



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 24th (1/2025) meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025 has approved the revised curriculum of BS in Psychology (5th Semester Intake) for implementation w.e.f. Spring 2026 (Annex-'A').


(WAQAR AHMAD)
Additional Registrar (General)

Dated: 11.11.2025

No. SU/Acad/25/ 1226

Distribution:

- Chairperson, Department of Psychology
- Controller of Examinations
- Director Academics

C.C:

- Dean Faculty of Social Sciences
- Director, QEC
- Additional Registrar (A & R) *{With the request to forward the notification alongwith curriculum to all Principals of affiliated colleges concerned}*
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

SCHEME OF STUDY

AND

COURSE OUTLINE

FOR

BS PSYCHOLOGY (5th Semester Intake)

UNDERGRADUATE PROGRAM

(UNDER SEMESTER SYSTEM)

2026 Spring & Onward



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DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF SARGODHA

Revised

Revised

6/1/20

BS Psychology (5th Semester Intake)

PROGRAM DESCRIPTION

The Bachelor of Science in Psychology program is structured in accordance with the HEC Undergraduate Education Policy V 1.1 to provide students with a comprehensive and interdisciplinary understanding of human behavior, mental processes, and societal dynamics. Over eight semesters, the curriculum is designed to foster a progressive development of students' theoretical knowledge, analytical skills, and practical competencies, delivering a balanced and robust educational journey. The program emphasizes experiential learning through practical assignments, case studies, research projects, and interactive discussions on contemporary psychological trends, enabling students to connect theoretical concepts to real world applications. Graduates of the BS Psychology (5th Semester Intake) program will be well-prepared for diverse career opportunities in fields such as counseling, clinical psychology, educational psychology, human resource management, health psychology, and research. They will also be equipped to pursue advanced studies in psychology and related interdisciplinary areas, both nationally and internationally.

STANDARD NOMENCLATURE

The scheme of study prescribed for the four-year undergraduate degree in Psychology is based on a total of 7 advanced electives. Where these electives are opted from the general pool, the degree will be awarded as Bachelor of Science in Psychology in its generic form and without any specialization. Whereas, if all the electives are opted from within a single specialization domain, the degree will be offered as Bachelor of Science in Psychology with name of specialization in parenthesis in accordance with the National Qualifications Framework (2015).

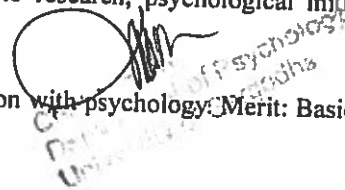
PROGRAM LEARNING OUTCOMES

By the completion of Bachelor of Science in Psychology, the graduates will be able to:

- a) Demonstrate a comprehensive understanding of fundamental and advanced concepts in the field of psychology to address contemporary psychological issues in diverse cultural and societal contexts.
- b) Apply theoretical frameworks and practical knowledge of psychology to real-world scenarios, effectively addressing challenges related to mental health, well-being, human behavior and organizational dynamics across various professional settings.
- c) Communicate psychological insights and evidence-based solutions with clarity and ethical considerations, showcasing the ability to contribute to research, psychological initiatives and interdisciplinary collaborations.

ELIGIBILITY & ADMISSION CRITERIA

At least 45% marks in ADA/ADP or equivalent qualification with psychology. Merit: Basic criteria + 20 marks of Hafiz-e-Quran (if applicable).



Department of Psychology

University of Sindh

PROGRAM STRUCTURE

The Bachelor of Science in Psychology is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. and comprises of minimum 63 credit hours (including supervised internship and capstone) spread over 4 regular semesters. Universities may offer courses up-to maximum of 73 credit hours provided that the total number of credit hours are reasonably set to achieve the Program Learning Objectives (PLOs) without putting undue burden on students. Summary of the program including the model scheme of study is given below.

Minimum Credit Hours	68
Discipline Related Courses / Major	48 credit hours (16 courses)
General Education	02 credit hours (2 courses)
Interdisciplinary / Allied Courses	12 credit hours (4 courses)
Internship	3 credit hours
Capstone	3 credit hours
Program Duration	Minimum: 2 years (4 regular semesters) Maximum: 4 years (8 regular semesters) The maximum limit is further extendable in accordance with HEC semester rules
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	15-18 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial/deficiency/failure/repetition courses only)
60 Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours) per week throughout the semester

Chairperson
Department of Psychology
University of Sargodha

S. M. Akhtar

SEMESTER-1				
S.N.	Course code	Course	Credit Hours	Category
1	PSYC-6111	Psychological Testing	3 (3-0)	Major
2	PSYC 6124	Psychology of Gender	3 (3-0)	Major
3	PSYC-6118	Theories of Personality	3 (3-0)	Major
4	PSYC-6120	Clinical Psychology	3 (2-1)	Major
5	PSYC-6137	Advanced Research Methods	3 (3-0)	Major
6	PSYC-6138	Interdisciplinary Course - I ***** (Data Analysis)	3 (2-1)	Interdisciplinary (Mandatory)
7	URCG-5129 URGC-5131	Fehm-e-Quran-I/ Ethics I	1 (0-1)	General Education
TOTAL CREDIT HOURS: 19				

Note: Semester 2-4, Department will offer Elective courses of 21 credit hours from relevant specialization.

SEMESTER-2				
S.N.	Course code	Course	Credit Hours	Category
1	PSYC- 5111	Ethics in Psychology	3 (3-0)	Major
2	PSYC-6126	Counseling Psychology	3 (2-1)	Major
3		Elective - I *****	3	Major
4		Elective - II *****	3	Major
5	PSYC-6139	Interdisciplinary Course-II ***** (Academic Writing & Research Methods)	3 (3-0)	Interdisciplinary (Mandatory)
6	URCG-5130 URGC-5132	Fehm-e-Quran-II/ Ethics II	1 (0-1)	General Education
TOTAL CREDIT HOURS: 16				


Note: In the third semester, Department will select Interdisciplinary courses of 06 credit hours from 20 Interdisciplinary Courses.

SEMESTER-3				
S.N.	Course code	Course	Credit Hours	Category
1	PSYC-6132	Forensic Psychology	3 (3-0)	Major
2		Elective - III *****	3 (3-0)	Major
3		Elective - IV *****	3 (3-0)	Major
4		Interdisciplinary Course - IV *****	3 (3-0)	Interdisciplinary
5		Interdisciplinary Course - V *****	3 (3-0)	Interdisciplinary
6	PSYC-6140	Internship	3	Internship
TOTAL CREDIT HOURS: 18				

SEMESTER-4				
S.N.	Course code	Course	Credit Hours	Category
1	PSYC-6141	Psychology & Emerging Technologies	3 (3-0)	Major
2		Elective - V *****	3 (3-0)	Major
3		Elective - VI *****	3 (3-0)	Major
4		Elective - VII *****	3 (3-0)	Major
5	PSYC-6142	Capstone	3	Capstone
TOTAL CREDIT HOURS: 15				

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*	HEC designed model courses for general education may be adopted by the university.
**	The university / department may offer any course in the broader category of "Natural Sciences" which should have relevance to the purpose of the degree program.
***	The university / offering department may offer any course in the broader category of "Arts and Humanities" including but not limited to a course of regional or international language such as Chinese, Arabic, French, Spanish etc. or any other course such as Philosophy, History etc.
****	The university / department may offer any course in the broader category of "Social Sciences" including but not limited to a course of Economics, Anthropology, Education, International Relations etc.
*****	Except for the two mandatory interdisciplinary courses namely, "Data Analysis" and "Academic Writing & Research Methods", the university / department may offer the remaining 2 interdisciplinary courses from the recommended list provided in this document or any other similar course to enhance the interdisciplinary understanding of the students. Credit combination (reflecting balance of theory and lab / field work) may be arranged in accordance with the nature of the course.
*****	Read in conjunction with guidance given on "Standard Nomenclature", the university / department may offer any 7 courses from either the general pool of electives or from within one of the specializations keeping in view availability of academic, human and infrastructural resources. Credit combination (reflecting balance of theory and lab / field work) may be arranged in accordance with the nature of the course.


 Chairman
 Department of Education
 University of Sargodha

LIST OF INTERDISCIPLINARY COURSES

Students may opt interdisciplinary courses from the following list where required in the scheme of studies for Bachelor of Science in Psychology, from other departments to complement their holistic understanding of the major, provided that the same is allowed by the concerned department. The list provided here is a recommended one only and the offering department may add more courses as and when needed.

S.N.	Course Code	Course	Credit Hours	Category
1	SOCI-6113	Introduction to Cultural Anthropology ✓	3 (3-0)	
2	ECON-5112	Introduction to Economics ✓	3 (3-0)	
3	ENVR-5101	Introduction to Environmental Studies ✓	3 (3-0)	
4	SOCI-6108	Introduction to Gender Studies ✓	3 (3-0)	
5	GEOG-5101	Introduction to Geography ✓	3 (3-0)	
6	GEOG-5103	Introduction to Human Geography ✓	3 (3-0)	
7	PSYC-6143	Introduction to Media Psychology ✓	3 (3-0)	
8	SOWK-5114	Introduction to Philosophy ✓	3 (3-0)	
9	SOWK-5101	Introduction to Social Work ✓	3 (3-0)	
10	SOCI-6206	Population Studies ✓	3 (3-0)	

Dr. A. S. S. S. S.
 Department of Psychology
 University of Jaffna

Specializations (BS)**MAJOR SPECIALIZATIONS FOR BS PSYCHOLOGY**

Following are a few example specialization streams in case where the Bachelor of Science in Psychology is offered with specialization. Subject to approval of the relevant statutory body, the department may develop additional specializations other than those prescribed below. The concerned department may consider to offer the degree program with specialization or otherwise, keeping in view availability of academic, human and infrastructural resources.

