breath and depth of information related to childhood psychopathology which are developmental in nature. Emphasis will be disorders based on cognitive, intellectual, and psychological factors affecting physical conditions behavioral. This is to make them acquainted with DSM V criteria for symptoms and for understanding epidemiology, etiological factors and related theoretical approaches, and psychotherapeutic of the disorders.

**Distribution of Sessional Marks**

<b><u>Sessional exam</u></b>	(75 marks)
• Five Tests at completion of each Unit	(10 marks each)
• Assessment (presentations)	(12 marks; 2 marks for creativity)
• Project (Group Assignment; Annexure A)	(10 marks; 2 marks for creativity)
• Attendance 95% or more	(2 marks)
• Effective Role play	(1 marks)
<b><u>Terminal exam</u></b>	(75 marks)
• Diagnosing the problem after reading case studies, including pinpointing the symptoms on the basis of which they are giving diagnosis.	
• MCQs	
• Short question answers not more than five marks.	



## Course Outline

Units	Topics to be taught	Weeks
<b>(DSM V criteria, epidemiology, etiology, and psycho-therapeutic approaches)</b>		
Unit 1	Intellectual Disability (Mental Retardation)	1-2 week
Unit 2	Autism Spectrum Disorder	3-4 week
Unit 3	Schizophrenia Spectrum Disorder	5-6 weeks
	<b>Assessment (Presentations)</b>	<b>7 week</b>
Unit 4	Specific Learning Disabilities Language Disorders	8-9 week
Unit 5	Language and Communication Disorders	10-11 week
Unit 6	Disorders of Basic Physical Conditions	12-13 week
	<b>Assessment (Presentations)</b>	<b>14</b>
	<b>Group Presentations (Project)</b>	<b>15</b>
	<b>Recap</b>	

## Reading Material

Mash, E. J. & Barkley, R. A. (1996). Child Psychopathology. NY: Guilford Publication.

Wicks-Nelson, R. & Israel, A.C. (2003). Behaviour Disorder of Childhood (5<sup>th</sup> ed). NJ: Prentice Hall.

All Developmental Psychopathology related books

**Developing Profile of a Disorder**

**Groups:** Class will be divided into Five groups.

**Assignment:** Each group will be assigned a disorder and they will be required to carry out two case study interviews per student of individuals suffering from assigned disorder. It will be a detailed interview exploring symptoms, personal, familial, medical history, causes of the behaviour, age of onset, and assessment of the problem and then suggest treatment etc.

**Task:** after carrying out detailed case study interview, group will be required to carry out content analysis of all interviews to make the detailed profile of the disorder covering symptomology, epidemiology of all symptoms in the case studies taken, prevalent etiology, process for the development of disorder recommendation for handling the problem, analysis through assessment tools etc.

**Report:** Each group will submit detailed report on the aforementioned covering all the important aspects with the case study interviews given in the annexures of the report. It should include

- From where data was collected, give complete address of the subject.
- Detailed case study interview (by individual student)
- Parental or teachers reports
- Profile of the disorder (by group)
- Assessment tools used (attached in annexure)
- Permission letter from the parents, teachers or subject him/herslf
- Problems and issues faced during whole process
- Recommendation for the treatment and other significant observations

**Evaluation:** between and within group evaluation will be carried out on the basis of case presentations.

**Course Title: Developmental Psychopathology and its Prevention**

**Course Code: Py-458**

**Credit Hour: 3**

**Teacher: DR. SYEDA RAZIA BUKHARI**

**Course Description**

Developmental Psychopathology and its Prevention is an applied branch of Psychology which deals with developmental disabilities, developmental disorders and clinical symptoms among children and adolescents. The course aims at flourishing the knowledge related to subject among students. It will provide theoretical and practical picture which deals mainly with prevention, intervention and the management of psychological problems of children and adolescents.

**Course Objectives**

The core element of teaching this course to M.Sc. students is to provide them basic concepts of theoretical and preventive Perspectives in DP, universal preventive interventions and programs focused on externalizing, and internalizing behaviors.

**Distribution of Sessional Marks**

Sessional Marks

Test	25
Group Project	20
Class participation marks	10
Presentations (write-up and presentation)	20
Terminal Exam	75

**Course Outline**

<b>Topics</b>	<b>Weeks</b>
<b>Introduction to the Concepts of Developmental Psychopathology</b> 1. Historical background 2. Levels of Prevention 3. Ways of Preventing Diseases and Disorders	<b>1-2</b>
<b>Children and Adolescents at Risk</b> 1. Learning and Behavioral Problems in the Schools 2. Social Skills Training 3. Children Experiencing Family Disruption and Illness 4. Building Parenting Skills	<b>3-4</b>
<b>After School Prevention Programs</b> 1. Organizing After School Program	<b>5-7</b>

2. Group-Centered Approach 3. Interaction in Year-Long Program	
<b>Prevention Programs Types of Prevention Programs</b> 1. School based prevention programs 2. Community based prevention programs	<b>8-11</b>
<b>Community Based Prevention Program of</b> 1. Child Neglect and emotional abuse 2. Victims of physical abuse 3. Psychosocial problems of child labor 4. Victims of sexual abuse and teenage pregnancy 5. Addicts of teenage smoking and drug abuse 6. Adjustment problems in children with asthma 7. Post-traumatic adjustment problems of trauma survivors 8. Suicide in adolescents 9. Adjustment problems of children with autism 10. Cognitive delay in socially disadvantaged children 11. Challenging behavior of children with intellectual disabilities 12. Adjustment problems of children of battered mothers 13. Mainstreaming of children of incarcerated mothers 14. Children with learning difficulties 15. Children of internally displaced families: Coping with cultural shock 16. Adolescent victims of peer bullying 17. Problems of truancy in male adolescents	<b>12-16</b>

