

Scheme of studies

Spring 2017

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Centre of Excellence

Quaid-i-Azam University

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Contents

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 Spring 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 3rd 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:English Language Proficiency

Course code: EN-001

Credit Hours : 3

Program: M.Sc. I (Spring Semester, 2017)

Teacher: Aasiya Rafique Malik

Course Description

This course will introduce students to the critical reading, thinking, speaking and writing. Students will practice writing common forms of academic documents that will not only enable them to complete their studies but also enable them to write research articles and thesis. The primary focus of this interactive class will be to provide the students opportunities to improve their Reading and Writing skills.

Course Objectives

Students will be able to: 1. paraphrase, summarize, and respond to academic texts 2 use academic language (discourse and vocabulary) appropriately in a variety of written genres 3. recognize rhetorical patterns of organization and apply them in writing 4 synthesize sources in academic discourse 5. use appropriate style and grammar 6.learn to edit their own writing

Distribution of Sessional Marks

Sessionals (2 each)	40 (20) marks
Assignment	15 marks
Quizes 2	20 marks

Total 75 marks

Course Outline

Weeks	Topics
1--2	<ul style="list-style-type: none">• Introduction of the course• Ice breaking Activity• Parts of speech• Use of articles
3--4	<ul style="list-style-type: none">• Analysis of a sentence• Phrase and clause• Types of sentences• Synthesis of sentences
5--6	<ul style="list-style-type: none">• Change of Narration• Active and Passive voice
7--8	Reading for a purpose <ul style="list-style-type: none">• Skimming• Scanning• Paraphrasing• Summarizing/ Précis writing
9--10	Organization of Writing <ul style="list-style-type: none">• Organizing Paragraphs• Organizing the Main Body• Structure of Introductions• Structure of Conclusions• Argument building in writing

11--12	Organizing Essays for Different Rhetorical patterns <ul style="list-style-type: none"> • Narration • Description • Definition/Analogy • Exemplification and Classification • Comparison and Contrast • Cause and Effect • Persuasion
13—14	<ul style="list-style-type: none"> • How to write a proposal for research paper • How to write a research paper(emphasis on style, content, language, form, clarity, consistency)
15--16	<ul style="list-style-type: none"> • Avoiding plagiarism • Paraphrasing • Citing • Quoting
Sessional Total Marks: 40	Test 1: 1st week of April, 2017 Test 2: 1st week of May, 2017
Assignment Total Marks: 15	Submission Deadline: last week of April, 2016

SUGGESTED READINGS

1. Guse, Jenni.(2011) *Communicative Activities for EAP* :Cambridge Handbook for Language teachers: Cambridge University Press.
2. East wood, John.(2007) *Oxford Practice Grammar*: Oxford University Press.
3. Howe, D.H., and Kirkpatrick, A. T., and Kirkpatrick,D.,L.(2006) *English for Undergraduates*: Oxford University Press.
4. Wren,P.,C., and Martin, M., A.(2005) *High School Grammar and Composition*:S. Chand and Company Ltd.

Course: Applied Statistics (Credit Hours: Three)

Course Code PY-303

Credit Hours: 3

Program: M.Sc I (Spring Semester, 2017)

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	Role of Statistics in Science: Application of Statistics in Psychology <ul style="list-style-type: none">• Statistics Science and Observations• Importance and Applications of Statistics in Psychology• Populations and Samples• Data structures• Variables and Measurement
2	Frequency Distribution and Graphical Presentation of Data <ul style="list-style-type: none">• Introduction• Frequency Distribution Tables• Frequency Distribution Graphs• Shapes of Frequency Distribution• Pie Chart• Histogram• Polygon• Bar Graphs (Multiple Bar Graphs)• Ogive (Curved Graphs)
3	Measure of Central Tendency <ul style="list-style-type: none">• Arithmetic Mean and its properties• Median and its properties• Mode and its properties• Advantages and Disadvantages of Mean, Median, and Mode• When to use which Measure of central tendency

4	<p>Measures of Variability</p> <ul style="list-style-type: none"> • Range • Variance and Standard Deviation • Variance and Standard Deviation for Population • Variance and Standard Deviation for Sample • Comparing Measures of Variability
5	<p>Introduction to z-Scores</p> <ul style="list-style-type: none"> • z-Scores and Location in a Distribution • using z-Scores to Standardize a Distribution • Other Standardized Distributions Based on z-Scores
6	<p>Probability Statistics</p> <ul style="list-style-type: none"> • Definition of Probability • Probability and the Normal distribution • Probabilities and Proportions for Scores from a Normal Distribution
7 & 8	<p>Hypothesis Testing/Tests of Significance</p> <ul style="list-style-type: none"> • Definition of Hypothesis • Classification of Hypothesis • The Logic of Hypothesis Testing • Uncertainty and Errors in Hypothesis Testing
9 & 10	<ul style="list-style-type: none"> • The t Statistic: An Alternative to z • Hypothesis Tests with the t Statistic • Cohen's d Computation and Interpretation
11 & 12	<p>Introduction to Analysis of Variance</p> <ul style="list-style-type: none"> • The Logic of ANOVA • ANOVA Notation and Formulas • The Distribution of F-Ratios • Post Hoc Tests

13	<p>Correlation</p> <ul style="list-style-type: none"> • The Pearson Correlation • Using and Interpreting the Pearson Correlation • Hypothesis Tests with the Pearson Correlation • Alternatives to the Pearson Correlation
14 & 15	<p>Introduction to Linear Equations and Regression</p> <ul style="list-style-type: none"> • Analysis of Regression: Testing the Significance of the Regression Equation • Introduction to Multiple Regression with Two Predictor Variables
16	<p>Chi-Square Statistic: Tests for Goodness of Fit and Independence</p> <ul style="list-style-type: none"> • Parametric and Nonparametric Statistical Tests • The Chi-Square Test for Goodness of Fit • The Chi-Square Test for Independence

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: Social Psychology

Course Code PY-306

Credit Hours: 3

Program: M.Sc I (Spring Semester, 2017)

Teacher: Riffat Zahir

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, 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 Pro-social behavior. Moreover, this course assists in the emergent perceptive of applications of social psychology in varying settings.

Distribution of Sessional Marks

Quizzes (2) 30 (15 Marks Each)

Assignment 1 20 Marks

Assignment 2 20 Marks

Class Participation 05 Marks

Total 75 Marks

Course Outline

Weeks	Topics
1	Introducing Social Psychology <ul style="list-style-type: none">• Definition• Social Psychology and Related Disciplines• How We Do Social Psychology
2-3	The Self in a Social World <ul style="list-style-type: none">• Self-Concept: Who am I?• Perceived Self-Control• Self-Esteem• Self-Serving Bias• Self-Presentation
4	Social Beliefs and Judgements <ul style="list-style-type: none">• How Accurately Do We Explain Others?• How Do We Interpret the World Around Us?• How Well Do We Make Judgments?• Self-Fulfilling Beliefs
5	Behavior and Attitudes <ul style="list-style-type: none">• Do Attitudes Determine our Behavior?• When Does Behavior Determine Attitudes?• Why Does our Behavior Affect our Attitudes?
6	Conformity <ul style="list-style-type: none">• Classic Studies on Conformity• When Do People Conform?• Why Conform?• Who Conforms?