Specialization 1: Clinical Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6144	Adult Psychopathology ✓	3 (3-0)	
2	PSYC-6145	Child Psychopathology ✓	3 (3-0)	
3	PSYC-6146	Clinical Assessment & Diagnosis ✓	3 (3-0)	
4	PSYC-6147	Clinical Supervision & Consultation ✓	3 (3-0)	
5	PSYC-6148	Crisis Intervention & Management ✓	3 (3-0)	
6	PSYC-6149	Ethical Issues in Clinical Practice ✓	3 (3-0)	
7	PSYC-6150	Psychoanalysis & Psychodynamic Approaches ✓	3 (3-0)	
8	PSYC-6151	Psychological Interventions & Therapies ✓	3 (3-0)	
9	PSYC-6152	Psychopharmacology in Clinical Practice ✓	3 (3-0)	
10	PSYC-6153	Substance Use Disorders & Management ✓	3 (3-0)	

Specialization 2: Cognitive Neuroscience

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6154	Cognitive Development & Aging ✓	3 (3-0)	
2	PSYC-6155	Language Processing & Brain ✓	3 (3-0)	
3	PSYC-6156	Memory & Emotions ✓	3 (3-0)	
4	PSYC-6157	Neuroimaging in Cognitive Science ✓	3 (3-0)	
5	PSYC-6158	Neuroplasticity ✓	3 (3-0)	
6	PSYC-6159	Neuropsychological Assessment ✓	3 (3-0)	
7	PSYC-6160	Neuroscience & Executive Functions ✓	3 (3-0)	
8	PSYC-6161	Neuroscience & Psychopathology ✓	3 (3-0)	
9	PSYC-6162	Perception & Attention ✓	3 (3-0)	
10	PSYC-6163	Social Cognition & Brain ✓	3 (3-0)	

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Department of Psychology
University of Sarawak

Specialization 3: Developmental Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6164	Aging & Geriatric Psychology ✓	3 (3-0)	
2	PSYC-6165	Cognitive Development in Children ✓	3 (3-0)	
3	PSYC-6166	Cultural Influences on Development ✓	3 (3-0)	
4	PSYC-6167	Developmental Assessment & Intervention ✓	3 (3-0)	
5	PSYC-6168	Family Dynamics & Child Development ✓	3 (3-0)	
6	PSYC-6169	Gender Development in Children and Adolescents ✓	3 (3-0)	
7	PSYC-6170	Language Acquisition & Development ✓	3 (3-0)	
8	PSYC-6171	Lifespan Development ✓	3 (3-0)	
9	PSYC-6172	Lifespan Health & Mental Health ✓	3 (3-0)	
10	PSYC-6173	Social and Emotional Development in Childhood ✓	3 (3-0)	

Specialization 4: Educational Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6174	Behavioral Interventions in Educational Settings ✓	3 (3-0)	
2	PSYC-6175	Education in Socio-cultural Contexts ✓	3 (3-0)	
3	PSYC-6176	Educational Leadership and Psychology ✓	3 (3-0)	
4	PSYC-6177	Educational Psychology in Digital World ✓	3 (3-0)	
5	PSYC-6178	Guidance and Counseling in Educational Settings ✓	3 (3-0)	
6	PSYC-6179	Inclusive Education and Diversity ✓	3 (3-0)	
7	PSYC-6180	Learning Theories and Instruction ✓	3 (3-0)	
8	PSYC-6181	Psychological Assessment in Education ✓	3 (3-0)	
9	PSYC-6182	Special Needs Advocacy ✓	3 (3-0)	
10	PSYC-6183	Teacher-Student Relationships and Classroom Management ✓	3 (3-0)	

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Specialization 5: Forensic Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6184	Correctional Psychology ✓	3 (3-0)	
2	PSYC-6185	Criminal Profiling and Crime Linkage ✓	3 (3-0)	
3	PSYC-6186	Ethics in Forensic Psychology ✓	3 (3-0)	
4	PSYC-6187	Forensic Assessment and Evaluation ✓	3 (3-0)	
5	PSYC-6188	Interpersonal Violence ✓	3 (3-0)	
6	PSYC-6189	Juvenile Delinquency and Rehabilitation ✓	3 (3-0)	
7	PSYC-6190	Police Psychology ✓	3 (3-0)	
8	PSYC-6191	Terrorism and War ✓	3 (3-0)	
9	PSYC-6192	Theoretical Perspectives in Crime ✓	3 (3-0)	
10	PSYC-6193	Theories of Crime ✓	3 (3-0)	

Specialization 6: Health Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6194	Behavioral Medicine ✓	3 (3-0)	
2	PSYC-6195	Chronic illness and Pain Management ✓	3 (3-0)	
3	PSYC-6196	Community, Culture and Public Health ✓	3 (3-0)	
4	PSYC-6197	Health Behavior Change Models ✓	3 (3-0)	
5	PSYC-6198	Health Promotion and Prevention ✓	3 (3-0)	
6	PSYC-6199	Healthcare Systems and Sustainability ✓	3 (3-0)	
7	PSYC-6401	Lifestyle Medicine ✓	3 (3-0)	
8	PSYC-6402	Mental Health in Healthcare Settings ✓	3 (3-0)	
9	PSYC-6403	Nutrition and Mental Health ✓	3 (3-0)	
10	PSYC-6404	Psychological Interventions for Health Conditions ✓	3 (3-0)	

Specialization 7: Industrial & Organizational Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

S.N.	Course Code	Course	Credit Hours	Category
1	PSYC-6405	Career Development and Training ✓	3 (3-0)	
2	PSYC-6406	Conflict Management in Organization ✓	3 (3-0)	
3	PSYC-6407	Consumer and Marketing Psychology ✓	3 (3-0)	
4	PSYC-6408	Diversity and Inclusion at Workplace ✓	3 (3-0)	
5	PSYC-6409	Ethical Issues in Organizational Setting ✓	3 (3-0)	
6	PSYC-6410	Human Resource Management ✓	3 (3-0)	
7	PSYC-6411	Leadership in Organizations ✓	3 (3-0)	
8	PSYC-6412	Occupational Health and Safety ✓	3 (3-0)	
9	PSYC-6413	Organizational Behavior and Work Motivation ✓	3 (3-0)	
10	PSYC-6414	Organizational Culture and Climate ✓	3 (3-0)	

[Signature]
 Department of Psychology
 University of Carleton

Semester 1

PSYC-6111

Psychological Testing

3(3+0)

Course Description:

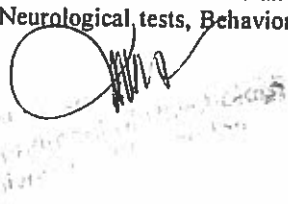
This course focuses on fundamental assessment skills in administration, scoring, interpretation of tests, report writing, and recommendations. It is planned to provide a framework for the development of assessment practices. Attention will be given to measurement issues, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process ethically and conservatively, interpreting norm references, and criterion-referenced test scores. Consideration will also be given to interviewing as an assessment tool and to test the environment and organizational culture.

Course Outcomes:

1. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from various assessment instruments and will learn skills in assessment planning and report writing.
2. You will learn not only how to evaluate psychological tests and measures but also how to construct and refine your own.
3. This knowledge is invaluable in research and applied settings, as our research results and clinical/applied evaluations depend on the tests and measures we use.

Course Contents:

- 1 Psychological tests: Definition, nature, uses, types; Psychological test vs. psychological assessment; Ethics of psychological testing, Standards of testing
- 2 History of psychological testing: Antecedents; Rise of modern psychological testing; Test construction: Introduction; Steps of test construction.
- 3 Characteristics of an excellent psychological test; Item writing: Types of items; guidelines for writing items; Item analysis: Item difficulty, Item discrimination; Item response theory
- 4 Item characteristic curves; Reliability of test scores: Types of reliability, factors influencing the reliability of test scores; how to improve the reliability of test scores
- 5 The standard error of measurement; Validity: Types of validity: Face, Content, Criterion, and Construct validity; Factors influencing validity; The error of the estimate. Relation of validity & reliability; Test norms: Steps in developing norms; Relativity of norms
- 6 Cut-off scores; Norm-referenced and criterion-referenced testing; Response sets; Types of response sets; Methods to eliminate response sets
- 7 Measurement of Abilities: Intelligence, Nature, Meaning, Different viewpoints; types of intelligence tests, Stanford Binet, Wechsler, Kaufman, Differential Ability Scales, Problems in testing intelligence Diversity in test performance
- 8 Tests for special populations: Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
- 9 Group testing: Groups vs. Individual tests
- 10 Adaptive Testing, Computer-Based Administration, Multilevel batteries, Educational Testing, Career guidance Aptitude testing, Achievement testing, and Learning disabilities
- 11 Personality Testing: Meaning & purpose of personality measurement; personality assessment tools. Some representative personality inventories are based on content, criterion, and factor analysis. Current status of personality inventories
- 12 Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
- 13 Projective Techniques: Nature of Projective Techniques: Types of Projective Techniques, Evaluation & Criticism of Projective Techniques
- 14 Occupational & Organizational Testing: Criteria for occupational testing, Career assessment; Test applied to the organizational setting, Important areas and tests used in an organisation
- 15 Tests in Clinical & Counseling Settings, Psycho Neurological tests, Behavioral assessment, and clinical judgment

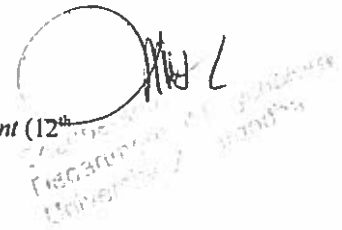
Recommended Text


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- 1 Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). New York: McGraw-Hill Education.
- 2 Anastasi, A. & Urbina, S. (2009). *Psychological testing* (7th ed.). New York: Pearson College Division.