### Reading Material

1. Carr, A. (2002). Prevention: What works with children and adolescents? BrunnerRoutledge.
2. Conyne, R. K. (2010). Prevention Program Development and Evaluation: An incidence reduction, culturally relevant approach. Sage Publication.
3. Herbert, M. (2005). Developmental problems of children and adolescence: Prevention, treatment, and training. BPS Blackwell.
5. Nelson, R. W., & Israel, A. C. (2003). Behaviors of childhood. (5th ed.). Prentice Hall: New Jersey.
- Sameroff, A. J., Lewis, M., & Miller, S. M. (2000) Handbook of Developmental Psychopathology. (2nd ed.). Springer Publications

**MSC 3<sup>rd</sup> Semester**  
**Industrial Organizational Psychology**

**Course Title: Organizational Behavior**  
**Course Code: Py-412**  
**Credit Hour: 3**  
**Teacher: Riffat Zahir**

### **Course Description**

Organizational Behavior is the aggregate of human behavior, attitudes, and performances within organizational setting; drawing on theory, methods, and principles from such disciplines as psychology, sociology, and cultural anthropology to learn about individual, groups, structure, and processes. Organizational Behavior primarily focuses on understanding the behavior of people in organizations and concerns of management such as employee productivity, the quality of work life, job stress, and career progression. The discipline of OB also focuses on the analysis of effective leadership styles, organizational culture, design and change.

### **Course Objectives**

This course will help students to understand and learn about behavior and management within work settings. It will also facilitate to comprehend the interplay of motivation, individual differences, and intergroup conflicts in organizational functioning and its effectiveness. Enable the students to develop in-depth conception of varying determinants like organizational stress, job design, organizational culture and processes in implementing total quality management. Organizational Behavior would also facilitate in grasping the indispensable issues of leadership, organizational change, and innovation. Moreover, this course assists in the emergent perceptives of ever changing economical scenarios and its aftermath within the indigenous context.

### **Distribution of Sessional Marks**

Class Participation	05 Marks
Quizzes (3)	45 (15 Marks Each)
Organizational Case Study	15 Marks
Class Presentation	10 Marks
<b>Total</b>	<b>75 Marks</b>

## Course Outline

Weeks	Topics
1	<b>Field of Organizational Behavior</b> <ul style="list-style-type: none"> <li>• Introduction to organizational behavior</li> <li>• Selected functions of management</li> <li>• Contributing disciplines to the field</li> </ul>
2 - 3	<b>Organizational Culture</b> <ul style="list-style-type: none"> <li>• Influencing culture change</li> <li>• Socialization and culture</li> <li>• Understanding individual differences in work behaviors</li> <li>• Content approaches of motivation</li> <li>• Process approaches of motivation</li> </ul>
4-5	<b>Evaluation, Feedback, and Reward System</b> <ul style="list-style-type: none"> <li>• Evaluation of performance</li> <li>• Performance evaluation feedback</li> <li>• Model of individual rewards</li> </ul>
6-7	<b>Organizational Stress</b> <ul style="list-style-type: none"> <li>• Work stressors</li> <li>• Stress outcomes</li> <li>• Stress prevention &amp; management</li> </ul>
8 - 9	<b>Group Behavior &amp; Interpersonal Influence</b> <ul style="list-style-type: none"> <li>• Intergroup conflict</li> <li>• Dysfunctional groups</li> <li>• Conflict resolution</li> <li>• Negotiations</li> </ul>
10	<b>Organizational Power and Politics</b> <ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Illusion of power</li> <li>• Ethics, power, &amp; politics</li> </ul>
11-12	<b>Leadership and Leadership Development</b> <ul style="list-style-type: none"> <li>• Trait approaches</li> <li>• Behavioral approaches</li> <li>• Modern theories of leadership</li> <li>• Multicultural leadership</li> </ul>
13-14	<b>Organizational Design</b> <ul style="list-style-type: none"> <li>• Organizational design models</li> <li>• Parameters of organizational design</li> <li>• Virtual organizations</li> <li>• Multinational structure &amp; design</li> </ul>
15-16	<b>Class Presentations</b>

## Reading Material

Bowditch, J.L. & Buono, A.F. (2005). *A primer on organizational behavior* (6th ed). NY: John Wiley & Sons.

Hellriegel, D. & Slocum, J.W. (2010). *Organizational behavior* (13th ed.). Belmont, CA : Thomson/SouthWestern

Griffin, R. & Moorhead, G. (2014). *Organizational behavior: Managing people and organizations* (11th ed.). South-Western.

Muchinsky, P. M. and Culbertson, S. S. (2015). *Psychology applied to work* (11<sup>th</sup>Edition). Hypergraphic Press.

Robbins, S.P. & Judge, T.A. (2014). *Organizational behavior* (16th ed.). Upper Saddle River, N.J.: Pearson/Prentice Hall.

Wagner, J. A., & Hollenbeck, J. R. (2010). *Organizational behavior: Securing competitive advantage*. New York: Routledge.



**Course Title: Human Resource Management**  
**Course Code: Py-402**  
**Credit Hours: 3**  
**Teacher: Sara Imtiaz**

### **Course Description**

The course will provide the students with an overview of human resource management functions and the role management plays to ensure organizational effectiveness by coordinating people related activities. Students will explore topics such as strategic HRM, employee selection procedures, training and development, issues related to employee morale, performance evaluation and health and safety issues. Through lectures, experiential exercises and case study analysis student will gain handful knowledge about HRM practices.