	<ul style="list-style-type: none"> • Resisting Social Pressure
7	<p>Persuasion</p> <ul style="list-style-type: none"> • What Paths Lead to Persuasion? • What Are the Elements of Persuasion? • Real Life Persuasion • How Can Persuasion Be Resisted?
8	<p>Group Influence</p> <ul style="list-style-type: none"> • Social Facilitation • Social Loafing • Deindividuation • Group Polarization • Groupthink • The Influence of the Minority
10-11	<p>Prejudice</p> <ul style="list-style-type: none"> • Nature and Power of Prejudice • Social Sources of Prejudice • Motivational Sources of Prejudice • Cognitive Sources of Prejudice • Consequences of Prejudice
12	<p>Aggression</p> <ul style="list-style-type: none"> • Theories of Aggression • Influences on Aggression • How Can Aggression be Reduced?
13	<p>Attraction and Intimacy: Liking and Loving Others</p> <ul style="list-style-type: none"> • What Leads to Friendship and Attraction? • What Enables Close Relationships? • How Do Relationships End?
14	<p>Helping</p> <ul style="list-style-type: none"> • Why Do We Help? • When Will We Help?

	<ul style="list-style-type: none"> • Who Will Help? • How Can We Increase Helping?
15	<p>Social Psychology in the Clinic</p> <ul style="list-style-type: none"> • What Biases Clinical Judgments? • What Cognitive Processes Accompany Behavior Problems? • What Are Some Social-Psychological Approaches to Treatment? • How Do Social Relationships Support Health and Well-Being?
16	<p>Social Psychology in the Court</p> <ul style="list-style-type: none"> • How Reliable is Eyewitness Testimony? • What Other Factors Influence Judgments?

Reading Material

- Aronson, E. (2011). *The Social Animal* (11th ed.). New York: Worth Publishers.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2015). *Social Psychology* (9th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Crisp, R. J., & Turner, R. N. (2014). *Essential Social Psychology* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Myers, D. G. (2014). *Exploring Social Psychology* (7th ed.). New York: McGraw-Hill.
- Myers, D. G. (2015). *Social Psychology* (12th ed.). New York: McGraw-Hill.
- Smith, E. R., & Mackie, D. M. (2014). *Social Psychology* (4th ed.). Philadelphia, PA: Psychology Press.

Course: Personality Psychology

Course Code PY-307

Credit Hours : 3

Program: M.Sc I (Spring Semester, 2017)

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
Total	75 Marks

Course Outline

Weeks	Topics to be Taught	Assignment / Tests Dates
1	Introduction to field of Personality Psychology <ul style="list-style-type: none">• Defining Personality• Three levels of Personality Analysis• Six Domains of Knowledge About Human Nature• Sources of Personality Data• Contemporary Research in Personality	

2, 3	<p>Domains of Knowledge about Human Nature</p> <p>Dispositional Domain</p> <ul style="list-style-type: none"> • Traits and Trait Taxonomies <ul style="list-style-type: none"> ○ What is trait ○ Methods for identifying traits ○ Taxonomies of Personality • Personality Dispositions over time <ul style="list-style-type: none"> ○ Personality Development, Stability, Change, and Coherence ○ Personality Stability Over Time ○ Personality Change ○ Personality Coherence Over Time 	Quiz 1 (10 Marks)
4, 5	<p>Biological Domain</p> <ul style="list-style-type: none"> • Genetics of Personality <ul style="list-style-type: none"> ○ Heritability ○ Genes and Environment • Physiological Approaches to Personality <ul style="list-style-type: none"> ○ Sheldon’s Physiological Approach ○ Physiologically based dimensions of Personality • Evolutionary Perspectives on Personality <ul style="list-style-type: none"> ○ Evolution and natural selection ○ Human nature ○ Sex differences ○ Individual differences 	Quiz II (15 Marks)
6,7,8	<p>Intrapsychic Domain</p> <p>Psychoanalytic Approaches to Personality</p> <ul style="list-style-type: none"> • Psychoanalytic Approaches to Personality • Ego Psychology 	Quiz III (15 Marks)

	<ul style="list-style-type: none"> • Object Relations Theory <p>Motives and the Dynamics of Personality</p>	
9, 10	<p>Cognitive / Experiential Domain</p> <ul style="list-style-type: none"> • Cognitive Topics in Personality <ul style="list-style-type: none"> ○ Personality revealed through Perceptions ○ Personality revealed through Interpretations ○ Personality revealed through Goals • Emotions and Personality <ul style="list-style-type: none"> ○ Issues in Emotion Research ○ Content of Emotional Life ○ Personality and well-being ○ Style of Emotional Life ○ The Interaction of Content and Style in Emotional Life 	<p>Quiz IV (15 Marks)</p>
11, 12	<p>Social and Cultural Domain</p> <ul style="list-style-type: none"> • Sex, Gender and Personality <ul style="list-style-type: none"> ○ Sex Differences in Personality ○ Masculinity, Femininity, Androgyny, and Sex Roles ○ Theories of Sex Differences • Culture and Personality <ul style="list-style-type: none"> ○ What is Cultural Personality Psychology? ○ Major Approaches to Culture 	
13, 14	<p>Adjustment Domain</p> <ul style="list-style-type: none"> • Personality in relation to stress, coping and adjustment <ul style="list-style-type: none"> ○ Models of the Personality-Illness 	<p>Presentations</p>

	<p>Connection</p> <ul style="list-style-type: none"> ○ The Concept of Stress ○ Stress Response ○ Coping Strategies and Styles • Personality Disorders <ul style="list-style-type: none"> ○ Building blocks of Personality ○ Specific Personality Disorders • Antisocial personality disorder • Borderline personality disorder • Histrionic personality disorder • Narcissistic personality disorder • Schizoid personality disorder • Schizotypal personality disorder • Paranoid personality disorder • Avoidant personality disorder • Dependent personality disorder • Obsessive-compulsive disorder 	
15	<p>Current trends in Personality Psychology</p> <ul style="list-style-type: none"> • Domains of Knowledge: Where We've Been, Where We're Going • Integration: Personality in the New Millennium 	
16	Recap of the Course	

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*. (6th ed.). Thomson:USA.

Course : Introduction to Applied Areas of Psychology

Course Code : PY-319

Credit Hours : 3

Program : M. Sc. (1st Semester)

Teacher : Nelofar Kiran Rauf

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, Psychology of Gender, 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)	20 Marks
Presentation	10 Marks
Class Participation	05 Marks

Course Outline

Weeks	Topics to be Taught	Assignment/ Tests Dates
	Introduction	
Unit 1 (2-6 Weeks)	Industrial and Organizational Psychology (IO) <ol style="list-style-type: none"> 1. Introduction to Industrial and Organizational Psychology 2. Assessment of Jobs, Performance and People 3. Selecting and Training Employees 4. Organizational Behavior 5. Job Satisfaction and Motivation 	Last Class in 4 th Week
Unit 2 (7-11 Weeks)	Educational Psychology <ol style="list-style-type: none"> 1. Educational Psychology: A Tool for Effective Teaching 2. Cognitive and Language Development 3. Behavioral and Social Cognitive Approaches 4. Planning, Instruction, and Technology 5. Motivation, Teaching, and Learning 	Last Class in 12 th Week
Unit 3 (12-16 Weeks)	Developmental Psychopathology (DP) <ol style="list-style-type: none"> 1. Introduction to DP 2. Introduction to Models 3. Resilience and Risk Factors 4. Introduction to Psychopathologies <ol style="list-style-type: none"> a. Emotional and Behavioral b. Cognitive and Intellectual c. Health Related Issues 	Last Class in 16 th 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*. (5thed.). Prentice 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 : Behavioral Neurosciences

Course Code : Py-483

Credit Hours : 3

Teacher : 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 introduce 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 cannot 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 (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)
3. Class participation (Marks 5)