Suggested Readings

- 1 Gregory, R. J. (2013). *Psychological testing, history principles, and applications* (7th ed.). New Delhi: Pearson Education.
- 2 Aiken, R. L., & Gary, G. M. (2008). *Psychological Testing and Assessment* (12th ed.). New York: Prentice-Hall.



PSYC 6124

Psychology of Gender

3(3-0)

Course Description:

This course provides students a coherent overview of the nature of women's psychology and to familiarize the students with the critical evaluation of research, facts, and their relations to the current situation of women's rights. This course examines social psychology theories of sex differences and conceptions of gender. Topics include history & theoretical perspectives on gender, differentiation of sex versus gender, gender similarities, conformity, stereotypes, social roles, masculinity, sexism, feminism, media influence, body image, gender violence, beauty standards, sex, cognition, emotion, and communication. Gender analysis framework will be introduced as a basic understanding and tools for analyzing the gender gap at the developmental issues. Students are expected to have a broad knowledge of gender issues in various social settings and able to use theories and analysis tools to assess the impact of gender inequality.

Course Outcomes:

After finishing this course:

1. Students are expected to be able to explain the theories in psychology that explain and discuss gender for multi perspectives.
2. Students are expected to be able to apply the theories and perspectives of gender equality in everyday life and especially in the social and cultural context of Pakistan.

Course :

1. Introduction to women studies; Need for women studies in Pakistan
2. Image of Women in different religions of the world and sub-continent; Emergence of Psychology of Women in West
3. Gender Issues, Physiological and psychological issues in development, Gender Discrimination,
4. Adolescence and menstruation along with Myths and Taboos across-cultures, Pregnancy, Motherhood, Menopause, and related issues
5. Marriage and Family System, Impacts of marriage on women, System of subordination and status of women, Gender role, expectation and behavior patterns
6. Perception of Self, Self-esteem, Factors governing gender differences in self-esteem, self-perception and self- efficacy
7. Gender, Employment, and the economy, Achievement motivation and attitudes; Bridging the gap
8. Culture-specific practices and female psyche
9. Women and Psychopathologies, Women and Laws of Pakistan, Violence against women and other issues in Pakistan and global arena
10. The feministic perspective of Gender, Feministic movement in various periods

Recommended Texts

1. Brannon, L. (2017). *Gender: Psychological perspectives* (7th ed.). New York: Routledge Publications.
2. Linda, B. (2017). *Gender: Psychological perspectives* (7th ed.). London: Taylor and Francis.

Suggested Readings

1. Helgeson, V. S. (2016). *Psychology of gender* (5th ed.). New York, Routledge.
2. Else-Quest, N. M., & Hyde, J. S. (2018). *The psychology of women and gender: Half the human experience* (9th ed.). SAGE Publications.
3. Vicki, S. H. (2016). *Psychology of gender* (5th ed.). London: Taylor and Francis.

PSYC-6118

Theories of Personality

3(3+0)

Course Description:

The course has two interlinked goals: promoting knowledge of personality and sharpening thinking skills. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, which is useful not only in psychology and human services professions but in many areas of human life. The course first gives a general theoretical introduction to the bases of personality psychology. The theories and methods of measurement within trait psychology are considered, as is psychodynamic personality theory. A cognitive/social-cognitive perspective on personality is presented. Personality with biology and health as well as personality and mental disorders are presented and discussed.

Course Outcomes:

On completion of the course:

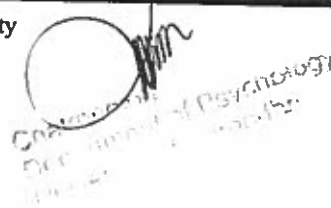
1. Student should - be able to account for central personality theories and
2. Place these in a context regarding psychological theorizing
3. be able to account for relevant arguments in the discussion regarding if and how personality can be measured
4. be able to account for methodological methods in the study of personality, for example within biological personality research and employing personality tests.

Course Content:

- 1 Introduction to Personality: Definition of Personality
- 2 Essential Features of Personality
- 3 Overview of theories of personality
- 4 Six Approaches to Personality
- 5 Characteristics of a Good Theory
- 6 Issues in Personality Psychology
- 7 Collectivist orientations
- 8 Individualistic orientations
- 9 Research in personality psychology
- 10 Situational causes and cues
- 11 The psychoanalytic theory of personality
- 12 Neo-Psychoanalytic theories
- 13 Biological theories
- 14 Behavioral theories
- 15 Learning / sociocultural theories
- 16 Cognitive theories
- 17 Trait theory
- 18 Five-Factor Theory (Norman, McCrae, and Costa)
- 19 Stress, adjustment, and personality

Recommended Text

- 1 Burger, J. M. (2019). *Personality* (10th ed.). Boston, MA: Cengage Learning.
- 2 Cervone, D., & Pervin, L. A. (2017). *Personality: theory and research* (13th ed.). Hoboken, NJ: John Wiley & Sons.


 Department of Psychology
 University of North Carolina at Charlotte

Suggested Readings

- 1 Carver, C. S., & Scheier, M. F. (2017). *Perspectives on personality* (8th ed.). New York: Pearson Education.
- Larsen, R.J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). New York: McGraw-Hill Education.

Department of Psychology
University of North Carolina

PSYC-6120

Clinical Psychology

3(2-1)

Course Description:

This course provides an overview of the strong knowledge of skill and acumen in the detection, evaluation, and diagnosis of various psychological conditions. This course is intended to provide students an overview of the field of clinical psychology. Students will be exposed to information regarding the history of science, as well as contemporary clinical psychology. This course introduces and provides a broad overview of the field of clinical psychology with a focus on science and practice. This course examines both professional issues and selected topics in clinical psychology. Selected topics include, but are not limited to, educational and training requirements, history, professional ethics, research designs and issues, controversies in clinical assessment and therapy. Students will also be introduced to the various assessment and psychotherapeutic strategies used by clinical psychologists in their daily practice.

Course Description:

By the end of the course:

1. Students will have an in-depth understanding of the range of assessment and psychotherapeutic services that clinical psychologists provide to patients of all ages across multiple settings.

Course Contents:

- 1 Nature and Scope of Clinical Psychology: Defining clinical psychology
- 2 Differences in clinical and counseling psychology
- 3 Careers in clinical psychology
- 4 Historical Overview of Clinical Psychology
- 5 Diagnostic System in clinical Psychology: DSM-V
- 6 Communication and interviewing skills
- 7 Effective communication
- 8 Types of clinical interviews: Intake interview, case history interview, diagnostic interview
- 9 Clinical assessment and diagnosis
- 10 Psychoanalysis, Behavioral Therapies
- 11 Cognitive behavior therapy
- 12 Rational emotive behavior therapy
- 13 Gestalt therapy
- 14 Contemporary therapies & Ethical Issues in Clinical Psychology
- 15 Practicum: The students are required to prepare four case studies of mental patients. The students must prepare a report of therapeutic sessions based on a particular theoretical orientation with two clients, as prescribed by the teacher concerned.

Recommended Text and Suggested Readings

- 1 Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction of clinical psychology* (8th ed.). Boston, MA: Pearson.
- 2 Davey, G. (2015). *Clinical psychology*. London: Routledge. Inc.
- 3 Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). California: Wadsworth.
- 4 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). Boston: Cengage learning.

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PSYC-6137

Advanced Research Methods

3 (3 + 0)

Course Description:

This course enhances postgraduate psychology students' knowledge and skills for conducting, analyzing, and interpreting research in the field of psychology. Particular focus will be placed upon developing critical thinking, which is an essential part of a critical research consumer. For this reason, the course aims to answer questions such as 'Why are we carrying out the research?' and 'How can we achieve the research objectives?' This course focuses to develop an understanding of the basic framework of the research process. Main objectives of this course are to: develop an understanding of various research designs and techniques, identify various sources of information for literature review and data collection, distinguish between qualitative and quantitative research methods and their relationships.

Course Outcomes:

1. understand the qualitative and quantitative orientations that are important to viewing and interpreting research situations
2. Analyze and interpret findings from qualitative and quantitative research.
3. It will be useful for conducting research and as tools for professional practice.

Course Contents:

1. Introduction to Research
2. Elements of Research; Types of Research: Basic and Applied
3. Classification of Research: Descriptive, Exploratory and Explanatory
4. Research Problem & Literature Review
5. Formulating the Hypotheses
6. Qualitative Research
7. Focus Groups, Interviews: Structured, Semi-Structured, and Unstructured, Unobtrusive Measures of Behaviour, Content and Thematic Analysis, Grounded Theory
8. Qualitative vs. Quantities Research
9. Correlational vs. Casually Connected Research
10. Sampling: Sampling frame and Sampling Design, Probability and Non-Probability Sampling
11. Research Designs: Conventional Designs, Factorial Design, Quasi-Experimental Design
12. Qualitative and Mixed method research designs
13. Ethical Issues in Conducting and Reporting the Research as per APA Manual 7th edition/ the latest one

Recommended Texts

1. Goodwin, K. A., & Goodwin, J. C. (2016). *Research methods in psychology* (8th ed.). New York: John Willy Sons
2. American Psychological Association (2019). *Publication manual of APA* (7th ed.). Washington DC: APA
3. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Harlow: Pearson Education Limited.