### **Course Objectives**

Specifically the course aims to achieve following objectives:

- Explain the role and importance of human resource functions in organizations.
- Describe the purpose and process of designing and analyzing jobs, determining relative worth of jobs and how organization compensates employees.
- Describe the human resource planning, recruitment, and selection process.
- Explore the purpose and benefits of effective orientation, training, career development and performance management programs.
- Discuss the importance of effective employee and labor relations and how organizations create positive and safe work environments.

### **Distribution of Sessional Marks**

2 Sessional Tests	40 Marks (20 Marks Each)
1 Quiz	10 Marks
1 Project Presentation)	25 Marks (15 Marks Write-Up + 10 Marks

## Course Outline

Week	Topic
1	<p><b>Understanding HRM</b></p> <ul style="list-style-type: none"> <li>• Introduction to HRM</li> <li>• Understanding Cultural Environments</li> <li>• The Changing World of Technology</li> <li>• Workforce Diversity</li> <li>• Continuous Improvement Programs</li> <li>• Other HRM Challenges</li> </ul>
2	<p><b>Fundamentals of Strategic HRM</b></p> <ul style="list-style-type: none"> <li>• Why Is HRM Important to an Organization?</li> <li>• The HRM Functions</li> <li>• Structure of the HRM Department</li> <li>• HR Trends and Opportunities</li> <li>• HRM in an Entrepreneurial Enterprise</li> <li>• HRM in a Global Environment</li> <li>• HR and Corporate Ethics</li> </ul>
3-4	<p><b>Human Resource Planning and Job Analysis</b></p> <ul style="list-style-type: none"> <li>• An Organizational Framework</li> <li>• Linking Organizational Strategy to Human Resource Planning</li> <li>• Job Analysis               <ul style="list-style-type: none"> <li>• Structured Job Analysis Techniques</li> <li>• Purpose of Job Analysis</li> </ul> </li> </ul> <p>The Multifaceted Nature of Job Analysis</p> <ul style="list-style-type: none"> <li>• Job Design</li> <li>• Job Enrichment</li> <li>• Flexible Work Schedules</li> <li>• Job Design and Teams</li> </ul>
5	<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Recruiting Goals</li> </ul>

	<ul style="list-style-type: none"> <li>• Recruiting Sources</li> <li>• Recruiting: A Global Perspective</li> </ul>
6-7	<p><b>Selection</b></p> <ul style="list-style-type: none"> <li>• <i>The Selection Process</i> <ul style="list-style-type: none"> <li>• Initial Screening</li> <li>• Completing the Application Form</li> <li>• Pre-employment Testing</li> <li>• Comprehensive Interviews</li> <li>• Realistic Job Previews</li> <li>• Conditional Job Offers</li> <li>• Background Investigation</li> <li>• Medical / Physical Examination</li> <li>• Job Offers</li> <li>• The Comprehensive Approach</li> </ul> </li> <li>• Selection from a Global Perspective</li> </ul>
8-10	<p><b>Training and Development</b></p> <ul style="list-style-type: none"> <li>• <i>Socializing, Orienting, and Developing Employees</i> <ul style="list-style-type: none"> <li>• The Insider-Outsider Passage</li> <li>• The Purpose of New-Employee Orientation</li> <li>• Employee Training</li> <li>• Employee Development</li> <li>• Organization Development</li> <li>• Evaluating Training and Development Effectiveness</li> <li>• International Training and Development Issues</li> </ul> </li> <li>• <i>Managing Careers</i> <ul style="list-style-type: none"> <li>• What Is a Career?</li> <li>• Career Development: Value for the Organization</li> <li>• Career Development: Value for the Individual</li> <li>• Mentoring and Coaching</li> <li>• Traditional Career Stages</li> <li>• Career Choices and Preferences</li> <li>• Enhancing Your Career</li> </ul> </li> </ul>

11-14	<p><b>Maintaining High Performance</b></p> <ul style="list-style-type: none"> <li>• <i>Establishing the Performance Management System</i> <ul style="list-style-type: none"> <li>• Survey Research Design</li> <li>• Performance Management Systems</li> <li>• Performance Management and EEO</li> <li>• The Appraisal Process</li> <li>• Appraisal Methods</li> <li>• Factors That Can Distort Appraisals</li> <li>• Creating More Effective Performance Management Systems</li> <li>• The Performance Appraisal Meeting</li> <li>• International Performance Appraisal</li> </ul> </li> <li>• <i>Establishing Rewards and Pay Plans</i> <ul style="list-style-type: none"> <li>• Compensation Administration</li> </ul> </li> </ul> <p>Job Evaluation and the Pay Structure</p> <ul style="list-style-type: none"> <li>• Special Cases of Compensation</li> </ul> <p>Executive Compensation Programs</p> <ul style="list-style-type: none"> <li>• International Compensation</li> <li>• <i>Employee Benefits</i> <ul style="list-style-type: none"> <li>• Legally Required Benefits</li> <li>• Voluntary Benefits</li> <li>• Retirement Benefits</li> <li>• Paid Time Off</li> <li>• Survivor Benefits</li> <li>• Employee Services and Family-Friendly Benefits</li> <li>• An Integrative Perspective on Employee Benefits</li> </ul> </li> <li>• <i>Ensuring a Safe and Healthy Work Environment</i> <ul style="list-style-type: none"> <li>• Need for safety</li> <li>• Safety programs</li> <li>• Contemporary Health and Safety Issues</li> <li>• Stress management</li> <li>• Employee Assistance Programs</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• International Safety and Health</li> </ul>
15-16	<b>Presentations</b>

### References

DeCenzo, D.A., & Robbins, S.P. (2010). Human Resource Management (10th Ed.). New York; Wiley.