Course Outline

Weeks	Topics to be Taught
Week 1 and 2	Introduction to Behavioral Neuroscience <ul style="list-style-type: none">• Origin and history of Physiological Psychology• The nature of Physiological Psychology• Natural Selection and Evaluation• Ethical Issues in Research with animals• Career in Neuroscience
Week 3 , 4, and 5	Structures and Functions of Cells of the Nervous System <ul style="list-style-type: none">• Cells of the Nervous System• Communication within the neuron• Communication between Neurons• Overview of Brain parts and Its functions
Week 6 and 7	Psychopharmacology <ul style="list-style-type: none">• Principles of psychopharmacology• Sites of Drug Action• Endocrinology and Hormones• Neurotransmitters and Neuromodulators

Week 8 and 9	Methods and Strategies of Research <ul style="list-style-type: none"> • Recording and Stimulating Neural Activity • Neurochemical Methods • Genetic Methods
Week 10, 11 & 12	Neuro-physiological Description of following behaviors i. e., Vision, hearing, emotion, digestive behavior, learning, memory, human communication, motivation, and sleep and Biological Rhythm
Week 13, 14 & 15	Neurological disorders <ul style="list-style-type: none"> • Seizures Disorders • Degenerative Disorders • Disorders caused by Infection Diseases • (Description, Physiological causes, and Physiological treatment of disorders)
Week 16	Recap and Revision of course

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*. (6th Edition). Pearson Education in South Asia.
- Garrett. B (2003) *Brain and Behavior*. Thomson, Wadsworth: Canada
- Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2002). *Cognitive Neuroscience: The Biology of Mind*. (2nd Edition). W. W. Norton and Company, Inc.

M. Sc. II (Course Outlines)

Course : Historical and Contemporary Issues in Psychology

Course code PY-301

Credit Hours : Three

Program : M.Sc-II

Course Instructor : Dr Syeda Razia Bukhari (Assistant Professor)

Course description:

The course comprises of the historical roots of psychology. How psychology emerged from philosophy and physiology. It will also discuss the significance of different schools of thought 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 of thought in the development of this discipline.

Distribution of Sessional Marks

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

Course Outline

Week	Topics to be Taught	Assignment/ Tests Dates
	Ancient Greek History	Assignment
1	Philosophical Influences on Psychology	
2	Physiological Influences on Psychology	
3 & 4	The New Psychology and Structuralism Wilhelm Wundt <ul style="list-style-type: none">  Hermann Ebbinghaus  Edward Bradford Titchener 	
5 & 6	Functionalism: <ul style="list-style-type: none">  Antecedent Influences  Development and Founding 	
7 & 8	Behaviorism <ul style="list-style-type: none">  Antecedent Influences  The Beginning  Neo-Behaviorism 	
9 & 10	Gestalt Psychology	
11-14	Psychoanalysis <ul style="list-style-type: none">  The Beginning  Psychoanalysis: After the Founding <ul style="list-style-type: none"> ▪ The Neo-Freudians and Ego Psychology ▪ Social Psychological Theories ▪ The Evolution of Personality Theory (Humanistic Psychology) 	
15 & 16	Contemporary Developments in Psychology <ul style="list-style-type: none">  The Cognitive Movement in Psychology  Evolutionary Psychology  Postmodernism 	

Recommended Books:

Hergenhahn, B. R., & Henley, T. B. (2013). *An introduction to the history of psychology* (7th ed.). CA: Wadsworth

Schultz, D. P., & Shultz, S. E. (2011). *A history of modern psychology* (10th ed.). CA: Wadsworth

Wolman, B. B., & Knapp, S. (1981). *Contemporary theories and systems in psychology* (2nd ed.). NY: Plenum Press

Course: Measurement in Psychology

Course Code: Py-305

Credit Hours: 3

Instructor: Dr. Humaira Jami

Course Description

Emphasis is on understanding basic principles 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 the semester, students should be able to make decision 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 the measures available along with the 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
Attendance	3 (95%)
Group Assignment	12 (including 2 marks for creativity)

Class will be divided into 6 groups of 2 students each. Groups will be required to prepare assignment and deliver presentation on assigned measurement category (Unit 4). Major emphasis should be on:

1. Introduction of assigned testing domain,
2. Nature and type of measures,
3. Reliability and validity aspects and concerns,
4. An overview of measures available in Pakistan for that domain,
5. Measures available in NIP for that domain .
6. Selecting one test sharing its theory, psychometrics, administration, scoring and interpretation
7. Administer same test on 2 individuals each by member and prepare report.

Content must be divided among group members that will be reflected in assignment and group presentations, individually.

Course Outline

Weeks	Topics to be taught	Assignment/ Tests Dates
Unit 1 (1-4 weeks)	Introduction to Measurement in Psychology Testing and Assessment Settings for Application Historical Background Role of Culture Ethical and Legal Issues in Testing Assumptions about Psychological Testing	Last class in 4 th week
Unit 2 (5-10 weeks)	Psychometrics Scale of Measurement Reliability Validity Errors and Biases	Last class in 7 th week and 10 th Week

Unit 3 (11-13 weeks)	Test Development and Adaptation Test conceptualization Test construction Item analysis Validation Adaptation	Last class in 13 th week
Unit 4 (14-16 weeks)	Psychological Testing Intelligence (IQ and Emotional) Personality (Objective, Projective, and Behavioural Assessment) Achievement Aptitude Neuropsychological Diagnostic Tests (Clinical and Counseling) Assessment of people with disabilities Assessment in Industrial and Organizational Settings	Group presentation and assignment

Reading Material

1. Cohen, R. J., & Swerdlik, M. E. (2007). Psychological Testing and Assessment (6th Edition). The McGraw-Hill.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed.)

Course: Experimental Psychology

Course Code Py-315

Credit Hours : 3

Teacher: Arooj Mujeeb

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	40 Marks
Viva	5 Marks
Total Midterm Evaluation	75 Marks
Terminal Evaluation	75 Marks
Total Marks	150

Course Outline

Weeks	Topics to be Taught	Assignment/ Tests Dates
1 & 2	<p>Introduction to Experimental Psychology</p> <ul style="list-style-type: none"> • Scope of Experimental Psychology • Experimental psychology as a model • Applying assumptions of scientific method to Experimental Psychology <p>What is an Experiment (Advantages of Experiment and Why Experiments are Conducted)</p>	
3 & 4	<p>Details of Variables</p> <ul style="list-style-type: none"> • Independent • Dependent • Intervening • Control <p>Experimental Designs</p> <ul style="list-style-type: none"> • Between-subject design • Within-subject design • Small-n design • Mixed designs • Quasi Experiments 	
5 & 6	<p>Psychophysical Methods</p> <ul style="list-style-type: none"> • Measuring Sensation • Operational Definition: Thresholds • INTRODUCING THE VARIABLES • EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS • Measurement Scales: • Fechner's Law and 	Sessional I

	<ul style="list-style-type: none"> • Stevens' Law • Signal Detection Theory • Small-<i>n</i> Design: Psychophysical Methods 	
7	<p>Reaction Time and Association</p> <ul style="list-style-type: none"> • Reaction time • Judgment time • Determinants of reaction time 	
8 & 9	<p>Perception</p> <p>Issues in Perception</p> <p>Direct and Indirect Perception</p> <p>Awareness and Perception</p> <p>INTRODUCING THE VARIABLES</p> <ul style="list-style-type: none"> • Dependent Variables • Independent Variables • Control Variables <p>EXPERIMENTAL TOPICS AND RESEARCH</p> <p>ILLUSTRATIONS</p> <ul style="list-style-type: none"> • Verbal Report: Perception without Awareness • Lack of Verbal Awareness <p>FROM PROBLEM TO EXPERIMENT: The Color-Distance Illusion</p>	
10 & 11	<p>Measurement of Learning and Conditioning</p> <p>Types of Conditioning</p> <p>Classical Conditioning: Does the Name Pavlov Ring a Bell?</p> <p>Instrumental (Operant) Conditioning</p> <p>INTRODUCING THE VARIABLES</p> <ul style="list-style-type: none"> • Dependent Variables • Independent Variables • Control Variables <p>EXPERIMENTAL TOPICS AND RESEARCH ILLUSTRATIONS</p>	Sessional II