Suggested Readings

1. Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
2. Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: SAGE Publications

PSYC-6138

Data Analysis

3(2-1)

Course Description:

In today's world, good decision making relies on data and data analysis. This course helps students develop the understanding that they will need to make informed decisions using data and to communicate the results effectively. The course data analysis in research has been designed to link the various aspects of research together. The student has 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 research, coining the conceptual framework, collecting data, and conducting appropriate analysis to find meaningful results. The main objectives of this course are to: understand how different aspects of research come together and to understand and take appropriate statistical procedures, interpret basic statistics tables, and the salient features of a research report.

Course Outcomes:

By the end of this course:

1. Students should understand and know how to use statistics.
2. Students will also develop some understanding of the limitations of statistical inference and the ethics of data analysis and statistics.
3. Students will work in small groups in this course; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment.
4. Typically, one component of the assessment requires students to work in teams and collect and analyze data to answer a real-world problem of their choosing.

Course Contents:

1. Introduction to data, and Data analysis in psychological research
2. Introduction to the software's (endnote)
3. Orientation to N-Vivo
4. Measurement scales and A detailed orientation to SPSS environment
5. Writing, formatting and handling data
6. Data screening, Data manipulation, Graphical representation of data and Assumption Testing
7. Data exploration: Descriptive statistics, Reliability testing
8. Hypothesis testing: One sample t-test, independent sample t-test, Paired sample t-test
9. Analysis of Variance (ANOVA)
10. Correlation (types, uses, and reporting)
11. Linear Regression (Simple and Multiple)
12. Reporting results according to APA 7th Edition

Recommended Texts

1. Hox, J. J., Moerbeek, M., & Van-de-Schoot, R. (2018). *Multilevel analysis*. New York: Routledge.
2. Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
3. Craig A. Mertler (2015). *Introduction to educational research*. London: Sage Publications.
4. Field, E. (2009). *Discovering statistics using SPSS* (3rd ed.). London: Sage Publications.

Suggested Readings

1. Montgomery, D. C., & Runger, G. C. (2014). *Applied statistics and probability for engineers* (6th ed.). London: John Wiley & Sons, Inc
2. Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research methods in psychology*. New York. Mc Graw Hill.

URCG-5129

Fekm-e-Quran-I

1(0-1)

Model Course Outline for the Course Understanding of Quran – I

Course Title: Understanding of Quran – I
 Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman
 Credit Hours: 1 (0-1)
 Contact Hours: 3 per week
 Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles), compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath-based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and Idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- Paper book: All volumes are available in printed book form.
- Tutorial videos: Teaching video of each lesson available on YouTube.
- Confirmation Videos: A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- A flipbook: A flipbook edition is also accessible.
- Helping material: Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (ر) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذا/هنا) Demonstrative Noun (This & That for Feminine) (هذه/هناك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words, phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) اكر Superlative Degree like اكر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 2-3	Emphatic Particle لا Preposition "For" (للم) (للم) Preposition (للم)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (من- الى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الى- من) Absolute Negation Particle لا التامة Exceptive Particle (لا) (ما السالبة) (للمن)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (ان), Was (كان), Vocative Particle (هذه/هنا)

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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف) (مضائب ومضائب اليه)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضائب ومضائب اليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضائب ومضائب اليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المتصل) Possessive Pronoun His (له) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، مله، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (انت) (المتصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، منك، فله
	2.	Mid Term			

9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي) (المتصل) Possessive Pronoun Her (لها) (المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها، لها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (انا) (المتصل) Possessive Pronoun Her (لي) (المتصل) Possessive Pronoun with prepositions like لي Pronoun "My" with prepositions like لي (حلى)
10.	1.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المنكر السالم و جمع المنكر السالم المسبوق بمعرفة الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المنكر السالم المسبوق بمعرفة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم) (المتصل) Possessive Pronoun Their (لهم) (المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيوتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (انتم) (المتصل) Possessive Pronoun Your (كم) (المتصل) Possessive Pronoun with prepositions

3

13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	like في بيوكم Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المتصل) Possessive Pronoun Our (نا المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- اولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / آلا، ابن / إلا، إنما، ليس، ما، كل (الأم، ان، بل، كل (أنا، ليس، اليوم، يومئذ، سبحانه، ما بينهما، قل، إن، ولن، نعم، كلا، ما أدراك، حصه، أعلم به، مصير، مرجع، تبتا(تميز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون

Ethics-I

URCG-5131

1 (0-1)

1-Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of semitic and non-semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others religious identities with humanistic, inclusive and holistic approach

2- Learning Objectives

This course aims to:

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

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

1. Students will be able to identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics, and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine the ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents**Unit 1: Introduction and Fundamentals of Ethics**

1. Literal and terminological definition of ethics
2. Literal and terminological definition of values
3. Relationship between law and ethics
4. Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (SA): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts in the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute.

Semester 2

PSYC-5111

Ethics in Psychology

3(3-0)

Course Description:

This course is designed to introduce ethical standards that psychologists should follow in their practice, and research activities. It covers discussions on the concepts of "ethics", "philosophy of ethics" and "professional ethics", ethical decision-making process, personal barriers to ethical decision-making, national and international guidelines of ethics in psychology, and cultural sensitivity as an ethical principle. Related topics will be covered through assigned readings, real-life examples, self-reflections, group activities, and in-class discussions. Students are expected to participate and speak up in class activities, to complete reading assignments between classes, and to submit assignments that will deepen the learning of the materials and lectures. The objective of this course is to introduce students with: Knowledge of Ethical guidelines devised by APA and other international bodies for Psychologists, both as researcher and professionals. The intent, organization, procedural consideration, and application of Code of ethics to guide them to towards attaining professional credibility and integrity as a researcher and practicing psychologist.

Course Outcomes:

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

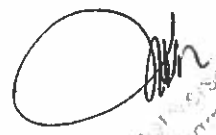
1. Understand the ethical guidelines for conducting research in Psychology and professional ethics.
2. Students will have a sense of code of conduct both as a researcher and a professional psychologist.

Course Contents:

1. Introduction and Applicability of Ethical Issues
2. Historical development
3. Code of Ethics provided by APA, BPS, and other international bodies
4. General Principles
5. Ethical Standards
6. Resolving ethical issues
7. Competence
8. Human relations: Respecting Diversity, Dual role
9. Privacy and confidentiality
10. Advertising and other public statements
11. Record keeping and fees
12. Education and training
13. Research and publication: Plagiarism
14. Assessment
15. Therapy and counseling: Professional ethics

Recommended Books

- Alderson, P. (2011). The ethics of research with children and young people (2nd ed.). Sage: Los Angeles.
- Anderson, S. K. (2010). Ethics for psychotherapists and counselors. UK: Wiley-Blackwell.
- American Educational Research Association, American Psychological Association & National Council of Measurement in Educational (1985). Standard for educational and psychological testing. Washington, DC: American Psychological Association.
- American Psychological Association (2002). Publication manual of the American psychological association (5th ed.). USA: Author.
- APA Code of Ethics (1999). Ethical principles of psychologists and code of conduct. American Psychologists, 47, 1597-1611.
- 1. Banyard, P. (2011). Ethical issues in psychology. UK: Routledge.


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Course Description:

The main objective of this course is to familiarize students with the process of counseling by providing a critical review of the essential components of a counseling process as well as the most influential counseling and psychotherapy theories. The course introduces topics concerning the main aspects of psychological counseling. We start by discussing counseling definition, its forms, counselor's role, and ethics. Crisis intervention, rehabilitation, psycho-prevention, and psychotherapy are discussed within an evidence-based major approach in counseling (e.g. psychoanalytic, psychodynamic, humanistic, existential, cognitive-behavioral, systemic, and postmodern models). Each approach is presented including its concepts explaining symptoms development, counseling principles, specific therapeutic techniques, and their limitations.

Course Outcomes:

1. Understand the approaches of historical order of their development, addressing differences and similarities between them, finishing with the idea of integration in counseling.
2. Students understand the developing model of counseling.
3. Understand specific settings and principles of family, couple, and group counseling with their use in rehabilitation and prevention counseling.

Course Contents:

- 1 An overview of counseling: Definitions of counseling; goals of counseling; historical development of counseling, do's and don't of counseling
- 2 Careers and scope of counseling: Distinguish the various counseling specialty areas of school counseling, mental health counseling, community counseling, counseling in student affairs practices, rehabilitation counseling, gerontological counseling, and marriage and family counseling.
- 3 On becoming a counselor: Personal characteristics of effective counselors; the process of counselor education, personal values in counseling, on becoming a counselor.
- 4 Counseling relationship: The basics of building and implementing a counseling relationship, basic and advanced counseling skills, case conceptualization, and record keeping.
- 5 Theoretical approaches to counseling: Four conceptual approaches to counseling: psychodynamic, existential-humanistic, behavioral, cognitive, and some theories that are associated with them. An integrative approach, brief-treatment, and solution-focused therapies, Uses of Expressive Arts in Counseling Psychology (Creative arts; Visual arts; Psychodrama; Poetry, writing, and bibliotherapy, Music and dance therapies).
- 6 Counseling in different settings: Basic principles to family counseling, group work, career development, the history of consultation, and supervision.
- 7 Ethical Issues in Counseling Psychology: Ethical considerations in counseling Legal considerations for counselors, current and future trends in counseling, research, and evaluation in counseling.