Bolander; G., Snell, C. and Sherman, A. (2001). Managing Humane Resources. Cincinnati, OH: South- Western.

Byars, L. L. and Rue, L. W. (2006). Humane Resource Mangement. Boston, MA; Irwin McGraws- Hill.

Cascio, W. (2003). Managing Humane Resources. New York: McGraw-Hill.

Anthony W. P., Kacmar, K.M. & Perrewe, P. R. (2002). Human Resource Management. Fort Worth, TX: Harcourt College Publishers.

Jyothi P., Venkatesh D.N. (2006). Human Resource Management. Oxford University Press.

Noe A. Raymond, Hollenbeck R. John, Gerhart Barry & Wright M. Patrick (2003). Human resource management: Gaining a Competitive Advantage; Irwin McGraw-Hill.

**Course Title: Consumer Behaviour**  
**Course Code: PY-413**  
**Credit Hours: 3**  
**Teacher: Dr. Sobia Masood**

### Course Description and Course Objectives

This course introduces the student to the influence that consumer behavior has on marketing activities. Students will apply theoretical concepts to marketing strategies and decision-making. Topics include consumer and marketing segments, environmental influences, individual determinants, decision processes, information research and evaluation. In this course we will examine how and why consumers behave the way that they do. We will explore our intuitions about our own behaviour. We will learn about theories developed in marketing, psychology, and other behavioural sciences. And we will learn how to use these theories to predict how consumers will respond to different marketing activities. The goal of this course is not only to impart knowledge about a body of research but also to help you to develop your own interests and preferences in consumer behaviour related issues.

### Distribution of Sessional Marks

4 quizzes	60 Marks
Project + Presentation	15 Marks
<b>Total</b>	<b>75 Marks</b>

### Course Outline

Topics to be Taught	Assignment / Tests Dates
Defining Consumer Behavior Development of the Marketing Concept Marketing Ethics and Social Responsibility Market Segmentation Consumer Research	Quiz 1
Consumer Decision Making Process	Quiz 2
Consumer Motivation Consumer Perception Consumer Learning Consumer attitude formation and change Personality and consumer behaviour	Quiz 3
Reference groups and family influences	Quiz 4

Social class and consumer behaviour The influence of culture and subculture on consumer behaviour Cross-cultural consumer behaviour: an international perspective	
Introduction to Marketing Developing Of Product (Presentation) <ul style="list-style-type: none"> <li>• Product Pricing (Presentation)</li> <li>• Product Distribution (Presentation)</li> <li>• Product Promotion (Presentation)</li> </ul>	Project Submission
<b>Recap of the Course</b>	

### Reading Material

Schiffman, L. G., & Kanuk, L. L. (9th Ed.) (2007). Consumer Behavior. Delhi: Dorling Kindersley Pvt. Ltd

Blackwell, R., Souza, D., Taghian, M., Miniard, P. & Engel, J. (2007). Consumer Behavior: An Asia Pacific Approach. Thomson, USA.

Assail, H. (5th Ed.) (1995). Consumer behavior & marketing action. New York: South Western College Publishing.

**MSC 3<sup>rd</sup> Semester**  
**(Course Outline for Data Analysis for Course For All Specialization**  
**EP, DP &IO)**



**Course: Title: Data Analysis**  
**Course Code: Py-318**  
**Credit Hours: 3**  
**Teacher: Raiha Aftab**

### Course Description

The course data analysis in research has been designed to link the various aspects of research together. The student have been oriented to applied statistics, applied research, made familiar with terms and concepts of psychometrics. This course helps students understand the practical aspects of conceptualizing a research, coining the conceptual framework, collecting data, and conducting appropriate analysis to find meaningful results.

### Course Objectives

Be able to understand how different aspects of research come together. Be able to understand and take appropriate statistical procedures and decisions be able to interpret basic statistics tables Understand the salient features of a research report.

### Distribution of Sessional Marks

Sessionals (10 + 10 + 10) = **30 Marks**  
Lab Participation **5 Marks**  
Final Project **40 Marks**

Test dates are last class of the respective week, unless otherwise notified.

### Course Outline

Weeks	Topics to be taught	Assignment/ Tests Dates
1	Introduction to the course outline and discussion on course content and schedule of sessionals.	
2	The research process; designing a psychological study	
3	A detailed orientation to SPSS	Test 1
4	Developing a code book; Preparing a data file; Screening and cleaning the data	
5	Data exploration: Descriptive statistics, Reliability testing	
6	Graphical representation of data	Test 2

7	Lab session: Coding data; Entering data into SPSS and preparing files for data for manipulation	
8	Manipulating data	
9	Hypothesis testing: One sample t-test, Independent sample t-test, Paired sample t-test	
10	Analysis of Variance (ANOVA)	
11	Correlation (types, uses, and reporting)	
12	Linear Regression (Simple and Multiple)	
13	Mediation and Moderation; Reporting results according to APA 6 <sup>th</sup> Edition	Test 3
14	Analyzing qualitative data: Introduction to methods and techniques	
15	Finalization and discussion of final project	

## Reading Material

### Books

Field, E. (2013). *Discovering Statistics Using SPSS* (4th ed.). London: Sage Publications.

Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS*. Maidenhead: Open University Press/McGraw-Hill.

Recommended Reading (of high quality, useful to supplement further learning)

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.