	<ul style="list-style-type: none"> • Within- and Between-Subjects Designs: Stimulus Intensity • Counterbalancing: Simultaneous Contrast 	
12 & 13	<p>Retention and Forgetting</p> <p>Ebbinghaus's Contribution-When Memory was young</p> <p>Varieties of Memory</p> <p>INTRODUCING THE VARIABLES</p> <ul style="list-style-type: none"> • Dependent Variables • Independent Variables • Control Variables <p>EXPERIMENTAL TOPICS AND RESEARCH</p> <p>ILLUSTRATIONS</p> <ul style="list-style-type: none"> • Scale Attenuation: Modality Differences • Generality of Results: Levels of Processing <p>FROM PROBLEM TO EXPERIMENT: Which Is More Effective, Reading or Listening?</p>	
14, 15 & 16	<p>FROM PROBLEM TO EXPERIMENT THE NUTS AND BOLTS-Application of Experimental Psychology in Social and Environmental Psychology</p> <ul style="list-style-type: none"> • Experimental Control : Obedience to Authority • Demand Characteristics and Experimenter Bias • Field Research Bystander Intervention • Choosing the Dependent Variable in Measuring Stereotypes and Prejudice • Generalization of Results-Crowding • Quasi-Experiments-Noise and Cognitive Performance 	

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

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

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

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

Course Title: Psychopathology
Course Code: Py: 316
Course Instructor: Naeem Aslam

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

Presentations	15 Marks
Assignments	10 Marks
Quizzes	10 Marks
Midterm exam	40 Marks

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

Course Outline

Weeks	Topics to be Taught	Assignment/ Tests Dates
1-2	Abnormal Behavior in Historical Context <ul style="list-style-type: none"> • Psychological Disorder • Science of Psychopathology • The Supernatural Tradition • The Biological Tradition • The Psychological Tradition • quiz 	
3-4	An Integrative Approach to Psychopathology <ul style="list-style-type: none"> • One-Dimensional versus Multidimensional Models • Genetic Contributions to Psychopathology • Neuroscience and Its Contributions to Psychopathology • Behavioral and Cognitive Psychology • Emotions • Cultural, Social, and Interpersonal Factors • Life-Span Development • quiz 	
5	Clinical Assessment and Diagnosis <ul style="list-style-type: none"> • Assessing Psychological Disorders • Diagnosing Psychological Disorders 	
6	Research Methods <ul style="list-style-type: none"> • Conducting Research in Psychopathology • Types of Research Methods • Genetics and Behavior across Time and Cultures 	
7-8	Anxiety Disorders <ul style="list-style-type: none"> • The Complexity of Anxiety Disorders 	

	<ul style="list-style-type: none"> • Generalized Anxiety Disorder • Panic Disorder with and without Agoraphobia • Specific Phobia • Social Phobia (Social Anxiety Disorder) • Posttraumatic Stress Disorder • Obsessive-Compulsive Disorder • Mid Term 	
9	Somatoform and Dissociative Disorders <ul style="list-style-type: none"> • Somatoform Disorders • Dissociative Disorders 	
10-11	Mood Disorders <ul style="list-style-type: none"> • Understanding and Defining Mood Disorders • Prevalence of Mood Disorders • Causes of Mood Disorders • Treatment of Mood Disorders 	
12-13	Substance-Related and Impulse-Control Disorders <ul style="list-style-type: none"> • Perspectives on Substance-Related Disorders • Depressants • Stimulants • Opioids • Hallucinogens • Causes of Substance-Related Disorders • Treatment of Substance-Related Disorders • Impulse-Control Disorders 	
14-15	Personality Disorders <ul style="list-style-type: none"> • Cluster A Personality Disorders • Cluster B Personality Disorders • Cluster C Personality Disorders 	
16	Schizophrenia and Other Psychotic Disorders <ul style="list-style-type: none"> • Perspectives on Schizophrenia 	

	<ul style="list-style-type: none">• Clinical Description, Symptoms, and Subtypes• Prevalence and Causes of Schizophrenia• Treatment of Schizophrenia	
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Reading Material

Books

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

Course: Research Methods

Course code PY-317

Credit Hours: Three

Program: M.Sc (2nd Semester)

Teacher: Syed Muhammad Imran Bukhari

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

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

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* (6thed.). Thomson: Wadsworth.
- All available journal in NIP Library (for reference and preparation of research proposals).

Course: Cognitive and Affective Processes

Course code PY-320

Credit Hours : 3

Teacher: Aisha Zubair

Course Description

Cognitive psychology is one of the most recent additions to psychological research, having only developed as a separate area within the discipline since the late 1950s and early 1960s. It explicitly acknowledges the existence of internal mental states (such as belief, desire, idea, knowledge and motivation).

Course Objectives

The course covers introduction and orientation to cognitive and effective processes in human, h i storical background and current developments in cognitive psychology. The purpose is to develop an understanding of basic cognitive functions, such as attention, perception, thinking, language, and problem solving. Additionally, the course focuses on research methods in cognitive psychology.

Distribution of Sessional Marks

Three Class Quiz	15 Marks each
Two assignments	15 marks each

Course Outline

Weeks	Topics
1	Introduction to Cognitive Psychology
2	Research Methods <ul style="list-style-type: none">• Naturalistic Observation, Introspection,• Controlled Observation & Clinical Interviews,• Experiments & Quasi-Experiments• Investigations of Neural Underpinnings
3	Paradigms of Cognitive Psychology <ul style="list-style-type: none">• Information processing paradigm, Connectionist approach, Evolutionary approach, Ecological approach
4-5	Perceiving Objects and Recognizing Patterns <ul style="list-style-type: none">• Gestalt Approaches to Perception• Bottom up Approaches• Top down Approaches• Disruptions of Perception: Visual Agnosias
6-7	Attention <ul style="list-style-type: none">• Selective Attention• Filter Theory,• Attenuation Theory• Late Selection Theory• Attention, Capacity, and Mental Effort• Schema Theory• Inattentional Blindness• Automaticity and Effects of Practice

8-10	<p>Language Comprehension and Language Production</p> <ul style="list-style-type: none"> • Parsing: Theories of parsing • Pragmatics • Individual differences: Working memory capacity • Speech as communication • Planning of speech • Basic aspects of spoken language • Speech errors • Theories of speech production • Cognitive neuropsychology: speech production
11-12	<p>Memory</p> <ul style="list-style-type: none"> • The Traditional View of Long-Term Memory • The Levels-of-Processing View • The Reconstructive Nature of Memory • Amnesia
13-14	<p>Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Classic Problems and General Methods of Solution • Generate-and-Test Technique • Means-Ends Analysis • Reasoning by Analogy • Blocks to Problem Solving • Mental Set
15-16	<p>Making Decisions</p> <ul style="list-style-type: none"> • Phases of Decision Making • Basic Concepts of Probability • Cognitive Illusions in Decision Making • Utility Models of Decision Making • Descriptive Models of Decision Making • Improving Decision Making

Recommended Books:

- Brown, C. (2007). *Cognitive Psychology*. London: SAGE Publications.
- Eysenck, M. W., & Keane, M. T. (2011). *Cognitive Psychology: A Students' Guide*. New York: Taylor & Francis.
- Galotti, K. M. (2008). *Cognitive Psychology: In and Out of the Laboratory*. USA: Michele Sordi.