Recommended Text

- 1 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). New York: Cengage Learning.
- 2 Gladding, S. T. (2017). *Counseling: A comprehensive profession*. (8th ed.). New York: Pearson Publisher.

Suggested Readings


- 1 Cormier, S. & Hackney, H. (2016). *Counseling strategies and interventions for professional helpers* (9th ed.). Harlow, Essex Pearson.
- 2 Capuzzi, D., & Gross, D. R. (2017). *Introduction to the counseling profession* (7th ed.). New York: Routledge.
- 3 Capuzzi D. & Staufer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (7th ed.). Alexandria, VA: American Counseling Association.

Elective-I

3 (3-0)

Elective – II

3 (3-0)


Gangadhar Prasad
Gangadhar Prasad
Gangadhar Prasad

Course Description:

This course provides a foundation in the knowledge and skills necessary for scholars to perform investigator-initiated clinical research. Techniques of literature searching and critical review of the scientific literature will serve as a skill foundation for evaluating the current state of research questions. The concept of clinical research, including its scope and fundamental research designs, will be covered in detail. Main objectives of this course are to: Learn to choose the most appropriate study design for various types of research questions, Learn to design appropriate clinical research methodology, including appropriate sample size, power, variables, outcome measures, and potential pitfalls, proper interpretation of findings and applicability (external validity) will be emphasized, ethical issues in the design and conduct of clinical research including informed consent, and protection of human subjects will be addressed.


Course Outcomes:

Successful completion of this course:

1. Students will enable students to Understand and correctly apply qualitative and quantitative methods in clinical settings;
2. Discuss and explain the philosophical and practical differences between the qualitative and quantitative methods;
3. Examine and discuss strengths and weaknesses of qualitative and quantitative data collection methods.

Course Contents:

1. Introduction to the Scientific Process.
2. Perspectives on Research (Classification and Process; Theory and research link)
3. Foundations of Quantitative Measurement and Qualitative Methods
4. The Participants: Sample, Ethical issues involved in clinical research, and Sampling Issues
5. Experimental designs in clinical research
6. Self-report methods (questionnaires) & Survey research design
7. The survey interview, field research and Observational research
8. Use of secondary data and non-reactive research
9. Evaluation Research
10. Historical Comparative design, Focus group discussion, and Case Study
11. Analysis, Interpretation, Dissemination, and report writing as per APA 7th edition


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Recommended Texts

1. Barker, C., Pistrang, N., & Elliott, R. (2016). *Research methods in clinical psychology: An introduction for students and practitioners* (3rd ed). UK: John Willey and Sons.
2. Neuman, W. L. (2012). *Social research methods: Qualitative and quantitative approaches* (7th ed.). New Delhi: Princeton University Press.

Suggested Readings

1. Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.) London: SAGE Publications.
2. American Psychological Association (2019). *Publication manual of APA* (7th ed.). Washington DC: APA

URCG-5130

Fahm-e-Quran II

1(0-1)

**Model Course Outline
for the Course Understanding of Quran – II**

Course Title: Understanding of Quran – II

Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman

Credit Hours: 1 (0-1)

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعيدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعيدون
2.	1.	6	9 10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعبدون)

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					صيغة المتكلم (اعيد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نمذ)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد و صيغة الجمع , لا تعدو, لا تبدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر موزل)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood (لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للثاني
	2.			MID TERM	
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا

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	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عننا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عننا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عننا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عنكم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عنكم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عنيت ، عنيت
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث للمخاطب عنيت
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

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Ethics-II

URCG-5132

1 (0-1)

1-Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with Jewish, Christian, Islamic, Hindu, Buddhist, Sikh, Confucian, and Jain ethical traditions. The course emphasizes moral reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

1. Understand the fundamental principles and theories of ethics.
2. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
3. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
4. Develop critical thinking skills to evaluate ethical arguments and theories.
5. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

By the end of this course, students will be able to:

1. Identify and analyze major ethical theories and teachings from world religions.
2. Understand the role of religions in improving moral values and social behavior.
3. Demonstrate ethical decision-making in various personal and professional contexts.
4. Recognize the impact of ethical decisions on individuals, communities, and society.
5. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Title: ~~Ethics-II (For Non-Muslim Students)~~ Course Code: ~~URCG-5130~~ X

Course Contents

Unit 1: Ethical Teachings of Semitic Religions

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships
- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook

- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

1. Barash, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
2. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
3. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
4. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
5. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
6. Coward, H., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.

Semester 3
PSYC-6132

Forensic Psychology

3 (3+0)

Course Description:

This course evaluates the major theories and fundamental concepts in criminology and criminal justice. In this course, we will be working to demonstrate the influence that psychological research can have on the criminal justice system. We will cover topics ranging from the psychology of criminal behavior to the processes involved in the criminal justice system, to the varying degrees of validity and reliability that come with testimony and criminal defenses. The goal of this course is to illuminate how the field of psychology can inform the criminal justice system and the policies developed by that system.

Course Outcomes:

This course is designed to achieve the following goals:

1. Understand survey the major areas of interests shared by psychology and the law,
2. to become familiar with the types of forensic evaluations conducted in criminal and civil cases,
3. to become familiar with the landmark legal cases that impact forensic psychology

Course Contents:

- 1 Introduction to Forensic Psychology: History of Forensic Psychology; Defining Forensic Psychology; Legal Research for the social scientist
- 2 Applying Psychology to Civil Proceedings
- 3 Understanding Adult Domestic Law Issues;
- 4 Understanding Child; Domestic Law Issues;
- 5 Conducting Personal Injury Evolution;
- 6 Personality Assessment in Personal Injury Litigation
- 7 Applying Psychology to Criminal Proceedings
- 8 Evaluating eyewitness testimony in adults & children; Competency to Stand Trial; Insanity Defense; Specific intent and Diminished capacity;
- 9 Probation and Parole
- 10 Special Applications
- 11 War against terrorism, Violence Risk Assessment; Psychology and Law Enforcement; Polygraph Testing, strategies for tolerance and peace
- 12 Communicating Expert Opinions: Writing Forensic Report; Serving as an expert witness
- 13 Interviewing with Offenders
- 14 Punishments and alternate routes to crime prevention;
- 15 Practicing psychology in Correctional settings; Psychotherapy with criminal offenders
- 16 Professional Issues
- 17 Practicing Principled Forensic Psychology; legal, ethical and moral consideration;
- 18 Training in Forensic Psychology

Recommended Text and Suggested Readings

- 1 Bartol, C. R., & Bartol, A. M. (2019). *Introduction to forensic psychology* (5th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 9781506387246
- 2 Costanzo, M., & Krauss, D. (2017). *Forensic and legal psychology: psychological science applied to the law* (3rd ed.). Boston: Worth Publishers.
- 3 Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A psychological approach*. (13th ed.). New Delhi: Pearson.
- Melton, G. B., Petrila, J., Poythress, N. G., Slobogin, C., Otto, R. K., Mossman, D., & Condie, L. O. (2017). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* (14th ed.). New York: Guilford Publications.

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Elective – III	3 (3-0)
Elective – IV	3 (3-0)
Interdisciplinary Course – IV	3 (3-0)
Interdisciplinary Course – V	3 (3-0)



Department of Health, Behavior, and Society
University of Maryland System


PSYC-6140

Internship

3(0-3)

Course Description:

This is an academic program placement for a semester in the actual work settings with the mental health practitioners. It provides an opportunity for the students to gain experience of working in off-campus field settings. The basic purpose of this internship is to develop skills that are required to become an efficient practitioner. During this period the student is supposed to use the knowledge he/she has learned in the program and put it into practice. To enhance the level of knowledge, weekly evaluation will be carried out prescribed by the curriculum. Supervised placements aim to ensure that the internees will gain the practical knowledge required to work as trained psychologists in their practical settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how psychologists carry out a range of activities in health, clinic, private practice, organizational and consultancy settings. Specifically, placement will focus on psychodiagnostics sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement may be conducted during semester. The placement may be conducted during semester. The students are expected to submit the work along with the presentation to the teacher (online every week), the psychiatrist, Clinical psychologist and a significant mental health professional from time to time. Furthermore, students need to take written feedback on the paper provided by the department. At the end of the internship, students need to submit the hard copy of the work done during the Internship, Geotagged photos and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.


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Semester 4
PSYC-6140

Psychology & Emerging Technologies

3(3-0)

Course Description:

This course investigates how emerging technologies are shaping, and being shaped by, human psychology. Students will explore the psychological impact of digital environments, artificial intelligence, virtual and augmented reality, biofeedback devices, and more. Emphasis is placed on ethical considerations, human-technology interaction, cognitive and emotional outcomes, and the design of psychologically informed tech.


Course Outcomes:

By the end of this course, students will be able to:


1. Understand psychological theories relevant to technology use.
2. Analyze the impact of emerging technologies on cognition, behavior, and emotion.
3. Critically assess the ethical and societal implications of technological innovations.
4. Apply psychological insights to the design and evaluation of new technologies.