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

And following websites:

<http://www.statsoft.com/>

<http://hsc.uwe.ac.uk/dataanalysis/>

<http://www.ats.ucla.edu/stat/spss/>

<http://quantpsy.org/calc.htm>

<http://www.facebook.com/nip.DATAcon>

## **MSC 4<sup>TH</sup> Semester**

**Course Title: Health Psychology**  
**Course code: PY-485**  
**Credit Hours: 3**  
**Teacher: Dr Nelofar Kiran Rauf**

### **Course Description**

Health psychology is the aggregate of educational, scientific, and professional contributions to the discipline of psychology in the promotion and maintenance of health, prevention and treatment of illness, and related dysfunction as well as identification of etiologic and diagnostic correlates of health. Health psychology primarily focuses on analysis and improvement of health care system and health policy information.

### **Course Objectives**

This course will help students to understand the interplay of physiological and psychological determinants in illness and managing health care systems. Develop comprehension of varying factors like personality dispositions, genetic, social and environmental attributes in illness and maintenance of health. Health psychology would also facilitate in grasping the fragile issues of terminating illness, pain, and bereavement. Moreover, this course assists in emergent perceptives of disease and its aftermath during different stages of life span.

### **Distribution of Sessional Marks**

Quiz (3)	45 (15 marks each)
Assignment	10 marks
Presentations	15 marks
Total	75 marks

## Course Outline

Weeks	Topics	Evaluation Schedule
1	<b>Introduction to Health Psychology: Basic Issues and Processes</b> <ul style="list-style-type: none"> <li>• What is health?</li> <li>• Current Perspectives on Health and Illness</li> <li>• What is health Psychology?</li> <li>• Conducting research in health psychology</li> </ul>	
2	<b>Stress-Its meaning, Impact and Sources</b> <ul style="list-style-type: none"> <li>• Stress in daily life</li> <li>• Biopsychosocial Aspects of Stress</li> <li>• Sources of stress throughout life</li> <li>• Measuring Stress</li> </ul>	
3, 4	<b>Stress, Biopsychosocial Factors and Illness</b> <ul style="list-style-type: none"> <li>• Psychosocial modifiers of stress</li> <li>• How stress affects health</li> <li>• Psychophysiological Disorders</li> <li>• Stress and Cardiovascular Disorders</li> <li>• Stress and Cancer</li> </ul>	Quiz 1
5	<b>Coping With and Reducing Stress</b> <ul style="list-style-type: none"> <li>• Coping with stress</li> <li>• Reducing the potential for stress</li> <li>• Reducing stress reactions: Stress Management</li> </ul>	
6	<b>Physical Symptoms: Pain and Discomfort</b> <ul style="list-style-type: none"> <li>• What is Pain</li> <li>• Theories of pain</li> <li>• Biopsychosocial Aspects of Pain</li> </ul>	Assignment
7	<b>Managing and Controlling Clinical Pain</b> <ul style="list-style-type: none"> <li>• Clinical Pain</li> </ul>	

	<ul style="list-style-type: none"> <li>• Medical treatments for pain</li> <li>• Behavioral and Cognitive methods for treating pain</li> <li>• Hypnosis and Interpersonal Therapy</li> <li>• Physical and Stimulation Therapies for Pain</li> </ul>	
8,9	<p><b>Serious and Disabling Chronic Illnesses: Causes, Management and Coping</b></p> <ul style="list-style-type: none"> <li>• Adjusting to a chronic Illness</li> <li>• Impact of different Chronic Conditions</li> <li>• Psychosocial Interventions for People with Chronic Conditions</li> <li>• Death</li> </ul>	Quiz 2
10,11	<p><b>Heart Disease, Stroke, Cancer and AIDS: Causes, Management and Coping</b></p> <ul style="list-style-type: none"> <li>• Coping with and adapting to High-Mortality Illness</li> <li>• Heart Disease</li> <li>• Stroke</li> <li>• Cancer</li> <li>• AIDS</li> <li>• The Survivors: And Life Goes On</li> </ul>	Presentations
12	<p><b>Health-Related Behaviors and Health Promotion</b></p> <ul style="list-style-type: none"> <li>• Health and Behavior</li> <li>• What determines people's health-related behavior?</li> <li>• Developmental, Gender and sociocultural factors in Health</li> <li>• Programs for Health Promotion</li> </ul>	Health-Promotion Projects
13,14	<p><b>Behavioral Health</b></p> <ul style="list-style-type: none"> <li>• Preventing Injuries</li> <li>• Drug Abuse</li> <li>• Eating and Weight</li> <li>• Exercising</li> </ul>	
15	<p><b>Future of Health Psychology and Recapitulation</b></p>	

## Reading Material

### **Books:**

Sarafino, E. P. & Smith, T. W. (2012). *Health Psychology: Biopsychosocial interactions*. (7<sup>th</sup> ed.). London: Wiley.

Brannon, L. & Feist, J. (2007). *Introduction to Health Psychology*. Cengage Learning.

Dimatteo, M. R., & Martin, L. R. (2002). *Health Psychology*. New York: Pearson Publishers.

Taylor, S. E. (2003). *Health Psychology*. New York: McGraw Hill.