Course outlines
MSC 3rd Semester
Educational Psychology

Course Code: Py 433

Course: Assessment, Evaluation, and Intervention

Credit Hour: 3

Instructor: 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 is 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

Weeks	Topics to be taught
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"> • Physiological factors in Students' school success • Using interviews to understand different perspectives in school related problems • Rating scale applications: within the Problem solving model

	<ul style="list-style-type: none"> • Solution-Focused Psychoeducational reports • Students success stories
Week 15 &16	Use of play for assessment and intervention with Young children

Reading Material

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

Course: 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
Total Marks	150

Course Outline

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

Reading Material

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

MSC 3rd Semester

Developmental Psychopathology

Course:Developmental Disorder-1
Instructor :Irum Naqvi
Credit Hours: 3
Course Code: Py-456
Program:M.Sc 3rd Semester Spring, 2017

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. Class assignment on assessment and presentation on developmental problems. (Marks 15)
2. Project based on clinical assessment and Presentation (collection of symptoms, etiological factor, tests application, and treatment recommendations) (Marks 15)

Course Outline

Weeks	Topics to be Taught
Week 1 & 2	<ul style="list-style-type: none"> • Introduction to the subject • Assessment in Developmental Psychopathology
Identification, assessment and contribution of the following problem in the development of disorders (relevant assessment, research and theory will be incorporated)	
Week 3 & 4	<ul style="list-style-type: none"> • Delinquency and truancy • Bullying and aggression • Fear, Phobias, and anxiety • Peer influence and peer rejection • Depression, Suicidal ideation and attempts • Trauma reaction <p>Resilience and post traumatic growth</p>
Week 5 & 6	Neurodevelopmental disorder: Attention Deficit Hyperactivity Disorder
Behavioral Disorders (DSM IV criteria, epidemiology, etiology, and psychotherapeutic approaches)	
Week 7, 8, & 9	<p>Disruptive, impulsive-control, and conduct disorders</p> <ul style="list-style-type: none"> • Oppositional defiant disorder • Intermittent Explosive Disorder

	<ul style="list-style-type: none"> • Conduct disorder • Antisocial Personality Disorder • Pyromania • Kleptomania
Week 10 & 11	<ul style="list-style-type: none"> • Substance related and addictive disorders
Emotional and Social disorders	
DSM IV criteria, epidemiology, etiology, and psycho therapeutic approaches)	
Week 13, 14, &	<ul style="list-style-type: none"> • Bipolar and related disorders • Depressive disorders • Anxiety disorders • Obsessive compulsive and related disorders
Week 11, 12 &	<ul style="list-style-type: none"> • Gender Dysphoric Disorders
Week 16	Recap and Revision of course

Reading Material

- Nelson, R. & Israel, A. (2003). Behavior disorders of childhood (5th edition). New Jersey: Prentice Hall
- Malsh, E. & Barkley, R. (1996). Child psychopathology. New York: The Guidford Press
- All DP related books

Course: Developmental Disorders II

Course Code: Py-457

Credit Hour: 3

Instructor: 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

<u>Sessional exam</u>	(75 marks)
• Six Tests at completion of each Unit	(9 marks each)
• Assessment (presentations)	(9 marks; 2 marks for creativity)
• Project (Group Assignment; Annexure A)	(9 marks; 2 marks for creativity)
• Attendance 95% or more	(2 marks)
• Effective Role play	(1 marks)

Terminal exam

(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
(DSM V criteria, epidemiology, etiology, and psycho-therapeutic approaches)		
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
	Assessment (Presentations)	7 week
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
	Assessment (Presentations)	14
	Group Presentations (Project)	15
	Recap	

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 (5th 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 symptomatology, 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.

Assessment

30 Min. Presentation

(Test administration, Interpretation, and Use in Various Settings)

1. Standard Progressive Matrices
2. Adaptive Behaviour Skills Scale
3. CARS
4. GARS
5. Learning Disabilities Diagnostic Inventory
6. ASTON Index
7. Bender Gestalt Test
8. Draw a Person Test
9. Benton Visual Retention Test
10. Thematic Apperception Test
11. EAT 26
12. Multi-dimensional Body Satisfaction Questionnaire (Cash)
13. Body Image Questionnaire (Story)
14. PNAAS (Schizophrenia)
15. Measure of Expressive and Receptive Communication
16. Minnesota Multiphasic Personality Inventory

Course: Developmental Psychopathology and its Prevention

Course Code: Py-458

Credit Hour: 3

M.Sc III (DP)

Teacher: Aisha Zubair

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 1	15
Test 2	15
Test 3	15
Poster Project	10
Presentations (write-up and presentation)	20
Terminal Exam	75

Course Outline

Topics	Weeks
<p>Introduction to the Concepts of Developmental Psychopathology</p> <ol style="list-style-type: none"> 1. Historical background 2. Levels of Prevention 3. Ways of Preventing Diseases and Disorders 	1-2 week
<p>Children and Adolescents at Risk</p> <ol style="list-style-type: none"> 1. Learning and Behavioral Problems in the Schools 2. Social Skills Training 3. Children Experiencing Family Disruption and Illness 4. Building Parenting Skills 	3-4 week
<p>After School Prevention Programs</p> <ol style="list-style-type: none"> 1. Organizing After School Program 2. Group-Centered Approach 3. Interaction in Year-Long Program 	5-7 week
<p>Prevention Programs</p> <p>Types of Prevention Programs</p> <ol style="list-style-type: none"> 1. School based prevention programs 2. Community based prevention programs 	8-10 week
<p>Community Based Prevention Program of</p> <ol style="list-style-type: none"> 1. Victims of physical abuse 2. Psychosocial problems of child labor 3. Victims of sexual abuse and teenage pregnancy 4. Addicts of teenage smoking and drug abuse 5. Adjustment problems in children with asthma 6. Post-traumatic adjustment problems of trauma survivors 7. Suicide in adolescents 8. Adjustment problems of children with autism 9. Cognitive delay in socially disadvantaged children 10. Challenging behavior of children with intellectual 	Presentation of 30 min. 11-16 week

<p>disabilities</p> <p>11. Adjustment problems of children of battered mothers</p> <p>12. Mainstreaming of children of incarcerated mothers</p> <p>13. Children with learning difficulties</p> <p>14. Children of internally displaced families: Coping with cultural shock</p> <p>15. Adolescent victims of peer bullying</p> <p>16. Problems of truancy in male adolescents</p>	
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NOTE:

Poster Presentation: 10 Marks

Presentation Date: March, 2017

Title: Conventional Modes of Treatment of Developmental Disorders in Pakistan

Class Presentation: 20 Marks

Submission Deadline: May, 2017

Write up: 5 marks; Focus on Pakistani Perspective: 5 marks; Presentation Style: 4 marks;

Q-A session: 6 marks

Test 1: March, 2017

Test 2: April, 2017

Test 3: May, 2017

Reading Material

1. Carr, A. (2002). *Prevention: What works with children and adolescents?* Brunner-Routledge.
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.
4. Mash, E. J. & Barkley, R. A. (1996). *Child Psychopathology*. Guilford Press: New York.
5. Nelson, R. W., & Israel, A. C. (2003). *Behaviors of childhood*. (5thed.). Prentice Hall: New Jersey.

Msc 3rd

Industrial Organizational Psychology

Course: Consumer Behavior & Marketing

Course Code: PY: 413

Course Instructor: Imran Bukhari

Credit Hrs: 3 hrs

Course Description

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.