Course Contents:

1. Introduction to Psychology & Emerging Technologies
 - Overview of course themes
 - History of psychology and technology
 - Human-technology interaction: Basic concepts
2. Cognitive Psychology and Human-Computer Interaction (HCI)
 - Attention, memory, perception in tech environments
 - Cognitive load and usability
 - Interface design and user experience
3. Social Psychology in Digital Spaces
 - Online identity and self-presentation
 - Social influence, group dynamics, and conformity in social media
 - Cyberbullying and digital empathy
4. Artificial Intelligence and Human Cognition
 - Human vs. machine intelligence
 - AI as social actors (e.g., chatbots, virtual assistants)
 - Trust and anthropomorphism in AI systems
5. Virtual Reality (VR), Augmented Reality (AR), and Psychological Immersion
 - Presence and embodiment
 - Therapeutic uses of VR (e.g., PTSD, phobias)
 - Risks of dissociation and simulation overexposure
6. Wearable Technology and Biofeedback
 - Psychology of self-tracking (quantified self)
 - Impact on motivation, health behavior, and anxiety
 - Neuromarketing and brain-computer interfaces
7. Technostress and Mental Health
 - Digital burnout, fatigue, and addiction
 - Fear of Missing Out (FOMO) and nomophobia
 - Coping strategies and digital hygiene
8. The Psychology of Video Games and Gamification
 - Reward systems and behavioral conditioning
 - Aggression, prosocial behavior, and flow
 - Gamification in education and health
9. Ethics and Psychological Implications of Emerging Technologies


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- Data privacy and surveillance
 - Manipulation and persuasive design
 - Algorithmic bias and psychological consequences
10. Developmental Psychology and Technology Use
 - Impact on children and adolescents
 - Parental mediation and screen time debates
 - Tech and cognitive/social development
 11. Aging, Technology, and Accessibility
 - Cognitive decline and assistive tech
 - Technology adoption among older adults
 - Reducing isolation through digital connectivity
 12. Cyberpsychology and Online Behavior
 - Digital personas and disinhibition effect
 - Online communities and parasocial interactions
 - Internet-based therapy and e-mental health
 13. Future Technologies: Neural Interfaces & AI Companions
 - Brain-machine interfaces (BMIs)
 - AI-based emotional recognition and response
 - Philosophical and psychological issues of AI companionship
 14. Technology in Psychological Research and Practice
 - Online data collection and virtual labs
 - AI in diagnostics and therapeutic tools
 - Telepsychology and remote intervention
 15. Case Studies and Applied Projects
 - Analysis of a current emerging technology through a psychological lens
 - Group presentations on tech and behavior analysis


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 University of Borgobna

Recommended Books

1. Suler, J. (2016). *Psychology of the Digital Age: Humans Become Electric*. Cambridge University Press.
2. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
3. Turkle, S. (2015). *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Press.
4. Greenfield, S. (2015). *Mind Change: How Digital Technologies Are Leaving Their Mark on Our Brains*. Random House.
5. Riva, G., Wiederhold, B. K., & Ciproso, P. (Eds.). (2016). *The Psychology of Social Networking Vol. 1: Personal Experience in Online Communities*. De Gruyter Open.
6. Rosen, L. D., Cheever, N. A., & Carrier, L. M. (2012). *iDisorder: Understanding Our Obsession with Technology and Overcoming Its Hold on Us*. Palgrave Macmillan.
7. Przybylski, A. K. (2023). *Screen Time: How Electronic Media—From Baby Videos to Educational Software—Affects Your Child*. MIT Press.
8. Lee, N. M. (2022). *The Psychology of Social Media*. Routledge.
9. Norman, D. A. (2013). *The Design of Everyday Things: Revised and Expanded Edition*. Basic Books.
10. Nass, C., & Yen, C. (2010). *The Man Who Lied to His Laptop: What Machines Teach Us About Human Relationships*. Penguin.

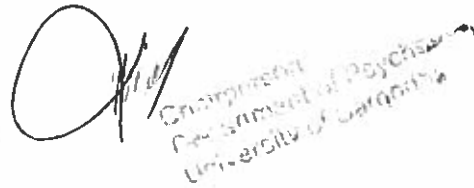
Elective – V	3 (3-0)
Elective – VI	3 (3-0)
Elective – VII	3 (3-0)
Capstone	3 (3-0)


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LIST OF INTERDISCIPLINARY COURSES OUTLINE

Students may opt interdisciplinary courses from the following list where required in the scheme of studies for Bachelor of Science in Psychology, from other departments to complement their holistic understanding of the major, provided that the same is allowed by the concerned department. The list provided here is a recommended one only and the offering department may add more courses as and when needed.

- a) Introduction to Cultural Anthropology
- b) Introduction to Economics
- c) Introduction to Environmental Studies
- d) Introduction to Gender Studies
- e) Introduction to Geography
- f) Introduction to Human Geography
- g) Introduction to Media Psychology
- h) Introduction to Philosophy
- i) Introduction to Social Work
- j) Population Studies



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SOCI-6113

Introduction to Cultural Anthropology

3 (3-0)

Course Description:

This course introduces the discipline of anthropology and the work of anthropologists. It does so by focusing on a series of questions that anthropologists have developed compelling answers to like: Why do people believe different things? Why are some societies characterized by inequalities? How do people communicate who they are to others? And are people in advanced societies truly healthier and happier than those in less advanced societies? This "question-based" approach encourages students to ask these questions of their own culture and society as they think critically and actively engage with, and learn from, examples from throughout the world and throughout history. The main emphasis of cultural anthropology is on the study of cultural variation among humans. It is in contrast to social anthropology, which perceives cultural variation as a subset of a posited anthropological constant. Cultural anthropology has a rich methodology, including participant observation. Students will leave the course with a broad understanding of how anthropologists answer such questions and with a greater awareness of the cultural and social diversity that exists in the world.


Course Outcomes:

By the end of this course:

1. Students will be able to: Define and explain the fundamental concepts and theories in cultural anthropology.
2. Understand the methods and techniques used in ethnographic research.
3. Analyze the interrelationships between culture, society, and individual behavior.
4. Identify and critically evaluate the cultural practices, beliefs, and social institutions in various societies.
5. Examine cultural diversity and the impact of globalization on local cultures.
6. Recognize the ways in which cultural anthropology contributes to a broader understanding of human societies.
7. Develop effective cross-cultural communication and intercultural competency skills.

Course Contents:

1. Introduction to Cultural Anthropology
 - Anthropology and Subfields of Anthropology,
 - Scope and Significance of Cultural Anthropology
 - Anthropological Research Methods
 - Cultural Anthropology and other Social Sciences
2. Culture
 - Definition, types and assumptions of culture
 - Components of culture
 - Culture and environment
 - Schools of Thought in Cultural Anthropology
 - Cultural Materialism, Structural Functionalism, Symbolic Anthropology
 - Cultural ecology, Historical Particularism, Interpretive Anthropology,
 - Feminist Anthropology, Poststructuralism Postcolonial Anthropology and Critical Anthropology
3. Language
 - Origin of language
 - Human and non-human language
 - Features of human language
 - Structure of Human language and relationship of language and culture
 - Sapir-whorf Thesis, Socio-linguistics theory
4. Religion, Rituals, and Belief Systems


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- The nature of religious, structure and function of religion, beliefs and practices
- Rituals and their social significance
- Shamanism, animism, monotheism, and polytheism
- 5. Types and Functions of family and marriage
 - Social structures and institutions
 - Kinship systems and family structures
 - Marriage practices and kinship terminology, Types of Descent
- 6. Political Organization
 - Origin, evolution and function of political organization
 - Types of Political Institution: Tribe, bands, Chiefdoms, City States and Modern State System
 - Gender and Sexuality
 - Cultural construction of gender roles and expectations
 - Cross-cultural variations in gender systems
 - Diversity in sexual orientations and identities
- 7. Globalization and Cultural Change
 - The impact of globalization on local cultures
 - Cultural hybridity and the spread of consumerism
 - Indigenous peoples and cultural resistance
- 8. Applied Anthropology and Contemporary Issues
 - The role of cultural anthropology in addressing social issues
 - Medical anthropology and global health
 - Environmental anthropology and sustainability

Recommended Texts:

- 1 Kottak, Conrad Phillip. (2013). Cultural anthropology: Appreciating human diversity. New York :McGraw-Hill,
- 2 Bodley, H. J. (2016). Cultural anthropology: Tribes, states, and the global system. (6thed.). US: Rowman & Littlefield
- 3 Ember, R. C., Ember, M. and Peregrine, N. P. (2014). Social and cultural anthropology (14thed.). London: Pearson.

Suggested Readings:

- 1 Russell, H. B. (2012). Research methods in anthropology; Qualitative and quantitative approach. (2nded.). Landon: Sage Publication
- 2 Marvin, H. (2007). Cultural anthropology, (7thed.). New York: Harper and Row.

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ECON-5112

Introduction to Economics

3(3-0)

Course Description:

The course is designed for beginners with either no formal background or very little acquaintance with economics. It develops the ability to explain core economic terms, concepts, and theories. The objective is to give the students a clear understanding of the basic concepts, tools of analysis, and terminologies used in microeconomics and macroeconomics. Emphasis will be on the use of graphs, diagrams, and numerical tables/schedules for exposition. A country's economy consists of three major economic agents; consumers, firms, and government. Analyzing the choices made by these economic agents is one of the main subjects of microeconomics.

Course Outcomes:

1. Students will learn how the decisions made by economic agents are represented in the market as demand and supply of commodities.
2. Students will also learn about the determinants of macroeconomic conditions (national output, employment, and inflation), aggregate supply and demand, business cycles, public finance, international trade, and monetary and fiscal policy.
3. The teacher is expected to draw examples from the surrounding world to clarify the concepts.