All available journals in NIP Library (for reference)

**Course: Title: Clinical Psychology**  
**Course Code: Py-486**  
**Credit hours: 3**  
**Teacher: DR SYEDA RAZIA BUKHARI**

**Distribution of Sessional Marks**

Assignment	20 Mark
Class ppt	15Marks
Sessional	20 Marks
Quizzes	10 Marks
Quizzes	10 Marks

**Course Outline**

Weeks	Topics	Evaluation Schedule
	<b>Clinical Psychology: An Introduction</b> <ul style="list-style-type: none"> <li>Historical Overview of Clinical Psychology</li> <li>Current Issues in Clinical Psychology</li> <li>Research Methods in Clinical Psychology</li> <li>Diagnosis and Classification of Psychological Problems</li> </ul>	
	<b>Clinical assessment</b> <ul style="list-style-type: none"> <li>Diagnosis and classification of Issues DSM 5</li> <li>The Clinical Interview</li> <li>The Assessment of Intelligence and neuropsychological assessment</li> <li>Personality and Behavioral Assessment</li> </ul>	
	<b>Psychological Interventions Psychotherapies:</b> <ul style="list-style-type: none"> <li>General issues in psychotherapies</li> <li>The Psychodynamic psychotherapy</li> <li>Humanistic psychotherapies</li> <li>Behavioral psychotherapies</li> <li>Cognitive psychotherapies</li> <li>Group and Family Therapy</li> <li>Marital and Couples psychotherapy</li> <li>Stress and Cancer</li> </ul>	Quiz 1
	<b>DSM 5 Case Formulation using the integrative model</b>	



	<ul style="list-style-type: none"><li>• The shape of a formulation</li><li>• The bio-psychosocial model</li><li>• The five ps</li></ul>	
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### Reading Material

Andrew M. Pomerantz (2013). *Clinical Psychology: Science, Practice, and Culture: DSM-5 Update*. (3rd ed.) SAGE Publications.

American psychiatric Association.(2013). *Diagnostic and Statistical Manual of Mental Disorders*. (5<sup>th</sup>ed.). Washington, DC.

**Mphil (1<sup>st</sup> Semester)/PhD Program**

**Course Title: Applied Statistics**  
**Course Code: Py-602**  
**Credit hours: 03**  
**Teacher: DR Anila Kamal**

#### Course Description

The goal of this course is to help students develop their abilities to use statistics in their research projects. The student will practice analytical techniques using data sets from psychological as well as social sciences projects.

#### Course Objectives

The objectives of this course are to train students to be able to identify the appropriate analysis techniques, conduct the analysis, interpret and report the results. After completion of this course the students will be able to master the data management skills needed for analyzing real data. They will also be better prepared to interpret research finding in scientific articles.

#### Grading System

#### EVALUATION

Total Marks: 100

Sessional Marks: 50

Terminal Marks: 50

Subdivision of Sessional Marks

1. Sessional Test-I Marks 10 (Orientation to the basic concepts in statistics)
2. Sessional Test-II Marks 20 (Probability)
3. Sessional Test-III Marks 20 (Statistical Methods of Testing Differential)

Course Outline

Weeks	Topics	Evaluation Schedule
Weeks 1	<i>-Orientation to the Basic Concepts in Statistics</i>	
Weeks 2	<i>-Probability Theory and Probability Distributions</i>	Sessional-I
Weeks 3	Probability Theorems Permutations and combinations	
Weeks 4	Binomial Distribution	
Weeks 5	Normal Distribution	
Weeks 6	<i>-Statistical Methods of Testing Differential Hypothesis</i>  Null and Alternative Hypothesis  Types of Errors  Level of Significance  Directional and Non directional Tests	Sessional-II
Weeks 7	Z-test  t-test	
Weeks 8-9	Chi-square test  -Analysis of Variance	
Weeks 10	<i>-Statistical Methods of Testing Relational Hypothesis</i> Pearson Product Moment Correlation Point Biserial Correlation  Biserial Correlation	

Weeks 11	Phi Coefficient / Fourfold Coefficient  Tetrachoric Correlation  Partial Correlation  Multiple Correlation	Sessional-III
Weeks 12	Spearman Rank Order Correlation  Kendall's Tau Correlation  Kendall's Coefficient of Concordance	
Weeks 13	Regression: Method of Least Square	
Weeks 14-15	Exploratory and Confirmatory Factor Analysis	
Weeks 16	<i>Non Parametric Analysis</i>  Introduction to non parametric analysis	

### Reading Material

Bernard, H.R., Wutich, A., Ryan, G.W. (2017). *Analyzing Qualitative Data: Systematic Approach*. CA: Sage.

Clayton, K. N. (1984). *An Introduction to Statistics*. London: Charles E. Merrill Publishing Company.

Ferguson, G. A. & Takane, Y. (1989). *Statistical Analysis in Psychology and Education*. Singapore: McGraw Hill.

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

Howell, D.C. (2011). *Fundamental Statistics for the Behavioral Science*. Australia: Wadsworth Cengage Learning.

Olson, C. L., & Picconi, M. J. (1983). *Statistics for business decision making*. NJ: Scott, Foresman, & Company.

Siegel, S. (1956). *Nonparametric statistics for the behavioral sciences*. NY: McGraw Hill.

Walpole, R. E. (1982). *Introduction to statistics*. NY: Macmillan Co.

Yaremko, R. M., Harari, H., Harrison, R. C., & Lynn, E. (1982). *Reference handbook of research and statistical methods in psychology*. London: Harper & Row.

**Course Title: Applications of Contemporary Data Analysis Tools**

**Course Code: PY-630**

**Credit hours: 03**

**Teacher: Jamil A. Malik (PhD)**

**Course Description**

The course is designed to transfer knowledge and skills of various computer softwares used in research report writing and data analysis. The course covers literature search and citation management to advance analyses and report writing. Students will be oriented to Endnote for citation management. Qualitative Data Analysis will be taught using N-vivo and quantitative data analysis will be covered through SPSS, and AMOS. A detailed orientation of SPSS includes data exploration, manipulation, and complex data analysis techniques. The course is aimed to give students an understanding of data handling and data mining. The course is assumed to enable research students to design and test their own models.