Course Objectives

Upon successful completion of this course, students should be able to:

- Explain and apply the key terms, definitions, and concepts used in the study of consumer behavior.
- Demonstrate how as a marketer they can use their knowledge of consumer behavior concepts to develop better marketing programs and strategies to influence those behaviors.
- Critically evaluate the effectiveness of various advertisement and promotions and their attempts to influence the behaviors of individuals.
- Demonstrates both their working knowledge and analytical skills in assessing the consumer decision-making process.
- Analyze the trends in consumer behavior, and apply them to the marketing of an actual product or service.

Distribution of Sessional Marks

Sessional Test 1	20 Marks
Sessional Test 2	20 Marks
Sessional Test 3	20 Marks
Presentation	15 Marks

Course Outline

Week	Topic
1-2	<ul style="list-style-type: none">• Consumer Behavior• Consumer Research
3	<ul style="list-style-type: none">• Market Segmentation
4	<ul style="list-style-type: none">• Consumer Decision Making Process
5	<ul style="list-style-type: none">• Consumer Motivation
6	<ul style="list-style-type: none">• Consumer Perception
7-8	<ul style="list-style-type: none">• Consumer Learning
9-10	<ul style="list-style-type: none">• Consumer Attitude Formation and Change
11	<ul style="list-style-type: none">• Interpersonal Influences on Consumer Behavior
12	<ul style="list-style-type: none">• Influence of Culture on Consumer Behavior
13	<ul style="list-style-type: none">• Cross-Cultural Consumer Behavior: An International Perspective
14	<ul style="list-style-type: none">• Introduction to Marketing
15	<ul style="list-style-type: none">• Marketing Environment
16	<ul style="list-style-type: none">• Developing Of Product (Presentation)• Product Pricing (Presentation)• Product Distribution (Presentation)• Product Promotion (Presentation)

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.
- Foxall, G.R., & Goldsmith, R. E., (1994). *Consumer Psychology and Marketing*. London: Rutledge.
- Hawkins, D.I., Best, R.J., & Coney, K.A., (2001). *Consumer behavior building marketing strategy*. New York: McGraw-Hill.
- Taylor. R. Kinnear, J.Thomas C., (1996). *Marketing research: An Applied Approach*. New York: McGraw-Hill.

Course: Organizational Behavior

Course Code Py-412

(Credit Hours: Three)

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 perceptive 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

Total 75 Marks

Course Outline

Week	Topic
1	Field of Organizational Behavior <ul style="list-style-type: none">• Introduction to organizational behavior• Selected functions of management• Contributing Disciplines to the OB Field
2 - 3	Organizational Culture <ul style="list-style-type: none">• Influencing culture change• Socialization and culture• Understanding individual differences in work behaviors• Content approaches of motivation• Process approaches of motivation
4-5	Evaluation, Feedback, and Reward System <ul style="list-style-type: none">• Evaluation of performance• Performance evaluation feedback• Model of individual rewards
6-7	Organizational Stress <ul style="list-style-type: none">• Work stressors• Stress outcomes• Stress prevention & management

8 - 9	<p>Group Behavior & Interpersonal Influence</p> <ul style="list-style-type: none"> • Intergroup conflict • Dysfunctional groups • Conflict resolution • Negotiations
10	<p>Organizational Power and Politics</p> <ul style="list-style-type: none"> • Empowerment • Illusion of power • Ethics, power, & politics
11-12	<p>Leadership and Leadership Development</p> <ul style="list-style-type: none"> • Trait approaches • Behavioral approaches • Modern theories of leadership • Multicultural leadership
13-14	<p>Organizational Design</p> <ul style="list-style-type: none"> • Organizational design models • Parameters of organizational design • Virtual organizations • Multinational structure & design
15-16	<p>Class Presentations</p>

Reading Material

- Bowditch, J.L. & Buono, A.F. (2005). A Primer on Organizational Behavior (6th Edition). 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 (11thEdition). 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: Human Resource Management

Course Code Py-402

(Credit Hours: Three)

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	25 Marks (15 Marks Write-Up + 10 Marks Presentation)

Course Outline

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

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

	<ul style="list-style-type: none"> • Mentoring and Coaching • Traditional Career Stages • Career Choices and Preferences • Enhancing Your Career
11-14	<p>Maintaining High Performance</p> <ul style="list-style-type: none"> • <i>Establishing the Performance Management System</i> • Survey Research Design • Performance Management Systems • Performance Management and EEO • The Appraisal Process • Appraisal Methods • Factors That Can Distort Appraisals • Creating More Effective Performance Management Systems • The Performance Appraisal Meeting • International Performance Appraisal • <i>Establishing Rewards and Pay Plans</i> • Compensation Administration <p>Job Evaluation and the Pay Structure</p> <ul style="list-style-type: none"> • Special Cases of Compensation <p>Executive Compensation Programs</p> <ul style="list-style-type: none"> • International Compensation • <i>Employee Benefits</i> • Legally Required Benefits • Voluntary Benefits • Retirement Benefits • Paid Time Off • Survivor Benefits • Employee Services and Family-Friendly Benefits • An Integrative Perspective on Employee Benefits

	<ul style="list-style-type: none"> • <i>Ensuring a Safe and Healthy Work Environment</i> <ul style="list-style-type: none"> • Need for safety • Safety programs • Contemporary Health and Safety Issues • Stress management • Employee Assistance Programs • International Safety and Health
15-16	Presentations

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: Data Analysis

Course Code: Py-318

Course Instructor: Jamil A. Malik (PhD)

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 = 25 + 25 + 25 = **75 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	Data analysis in psychological research	

3	Managing references Orientation to Endnote	Test 1
4	A detailed orientation to SPSS environment	
5	Writing, formatting and handling data	
6	Data screening and Manipulation	Test 2
7	Graphical representation of data	
8	Assumption Testing	
9	Data exploration: Descriptive statistics, Reliability testing	Test 3
10	Hypothesis testing: One sample t-test, Independent sample t-test, Paired sample t- test	
11	Analysis of Variance (ANOVA)	
12	Correlation (types, uses, and reporting)	
13	Linear Regression (Simple and Multiple)	
14	Mediation and Moderation	
15	Reporting results according to APA 6 th Edition	

Reading Material

Books

- Field, E. (2013). *Discovering Statistics Using SPSS* (4th ed.). London: Sage Publications.
- Clayton, K. N. (1984). *An Introduction to Statistics for Psychology and Education*. Columbus: Charles, E. Merrill Publishing Co.
- Mertens, D.M. (1996). *Research Methods in Education and Psychology*. London: Sage Publications.
- Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research Methods in Psychology*. New York. Mc Graw Hill.

Internet sources

- <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 4TH Semester

Course: Health Psychology

Course code PY-485

Credit Hours: 3

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

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

	<ul style="list-style-type: none"> • Eating and Weight • Exercising 	
15	Future of Health Psychology and Recapitulation	

Reading Material

Books:

- Sarafino, E. P. & Smith, T. W. (2012). *Health Psychology: Biopsychosocial interactions*. (7th 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: 03

Course Instructor: 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
	Clinical Psychology: An Introduction <ul style="list-style-type: none">• Historical Overview of Clinical Psychology• Current Issues in Clinical Psychology• Research Methods in Clinical Psychology• Diagnosis and Classification of Psychological Problems
	Clinical assessment <ul style="list-style-type: none">• Diagnosis and classification of Issues DSM 5• The Clinical Interview• The Assessment of Intelligence and neuropsychological assessment• Personality and Behavioral Assessment
	Psychological Interventions Psychotherapies: <ul style="list-style-type: none">• General issues in psychotherapies• The Psychodynamic psychotherapy• Humanistic psychotherapies• Behavioral psychotherapies

	<ul style="list-style-type: none">• Cognitive psychotherapies• Group and Family Therapy• Marital and Couples psychotherapy
	DSM 5 Case Formulation using the integrative model <ul style="list-style-type: none">• The shape of a formulation• The bio-psychosocial model• The five ps

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*. (5thed.). Washington, DC.