Course Contents:

1. Introduction to economics and preliminaries
2. Theory of consumer behavior
3. Demand. Supply, market equilibrium and elasticities
4. Theory of production
5. Revenue and cost analysis of a firm
6. Theory of Market Structure
7. Firm's Behavior under perfect competition, monopoly, and monopolistic competition
8. Introduction to macroeconomics
9. National income and various concepts of national income
10. Consumption and saving function
11. Investment and its types,
12. Concept of aggregate demand and supply and their equilibrium
13. Concept of multiplier and accelerator
14. Monetary and fiscal policies
15. Inflation and unemployment (PHILLIPS CURVE)
16. Balance of payment problems and remedies
17. Public finance and taxation, debt and expenditure

Recommended Texts and Suggested Readings

1. Mankiw, N. G. (2018), Principles of microeconomics (8* ed.). Boston, MA: Cengage Learning.
2. Diulio, E. A. & Salvatore, D. (2011). Schaum's outline of principles of economics (2*1 ed.). New York: McGraw-Hill Education.
3. Mankiw, N. G. (2019). Macroeconomics (10" ed.). New York: Worth Publishers.
4. Froyen, R. T. (2013). Macroeconomics: theories and policies (10* ed.). University of North Carolina at Chapel Hill: Pearson.

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ENVR-5101

Introduction to Environmental Science

3(3-0)

Course Description:

This course is aimed to introduce students with basic knowledge of Environment. Environmental science is the study of how human activity affects natural patterns and processes in the globe. We must take into account the physical, biological, and chemical processes that frequently form the basis of today's environmental issues if we are to comprehend them. The objective of this course is to provide orientation on the evolution and scope of this emerging discipline and to motivate them to think beyond basic sciences to decision sciences.

Course Outcomes:

After completing this course:

1. Students are expected to learn the importance of Environmental Science in human life, its relationship with various segments of society and sectors of development.
2. The students are also expected to become familiar with current national, regional and global challenges for sustainable development.

Course Contents:

1. Basic principles: about convergence of ecology with economic and sociology to evolve as environmental science.
2. Its nature, history, scope and the contribution to society
3. Environmental aspects: physic-chemical, biological, socio-economic, socio-cultural, moral and ethical, and philosophical thinking.
4. Environmental problems local, regional and global level
5. Environmental challenges
6. Sustainability of resources for development
7. Efficiency of energy and water resources
8. Current and future trends in growth and resultant environmental pollution
9. Poverty and resource depletion
10. Development in industry, agriculture and urbanization

Recommended Texts:

1. Zehnder, C., Manoylov, K., Mutiti, S., Mutiti, C., VandeVoort, A., & Bennett, D. (2015). Introduction to Environmental Science, University System of Georgia.
2. Miller, G. T., & Spoolman, S. (2015). *Environmental science*. Cengage Learning.

Suggested Readings:

1. Botkin, D. B., & Keller, E. A. (1998). *Environmental science: earth as a living planet* (No. Ed. 2). John Wiley & Sons Ltd.
2. McKinney, M. L., & Schoch, R. M. (2003). *Environmental science: systems and solutions*. Jones & Bartlett Learning.

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University of Sagore

SOCI-6108

Introduction to Gender Studies

3(3+0)

Course Description:

The concepts about gender relations will be learnt. The historical movements and feminist perspectives about gender relations will be explored. The course will provide understanding about globalization and its role towards changing gender relation in various societies around the world. Special emphasis shall be given to Muslim and Pakistani societies. Specific areas of gender discrimination (both for men and women) will also be learnt. Learning outcomes of this course will be that it enables students to Identify and explain the ways in which gender shapes our everyday lives through the intersections of gender, race, class, sexuality, age, religion, culture, and nation. Critically analyze and evaluate major feminist and gender theories. Understand the historical and cultural diversity of gender constructs. Discuss the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities. Develop a critical vocabulary that includes key theoretical debates in historical and contemporary gender studies.

Course Outcomes:

By the end of this course:

1. Students will be able to: Understand the concept of gender as a social construct and its implications for individuals and society.
2. Critically analyze theories and frameworks related to gender studies from multiple disciplines to recognize the intersections of gender with other social categories such as race, class, sexuality, and disability.
3. Identify and critique gender-based power structures and hierarchies in various social, cultural, and institutional contexts and examine the historical, cultural, and social construction of gender roles, identities, and expectations.
4. Evaluate the impact of gender on access to resources, opportunities, and social participation.
5. Engage in informed discussions on contemporary gender issues and debates.
6. Apply theoretical knowledge to analyze and address gender inequalities and promote gender justice and develop critical thinking and analytical skills to challenge gender stereotypes and promote inclusivity and equality.

Course Contents:**1. Introduction**

- Definition, Concepts and Importance
- Gender Studies in International Setting
- Gender Studies in Pakistani Perspective
- Feminism

2. Major Feminist Perspectives

- Liberal Feminism
- Radical Feminism
- Marxist Feminism
- Theological Feminism

3. Gender and Human Rights

- Definition and Nature of Human Rights
- Collective Rights
- Ethnic Minority Rights
- Fundamental Rights
- Property Rights

4. Gender and Politics

- Gender and Third World Politics
- Women Political Leaders, Past and Present

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- Women in the Legislatures and Executive of the Law
- Power and Patriarchy
- Women in Pakistani Political Setup
- Women Participation in Local Government System

5. Gender and Education

- Gender and education
- Gender, Origin and development of education
- Gender Education and religion
- Gender Education and polity
- Gender Education and economy
- Gender Education and social mobility
- Gender and Forms of education

6. Gender and Population

- Population composition
- Sex Composition
- Gender Roles and Family Size
- Gender and Reproductive Role
- Gender and Youth problem
- Gender and Population Issues
- Changing Perspective of Gender Roles in Population

7. Gender and Development

- Gender Roles
- Access to Resources
- Gender Disparity
- Problems of Gender Development
- The role of Development Aid in Gender development
- The role of non-government organizations in Gender development
- Journey from WID to GAD

Recommended Books:

1. Beauvoir, Simone De (2007), *The second Sex*, Vintage.
2. Bornsterin, Kate (1995), *Gender outlaw: on Men, Women and Rest of US*, Vintage.
3. Butler, Judith (2004), *Undoing Gender*, Routledge.
4. Butler; Judith (2006), *Gender Trouble: Feminism and the Subversion of Identity*, Routledge.
5. Foucault, Michel (1990), *the History of Sexuality: An introduction*, Vintage.
6. Jane Pilcher, (2008) *50 Key Concepts in Gender Studies*, Sage Publication New Delhi
7. Jasmin Mirza. 2002. *between Chadar and the Market*. Oxford University Press. Karachi.
8. Johan Z Spade, (2008) *The Kaleidoscope of Gender*, Sage Publication New Delhi;
9. Kapadia, K. (2002). *The Violence of Development*. London, Zed Books.
10. Kathy Davis, Mary S Evans & Judith Lorber, (2008) *Handbook of Gender and Women's Studies* Sage Publication New Delhi;
11. Mary Holmes, (2008) *What is Gender? (Sociological Approaches)* Sage Publication New Delhi;
12. Mead, Margaret (2001), *Male and Female*, Harper Perennial.
13. Radtke, H.Lorraine and Henderikus J. Stam 1994-95. *Power and Gender*. Sage Publication, London.
14. Ronnie Vernooy (2008) *Social and Gender Analysis in Natural Resource Management*, Sage Publication New Delhi;
15. Shaista, Ikramullah, 2000, *From Purdah to Parliament*. Oxford University Press, Karachi.
16. Sharlene Nagy Hosse Biber (2008) *Handbook of Feminist Research* Sage Publication New Delh.



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GEOG- 5101

Introduction to Geography

3(3-0)

Course Description:

This course is graduate-level course to expose students with the founding principles of Geography and geographical knowledge. A systematic descriptive introduction to the diverse elements of landscape including geomorphic, climatic, and biotic elements, human settlement and land-use patterns; cartographic approaches to the analysis of selected processes of landscape change.

Course Outcomes:

1. This course provides an opportunity for understanding part of the complex physical and biological environment in which human beings live.
2. The nature and processes of geo-system and its constituent parts: atmosphere, lithosphere, hydrosphere and biosphere; structure and composition of the atmosphere: atmospheric circulation, weather and climate, energy transmission, spatial variation of energy inputs and energy budget; structure and composition of the earth: tectonics and related processes; hydrological cycle and its components: precipitation, evapotranspiration, groundwater, surface water and the oceans; vegetation zones of the world: world soils, ecosystems, biomes, energy and matter flows.

Course Contents:

1. Introduction, Definitions, scope and branches of Geography
2. Roots of the discipline and basic geographic concepts
3. Themes and traditions of Geography
4. Tools of Geography. The Universe, Galaxies and solar system
5. The Earth as a planet, Celestial positions, its shape and size
6. Rotation, revolution and related phenomena
7. Spheres of the earth, Lithosphere, Atmosphere, Hydrosphere
8. Biosphere
9. Man-environment interaction
10. Population
11. Major Economic activities
12. Settlements
13. Pollution



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Recommended Texts

1. Arbogast, A. F. (2007). *Discovering physical geography*. London: John Wiley and Sons.
2. Christopherson, R. W. (2009). *Geo systems: an introduction to physical geography*. New Jersey: Pearson Prentice Hall.

Suggested Readings

1. De Blij, H. J and Muller, P. O. (1996). *Physical geography of the global environment*. London: John Wiley and Sons.
2. Strahler, A. (2013). *Introduction to physical geography*. New Jersey: John Wiley & Sons.

GEOG- 5103

Introduction to Human Geography

3(3-0)

Course Description:

This course provides an introduction to Human Geography. The major thrust is on the study of human societies in their relation to the habitat or environment. Dealing with the spatial distribution of societies, human geography covers a very wide field or its scope is enormous. It embraces the study of human races; the growth, distribution and density of populations of the various parts of the world, their demographic attributes and migration patterns; and physical and cultural differences between human groups and economic activities.