**Course Objectives**

Objectives of the course are to maximize technology use in research students by equipping them with latest techniques and methods to facilitate their research projects.

**Distribution of Sessional Marks**

**3 Class quiz**

**15+15+20 (50 marks)**

Test days are last class of the respective week, unless otherwise notified

**Course Outline**

<b>Weeks</b>	<b>Topics to be taught</b>	<b>Assignment / Tests Dates</b>
1	Introduction to softwares frequently used in research <ul style="list-style-type: none"><li>• Experimentation</li><li>• Analysis</li><li>• Reference Managers</li><li>• Presentation</li><li>• Anti-Plagiarism (Use of Turnitin)</li></ul>	
2	Citation Manager (End Note) <ul style="list-style-type: none"><li>• Endnote Library</li><li>• Cite while you write</li><li>• Generating Bibliography</li></ul>	

	<ul style="list-style-type: none"> <li>• Formatting and editing references</li> <li>• DEMONSTRATION on ENDNOTE</li> </ul>	
3	<p>Qualitative Data Analysis (N-Vivo)</p> <ul style="list-style-type: none"> <li>• N-vivo Project</li> <li>• Method of Data input</li> <li>• Coding, clustering, and Generating Reports</li> <li>• DEMONSTRATION</li> </ul>	Test-I
4 & 5	<p>Quantitative Data Analysis (SPSS): A review of basics</p> <ul style="list-style-type: none"> <li>• Data Input, Data Exploration, Checking Assumptions</li> <li>• Data Manipulation, Computation, Handling Missing Data</li> <li>• Working with SPSS Syntax</li> <li>• DEMONSTRATION</li> </ul>	
6	<p>Conventional Quantitative Analysis (CQA)</p> <ul style="list-style-type: none"> <li>• Comparing Means (Two means &amp; Several Means – <i>t-test</i> &amp; <i>ANOVA</i>)</li> <li>• Correlation and Linear Regression</li> </ul>	Test-II
7	<p>Some More CQA</p> <ul style="list-style-type: none"> <li>• Exploratory Factor Analysis</li> </ul>	
8	<p>Unconventional Quantitative Analysis UCQA with SPSS</p> <ul style="list-style-type: none"> <li>• Mediation and Moderation (Concept &amp; Application)</li> <li>• DEMONSTRATION</li> </ul>	Test-III
9	<p>Model Testing</p> <ul style="list-style-type: none"> <li>• Introduction to Structural Equation Modeling (<i>SEM</i>)</li> </ul>	
10	<p>Model Testing</p> <ul style="list-style-type: none"> <li>• Orientation to Softwares for SEM (AMOS &amp; Mplus)</li> <li>• DEMONSTRATION</li> </ul>	
11- 12	<p>Model Testing</p> <ul style="list-style-type: none"> <li>• Conventional Testing in Unconventional Way (Simple models)</li> <li>• DEMONSTRATION</li> </ul>	
13-14	<p>Model Testing</p> <ul style="list-style-type: none"> <li>• Latent Variable Modeling</li> <li>• Confirmatory Factor Analysis</li> <li>• Model Modifications</li> </ul>	
15	<p>Model Testing</p> <ul style="list-style-type: none"> <li>• Complex Model Testing (Hybrid Models)</li> <li>• Testing for Generalization (Equality Constraints)</li> </ul>	
16	<p>APA 6<sup>th</sup> Publication Manual</p> <ul style="list-style-type: none"> <li>• Reporting results according to APA 6<sup>th</sup> Edition</li> <li>• A revision of course content</li> </ul>	



## Reading Material

### Books:

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4<sup>th</sup> ed.). London: Sage Publications.

Hayes, Andrew F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*: Guilford Press.

Nvivo9 Getting Starting Guide (2011), QSR, International Pty Ltd.

Advance Your Research and Publish Instantly, Endnote X5 User Guide (2011), Thomson Reuters.

Byrne, B. M. (2009). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*: CRC Press.

### Internet sources

- <http://www.statsoft.com/>
- <http://hsc.uwe.ac.uk/dataanalysis/>
- <http://www.ats.ucla.edu/stat/spss/>
- <http://quantpsy.org>
- <http://www.facebook.com/nip.DATAcon>

**Course Title: Adolescents Behavioural Problems**  
**Course Code: Py-623**  
**Credit Hour: 3**  
**Teacher: Dr. Humaira Jami**

### **Course Description**

The course aims at flourishing the knowledge related to adolescents behavioral problems in developmental context, risk and protective factors, theoretical underpinning, and management perspectives.

### **Course Objectives**

Main objective of this course is to give breadth and depth of information related to behavioral manifestations of psychopathology among adolescents, and their developmental nature. Emphasis will be only those problems that emerge or are significantly recognized at this stage of development. This is to make students acquainted with behavioral symptoms, epidemiology, etiological factors, and recommended management plans. Learning will be experiential, evidence, and community based.

### **Distribution of Sessional Marks**

**Sessional exam** (100 marks later to be reduced to 50 marks)

- Three Tests (20 marks each)
- Adolescent Development (group presentations) (15 marks)
- Assessment based Project (Group Assignment) (15 marks)
- Response Paper on Movie (10 marks)

**Terminal exam** (100 marks later to be reduced to 50 marks)

- Diagnosing the problem after reading case studies, including pinpointing the symptoms on the basis of which they are giving diagnosis.
- MCQs
- Short question answers not more than five marks.