Course: Consumer Behaviour

Course Code PY-633

Credit Hours: 3

Teacher: Dr. Sobia Masood

Course Description and Course Objectives

The course is designed to provide a strong foundation for critical thinking in the area of consumer behaviour. The course is based on social and cognitive psychology and will examine how consumers integrate external communication such as advertising and product information to form or change attitudes. We are all consumers. We buy groceries, computers, and cars. We purchase services ranging from bank accounts to university educations. However, we also know that consumers are different from one another. We buy different clothes, drive different cars, and eat different foods. Moreover, even the same consumer can make different decisions depending on the situation. So how are we to construct coherent marketing strategies?

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

2 quizzes	25 Marks
Research Proposal + Presentation	15 Marks
Project	10 Marks
Total	50 Marks

Course Outline

Topics to be Taught	Assignment / Tests Dates
<p>PART-I: INTRODUCTION TO FIELD OF CONSUMER BEHAVIOUR</p> <p>Defining Consumer Behavior</p> <p>What affects consumer behaviour</p> <p>Who benefits from study of consumer behaviour</p> <p>Development of the Marketing Concept</p> <p>Market Segmentation and Marketing implications of consumer behaviour</p> <p>Marketing Ethics and Social Responsibility</p>	
<p>CONSUMER RESEARCH</p> <p>Research Paradigms: Quantitative and Qualitative</p> <p>Ethical Issues in Consumer Research</p>	Quiz 1
<p>PART-II: THE CONSUMER AS AN INDIVIDUAL</p> <p>Consumer Decision Making Process</p> <p>Consumer Motivation</p> <p>Consumer Perception</p> <p>Consumer Learning</p> <p>Consumer attitude formation and change</p> <p>Personality and consumer behaviour</p> <p>Communication and consumer behaviour</p>	Quiz 2
<p>PART-III: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS</p> <p>Reference groups and family influences</p> <p>Social class and consumer behaviour</p> <p>The influence of culture and subculture on consumer behaviour</p> <p>Cross-cultural consumer behaviour: an international perspective</p>	Research Proposal Presentation

<p>PART IV: CONSUMER INFLUENCE AND THE DIFFUSION OF INNOVATIONS</p> <p>The opinion leadership</p> <p>The diffusion process</p> <p>The adoption process</p> <p>Relationship marketing</p>	<p>Project Submission</p>
<p>Recap of the Course</p>	

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.

Course: Criminal Psychology

Course code PY-642

Credit Hours: Three

Teacher: Dr. Jamil A. Malik

Course Description

Criminal psychology covers a range of fascinating topics. For centuries people have been very interested in crime, and in the last hundred years psychology has grown from a fledgling discipline to one of great importance. This course is designed to develop an understanding of criminal psychology. We will discuss complexity of the issues and explained why, therefore, there are rarely simple answers or rules regarding criminal psychology (e.g. why harsh punishment may not reduce offending, that liars may not look away when deceiving you, that coercion may not produce reliable confessions). This course provides a comprehensive overview of approaches to understanding crime and criminal behavior, with a focus on psychological perspectives. A wide range of different types of criminal behavior are considered, including juvenile crime, violent offending, sexual offending, collective violence and drug use. For each type of offence a clear overview of key conceptual and methodological issues will be provided, along with a detailed consideration of the major theoretical approaches that have been developed. The course concludes by considering how our theoretical understanding of crime can inform our responses to criminal behavior in terms of punishment, prevention and rehabilitation.

Course Objectives

1. An in-depth coverage of a broad range of different types of criminal behavior
2. To gain an understanding of what crime is and how it is measured.
3. Have a good understanding of the key individual, family and social risk factors associated with juvenile delinquency.
4. To understand the relationship between mental disorder and crime
- 5.
6. Inclusion of a diverse range of different theoretical perspectives

Distribution of Sessional Marks

Assignment +Presentation

5+15=20 Marks

Two Class Quiz

15 Marks each

Course Outline

Unit	Topics to be taught	Assignment/ Tests Dates
1	Introduction and history of criminal psychology <ul style="list-style-type: none"> • Criminal psychology vs. Forensic psychology • History of criminal and forensic psychology 	
2	Biological, Social and psychological context of crime <ul style="list-style-type: none"> • Biological explanations of crime • Social explanations of crime • Psychological explanations of crime 	
3	Theories of Crime <ul style="list-style-type: none"> • Classical theories • Positivist theories • Neo-Classical theories • Psychological Theories • Sociological Theoretical Approaches 	
4	Criminal investigation and analysis <ul style="list-style-type: none"> • Measuring crime • Measuring criminals • Measuring victim 	Test-I
5	Interrogation and Confession <ul style="list-style-type: none"> • Interviewing vs. interrogation • Interrogator skills • confession 	

6	<p>Offender profiling</p> <ul style="list-style-type: none"> • Types of offender profiling • Assumptions of offender profiling • Evaluation of offender profiling 	
7	<p>Detecting deception</p> <ul style="list-style-type: none"> • Approach to uncovering deception • Nonverbal behavioral patterns in deception 	
8	<p>Eyewitness testimony</p> <ul style="list-style-type: none"> • Studying eyewitness testimony • Reforming identification procedures • Children witness • Repressed and recovered memories 	Test-II
9	<p>Punishment and experiencing imprisonment</p> <ul style="list-style-type: none"> • History, Philosophy, attitudes and beliefs • Punishment classification • Characteristic of prison • Experiencing imprisonment 	
10	<p>Treatment/rehabilitation of offenders</p> <ul style="list-style-type: none"> • Psychometric and medical approach • Counseling and non-medical approach • Social learning approach • Rehabilitation 	
11	<p>Specific Nature of Crime</p> <ul style="list-style-type: none"> • Juvenile delinquency • Sex offenders • Blue collar crimes • White collar crimes 	

Recommended Courses:

- Howitt, D. (2009) Introduction to forensic and criminal psychology. (3rd ed.) England, Pearson Education limited.
- Crighton, D.A. & Towl G. J. (2015) Forensic Psychology (2nd ed.) Sussex, Wiley-Blackwell

M. Phil. and Ph. D. Programmes

Course Title: Research Methods in Psychology

Course Code: PY: 601

Course Instructor: Prof. Dr. Anila Kamal

Course Description

The course provide on in-depth theoretical and practical understanding of psychological research techniques and methodology. All the topics covered during the course will address the methodological issues in deciding how to study various psychological phenomena in indigenous context. In addition to lectures and presentations, the students will also prepare a research proposal in the style mostly used by research psychologists.

Course Objectives

The students should be able to do scientific research by using qualitative, quantitative and triangulation approach.