## Course Outline

Units	Topics to be taught	Weeks
<b>(Behavioural symptoms, etiology and risk factors, and management approaches)</b>		
	<b>Introduction</b> Self-reflection Evidence and community based approach	1
Unit 1	Adolescent Development and Influences: Transition from Childhood to Adulthood (Interactive Group Presentations)	2-3 week
Unit 2	Oppositional Defiance	4 week
Unit 3	Conduct Problems/ Delinquency	5-6 week
Unit 4	Cyberbullying/victimization	7 week
Unit 5	Depression and Suicide	8-9 week
Unit 6	Anxiety related problems	10-11 week
Unit 7	Substance Use	12 week
Unit 8	Eating problems	13 week
Unit 9	Gender Dysphoria	14 week
Unit 10	Sexual Problems	15 week
	Group Project on Assessment (Poster Presentations)	16

## Reading Material

All Developmental Psychopathology and Adolescents' behavioural problem related books (latest for past 10 years only)

Research articles in meta-analysis and systematic review

**Adolescent Development and Influences: Transition from Childhood to Adulthood(Interactive Group Presentations)**

1. Biological,
2. Physical,
3. Sexual,
4. Cognitive,
5. Emotional,
6. Social,
7. Behavioural

Members of a team: 4 students each

Aim: Guided group discussion on each domain of development focusing at understanding 1) respective developmental changes in adolescents phase, 2) how it is different from childhood and adulthood, (3) major influences that effect particular domain of development, (4) challenges faced.

Time: 45 Min. for knowledge sharing with class (Max)

Write up: Max. 15 pages, 12 font, Times new roman, 1.5 spacing, APA 6 for formatting text citations and references.

Content: Covering headings as given in Aim. Max 10 references of meta-analysis or systematic review papers on respective domain.

Marking: Relative

**Assessment of Problem**

Each team will be assigned a problem as given in course outline. They will be required to prepare an assignment on Assessment of that problem to help in diagnosing among adolescents.

**Task:**

1. Teams will search for assessment tools (Min. 5) for their respective problem and will compile these in a form of a booklet with an overview of each measure, cross-cultural evidence of its use, psychometric properties, access and permission, limitations and issues, translations available, etc.
2. The team will administer one of a comprehensive measure of the respective problem on group of adolescents from at risk population and will compile results to share with class in presentation and report in assignment.

## **Write Up**

1. Section 1: An overview of nature of assessment to be carried out for respective problem for diagnosing, assessing underlying causes, ruling out other related psychological and medical problems, and planning treatment.
2. Section 2: Compilation of assessment tools as mentioned above (in Task). All details given there must be covered.
3. Section 3: Reporting of prevalence of problem among group of adolescents, tools used, reporting of results, and discussion of findings. Can be reported in tabular and graphical form.

Members of a team: 3-4 students each

Aim: Understanding the assessment of each behavioral problem of adolescents and get an evidence of the prevalence of behavior among at risk adolescents from community setting.

Time: Poster Presentations

Length of Write Up:

1. Section 1: 2- 3 pages on nature of assessment required and why with references.
2. Section 2: Min. overview of 5 measures/tools attached in booklet with details as mentioned above along references.
3. Section 3: Max 5 pages on prevalence of problem in community sample (at risk) of adolescents and discussion.

12 font, Times new roman, 1.5 spacing, APA 6 for formatting text citations and references.

Marking: Between and within group evaluation will be carried out on the basis of write up and presentations.

**Course Title: Psychology of Attitudes and Opinions**  
**Course Code: Py-610**  
**Credit Hour: 3**  
**Teacher: Dr. Rubina Hanif**

**Course Description & Objectives**

The course is designed to transfer knowledge of the current concepts and theories that attempt to explain the attitudes and opinions of the individual in society. Social psychologists are beginning to find empirical answers to such age-old questions i.e., . What determines our likes and dislikes – our attitudes – about people, objects, and ideas? Are we in control of our attitudes? Are we responsible for them? How do we form attitudes about entire groups of people, and can those attitudes ever be changed? Is it possible to have attitudes we're not even aware of? This course will provide an overview of these findings, as well as the questions still left unanswered, regarding the attitude construct, measurement of attitudes, attitude change via persuasive communication, and the ways attitudes influence human thought and behavior. We will pay particular attention to deeply-held moral and political attitudes, and recent developments in attitude measures.

**Distribution of Sessional Marks**

3 Sessional Test	30 (10 + 10+10=30 marks)
Field work & Report	10 marks
Attitude Assessment presentation	10 marks

*Note: Field project will be a group activity based on any selected social psychological issue faced by Pakistani society.*

**Course Outline**

Weeks	Topics to be taught	Assignment/ Tests Dates
1-2	<p><b>1. Background: History and concepts</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Attitudes vs other constructs</li> <li>• Structure and Function of Attitudes and Opinions</li> </ul>	
3-5	<p><b>2. Measurement of attitudes</b></p> <ul style="list-style-type: none"> <li>• Explicit measures</li> <li>• Implicit measures</li> </ul>	Sessional Test-1
6-7	<p><b>3. Attitude Formation</b></p>	Sessional

	Factors and determinants Theories and Perspectives	Test-2
8-10	<b>4. Attitude Change</b> Influencing Factors Theories of attitude change	Sessional Test-3
11-16	<b>5. Attitudes and opinions on Contemporary issues</b> Social issues Political issues Environmental issues Academic Issues Global Issues	

### Reading Material

**Books:**

**Journals:**