Distribution of Sessional Marks

1. Preparation of Research Synopsis and its presentation.
2. Assignment and presentation on selected topic 15, Synopsis (10) Presentation & justification (5)
15, Assignment (7) Presentation (8)
3. Test 15
4. Class Participation 5
5. Final Terminal Paper 50

Course Outline

Weeks	Topics to be Taught	Assignment/ Tests Dates
1	Orientation to the Basic Concepts in Psychology Research.	
2	Types of Research: Scientific and Non-scientific Research.	
3	Sampling and Data Collection. Probability and Non-Probability samples.	
4	Research Designs: Qualitative and Quantitative. Data collection Techniques. Recent Trends in Psychology Research in all over the world and in Pakistan.	
Weeks	Topics to be Taught	Assignment/ Tests Dates
5-10	Qualitative Research Design: (1) History and Archival Research (2) Interview Based Research, (3) Narratives Based Research (4) Biographical Research (5) Focus Group Discussion Based Research (6) Grounded Theory Based Research (7) Discourse Analysis Based Research (8) Ethnographic Research (9) Phenomenological Research (10) Participant Observation Based Research (11) Case Studies Based Research (12) Qualitative	
	Evaluation Research (13) Diary Based Research.	

11-15	Quantitative Research Design: (14) Survey (15) Small 'n' Research (16) Experimental Research Basic Concepts (17) Single- Factor Experimental Design (18) Independent Group Design in Experimental Method (19) Repeated Measure Design in Experimental Method (20) Complex Design in Experimental Method (21) Quasi Experimental Designs (22) Quasi Multiple Base Line Design (23) Quasi Experimental Design: Interrupted and Multiple Time Series Design (24) Psycho-physiological Methods Based Research (25) Questionnaire Based Research (26) Single Subject Experiments.	
16	Ethical Issues in Research with Humans: Ethical Standards in Conducting and Reporting Research.	

READING MATERIAL

- Goodwin, J. C. (2005). *Research Methods in Psychology* (3rd Ed.): John Willy & Sons
- Punch, K. F. (2006). *Developing Effective Research Proposal* (2nd Ed.), London, Thousand Oaks. New Delhi: Sage Publications
- Shaughnessy, J. J., & Zachmeister, B. E., & Zachmeister, S. J. (2006). *Research Methods in Psychology*, (7th Ed.). McGraw Hill Companies
- Craig, J. R., & Metze, L. P. (1986). *Methods of Psychological Research*. (2nd Ed) California: Brooks/Cole Publishing Company.
- Christensen, L. B. (1985). *Experimental Methodology* (3rd Ed.) Allyn and Bacon, Inc
- Heimen, H. G. (1995). *Research Methods in Psychology*: Houghten Mufflin Co

- Mertens, M. D. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Sage Publications, Inc
- Mc. Guigan, F. J. (1990). *Experimental Psychology (5th Ed.)* Prentice Hall Inc. New Delhi
- Numan, L. W. (-). *Social Research Methods: Qualitative and Quantitative Approach (4th Ed)*. London: Allyn & Bacon.
- Reaves, C. C. (1992). *Qualitative Research for the Behavioral Sciences*: John Wiley & Sons.
- Rosenberg, K. M., & Daly, H. B. (1993). *Foundations of Behavioral Research: A Basic Question Approach*. New York: Holt, Rinehart and Winston Inc
- Selltitz, Wrightsman, L. S. & Cook, C. W. (1972). *Research Methods in Social Relations (3rd Ed.)* New York: Holt, Rinehart Winston.
- Smith, H & Davis, C. (1998). *Method of Psychological Research (3rd Ed.)*. Prentice Hall
- Warwick, D. P., & Leninger, C. A. (1975). *The Sample Survey Theory and Practice* New York: McGraw Hill Book Company.
- Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2002). *Focus Groups in Social Research*, London: Sage.
- Gerring, J. (2007). *Case Study Research: Principles and Practices*. NY: Cambridge University Press.
- Presser, S., Rothgeb, J. M., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., & Singer, E. (2004). *Methods for Testing and Evaluating Survey Questionnaires*. New Jersey: John Wiley & Sons.
- Cozby, P. C. (2003). *Methods in Behavioral Research*; Boston: MC Graw Hill.
- 19. Breakwell, G. M., Hammond, S., Fife-Shaw, C., & Smith, J. A. (2006). *Research Methods in Psychology (3rd Ed.)*. London: Sage.

- Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. London, Sage.
- Elmes, D. G., Kantowitz, B. H., & Roediger III, H. L. (2003). *Research Methods in Psychology* (7th Ed.). Australia: Thomson.
- Mc Burnay, D. H., & White, T. L. (2004). *Research Methods*. Australia: Thomson.
- Fischer, C. T. (Ed.) (2006). *Qualitative Research Methods for Psychologists*. Boston: Academic Press.
- Shaughnessy, J. J. Zchmeister, E.B. Zechmeister, J. S. (2006). *Research Methods in Psychology*, NY: McGraw Hill.
- Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Qualitative and Qualitative Approaches*. London: SAGE.
- McBurney, D. H., & White, T. L. (2004). *Research Methods*. Australia: Thomson.
- Gravetter, F. J. Forzano, L. B. (2003). *Research Methods for the Behavioral Sciences*. Australia: Thomson.
- Scale, C., Gobo, G., Gubrium, J. F., & Selverman, D. (Eds.) (2007). *Qualitative Research Practice*. London: SAGE.
- Flick, U. (2006). *An Introduction to Qualitative Research*. London: SAGE.

Course name: Seminar in Theories of Psychology

Course code: Py-604

Teacher Name: Rubina Hanif (Ph.D)

Course Description

The course is aimed to instill knowledge of the basic assumptions, concepts and current research in major theories of Psychology. This course is seminar based and not a lecture based. Some introductory lectures will be delivered. The students are supposed to present seminars on assigned theories. The learning and critical evaluation skills will be developed through discussions and presentations.

Course Objectives

By studying this course, students will be in a position to understand and then apply theories of psychology in any of the social setup and to design theory based research plan.

Distribution of Sessional Marks

Sessional Test	10+15= 25
Writ-up (Theory)	7= marks
Seminar	8= marks
Research Proposal (write- up + poster presentation)	5+5 = marks
Deadlines: Submission of write-up proposal 30 th April	10 th March Submission of Research Poster presentation 15 th May

Course Outline

Weeks	Topics to be taught	Assignment/ Tests Dates
1-2	<ul style="list-style-type: none"> ▪ What is theory? ▪ Theory construction in psychology ▪ Characteristics of good theory ▪ Role of theory in research ▪ Introduction of significant theories in psychology: Psychoanalytic, behavioral, humanistic, cognitive approaches ▪ How to prepare a theory based research Proposal 	
3-4	<ul style="list-style-type: none"> ▪ Play Theory of Mass Communication ▪ Cognitive Dissonance Theory ▪ Theory of Stress (Seley) ▪ Johari Window Model of Self Disclosure (Josphe Luff & H Ingham) ▪ Triangular Theory of Love (Sternberg's) 	
5	Sessional Test-1	
6-11	<ul style="list-style-type: none"> ▪ Protection Motivation Theory ▪ Choice Theory (William Glasser) ▪ Social Exchange Theory (Hopman) ▪ Self Determination Theory (Decci&Rayan) ▪ Trivers Theory ▪ Social Impact Theory (Bibb Latane) 	
	<ul style="list-style-type: none"> ▪ Social Penetration Theory ▪ Terror Management Theory (Jeff Greenberg) ▪ Theory of Planned Behavior ▪ Symbolic Interactionism Theory ▪ Cognitive Development Theory (Vygotsky) ▪ Moral Development Theory (Kohlberg) 	
12	Sessional Test-1	
13-15	<ul style="list-style-type: none"> ▪ Leader member exchange Theory (Dansereau, Grean&Haga) ▪ Attribution Theory (Fritz Heider) ▪ Maslow Motivation Theory ▪ Social Learning Theory (Bandura) ▪ Social Identity Theory ▪ Erikson's Theory 	<hr/> <hr/> <hr/> <hr/> <hr/>
16	Presentations of research proposal	

Reading Material

Students will develop a list of books and internet resources accordingly.