Course Outcomes:

1. This course covers the relationship between man and his natural environment, and the way in which his activities are distributed.
2. Human geography also takes into account the mosaic of culture, language, religion, customs and traditions; types and patterns of rural settlements, the site, size, growth and functions of urban settlements, and the functional classification of towns.
3. The study of spatial distribution of economic activities, industries, trade, and modes of transportations and communications as influenced by the physical environment are also the important topics of human geography.

Course Contents:

1. Introduction
2. Definition, scope and branches
3. Basic approaches
4. Population and its characteristics and population distribution
5. Population structure and composition
6. Population dynamics (fertility, mortality, migration etc.)
7. Economic activities
8. Agriculture, mining, forestry, animal husbandry and poultry
9. Industries: cottage, light and heavy
10. Trade, transport and services
11. Tourism
12. Settlements
13. Theories of human settlement
14. Types of settlements

Recommended Texts:

1. Ahmed, Q. S. (2001). *Fundamentals of human geography*. Karachi: Royal Book Company.
2. Becker, A. & Secker. (2002). *Human geography: culture, society, and space*. New Jersey: John Wiley and Sons.

Suggested Readings:

1. Benko, G. & Shorhmay. (2004). *Human geography: a history for the 21st century*. London: Hodder Arnold.
2. Blij, H. J. D. (2002). *Human geography: culture, society, and space*. New Jersey. John Wiley and Sons.
3. Cloke, P. & Crang, P. (2005). *Introducing human geographies*, (2nd ed.). London: Hodder Arnold.



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University of Sargodha

PSYC-6143

Introduction to Media Psychology

3(3-0)

Course Description:

This course is on media psychology. We will focus on the developmental, sensory, cognitive, environmental, cultural, narrative, and positive psychology and their implications for media psychology. Our discussions explore theories of personality, systems, interaction, motivation, persuasion, attitude change, and learning within the context of media psychology. On the strength of an overview of some of the primary areas of media psychology, we will discuss the use of psychological theory on emerging media content and presentation—from traditional pictures, sounds, and graphics to new interactive and digital media, the specific benefits of understanding human behavior and experience when working with media applications. Along with a recondite analysis of media effects, we will study how media affects individuals and cultures, and how media can be used for socially constructive purposes. Our journey is meant to be exiting, interesting and illuminating. Course Aims and Objectives are: Understand the benefits of applying media psychology. Define media, media literacy and their psychological implications. Examine media contents and effects and socialization. Explain media applications in educational, entertainment, health services, commercial or public policy environments. Learn the implications of media psychology in cognitive, emotional, motivational and behavioral realms. Describe the relationship between media and reality construction. Explain the effective use of media for socially constructive purposes. Discuss the implications of media psychology and media effect on persuasion, attention, social influence, cognition, engagement, and emotion. Discuss the psychological techniques in media.

Course Outcomes:

Students will be able to:

1. Understand the psychological power of media and its effects. Discuss the psychological role of media in creating realities. Discuss the role of media in politics, advertisement and news. Understand the role of mindfulness in psychological analysis of media.
2. Explain the practical implications of media psychology in different realms including persuasion, attention, social influence, cognition, engagement, and emotion.
3. Discuss developmental, sensory, cognitive, environmental, cultural, narrative, and positive psychology in connection with media psychology.
4. Discuss media influences on prosocial and antisocial behavior. Demonstrate knowledge and skills for media psychology, media effects and media content.
5. Describe the relationship between media and social change.
6. Explain digital citizenship and its psychological implications.

Course Contents:

1. What is media psychology? Implications? Ways of thinking about psychology and the media?
2. Media and its implications? Media and prosocial and antisocial behavior/media and violence
3. Mindfulness and its implications for media psychology/media and health communication
4. Methods for studying media and psychology/ media and persuasion/body image, eating disorders and the media/media and advertising
5. Media and creating realities/media and perception/media and social influence/ internet and interaction/computer and media games
6. Framing and the psychology of news influence/developmental psychology and the media
7. Media and representation/portrayal of crime/racial and ethnic stereotyping
8. Media and politics/ media and the audience/celebrity and para social relationships
9. Audience participation media/media and culture
10. Media and cultural contexts. Theories of media. Psychology of film analysis

Required Text Book and Recommended Reading

Giles, D, (2010). Psychology of the Media. Basingstoke: Palgrave Macmillan.
 Brewer, G, (2011). Media Psychology. Basingstoke: Palgrave Macmillan.

SOWK-5114

Introduction to Philosophy

3(3-0)

Course Description:

Philosophy is the systematic and critical study of fundamental questions that arise both in everyday life and through the practice of other disciplines; including the study of ideas about knowledge, truth, the nature and meaning of life. Introduction to philosophy provides the basic concepts of Philosophy and enable the learners to develop a mature and in depth understanding of linguistic and literary concepts. The course is designed to give the students the background of philosophical thinking, to make them aware of logical thinking and clear communication, to acquaint them with the fountain head of all sciences and give them the insight and vision to understand the human wisdom.

Course Outcomes:

1. This course will provide an introduction to philosophy and will cover a number of basic philosophies including Greek Philosophy, Medieval Philosophy, Modern Philosophy and Post-Modern Philosophy.
2. It will also acquaint the students with critical thinking by learning different philosophies of Plat, Aristotle, Muslim Philosophers and modern philosophical theories.

Course Contents:

1. Introduction to Philosophy
2. Greek Philosophy
3. Medieval Philosophy
4. Modern Philosophy
5. Post Modern Philosophy
6. Areas of Philosophy
7. Elements of critical thinking
8. Socratics Philosophy
9. Plato's Philosophy
10. Plato's Epistemology
11. Plato's communism
12. Plato's Dualism
13. Plato's Logic
14. Aristotle's Philosophy: Aristotle's Criticism on Plato's Dualism, Aristotle's Philosophy of Matter and Form, Aristotle's Four Causes, Aristotle's Logic
15. Muslim Philosophers: Mutazilites, Asharities, Sufism, Al- Ghazali
16. Muslim Rationalist and social thinkers: Al Farabi, Ibn Sinna, Ibn Rushd, Ibn Khuldun, Shah Waliullah, Allama Iqbal
17. Modern Philosophical theories: Idealism, Pragmatism, Vitalism, Logical positivism, Existentialism, Dialectical materialism

Recommended Texts

1. Weber, E, Wouters, D, and Meheus J. (2014). *Logic, reasoning, and rationality*. New York: Springer.
2. Guthrie, W. K. C. (1991). *A history of greek philosophy: the earlier presocratics and pythagoreans*. cambridge: Cambridge University Press.

Suggested Readings

1. Iqbal, M. (2013). *The reconstruction of religious thought in Islam*. California: Stanford University Press.

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University of Sargodha

SOWK-5101

Introduction to Social Work

3(3-0)

Course Description:

Social Work is a practice-based discipline which aims at improving the well-being of society. Introduction to Social Work is a basic course which elaborates the conceptual foundation of Social Work needed to acquaint students with the contemporary professional knowledge of social work and generalist Social Work practice. This course is designed to acquaint students an introductory knowledge regarding the development of the Social Work profession and Social Work education, Social Work under religious doctrines and Social Work knowledge, ethics, values and skills. It will orient students to the professional roles of social worker followed by the knowledge of generic principles of Social Work.

Course Outcomes:

1. This course will be a foundation stone in helping the students to gain required knowledge to become an effective Social Worker.
2. Moreover, it will also focus on the generalist Social Work practice along with its practice settings (micro, mezzo and macro practice).
3. It will also provide the understanding of Social Welfare, its history around the globe and contemporary fields of Social Work practice.

Course Contents:

1. Concept and introduction to Social Work
2. History of Social Work
3. The Development of the Social Work Profession
4. Early Development of Social Work Education
5. Concept of Social Work under religious doctrines
6. Social Work Knowledge, ethics, Values and skills
7. Values and multicultural competence
8. Generic principles of Social Work
9. Social worker: a variety of roles
10. Social Work practice
11. The process of generalist Social Work practice
12. Practice settings: micro, mezzo and macro practice
13. Social Work functions and roles: consultancy, resource management, integration, integrating generalist functions
14. Concept and introduction to Social Welfare
15. History of Social Welfare
16. Approaches of Social Welfare
17. Welfare State
18. Contemporary fields of Social Work Practice

Recommended Texts:

1. Kirst-Ashman, K. K. (2017). *Introduction to social work and social welfare: critical thinking perspectives*. Boston: Cengage learning.
2. Zastrow, C.H. (2013). *The practice of social work: a comprehensive worktext*. Belmont: Cengage learning.
3. Birkenmaier, J & Berg-Weger, (2017). *The practice of generalist social work*. New York: Taylor & Francis.



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SOCI-6206

Population Studies

3(3+0)

Course Description:

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the Pakistan and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, and business marketing strategies. An understanding of these is important as business, government, and individuals deal with the demands of the changing population.

Course Outcomes:

Students will understand:


1. This course aims to outline key contemporary population patterns, trends and processes.
2. It is concerned with the growing Pakistan and global population and the policy issues emanating from this.
3. More particularly, students will be asked to contemplate the implications of a world heading towards 11 billion and show an awareness of the geographical nuances of this general trend towards what many have labelled 'over-population'.

Course Contents:

- 1 A demographic Perspective: Introduction to the world's population, Demographic data
- 2 Demographic perspective
- 3 Population processes
- 4 Mortality, Fertility
- 5 Concepts and measures
- 6 The fertility transition, Migration
- 7 Population structure and characteristics: Age & sex, Population
- 8 Aging and life course
- 9 Family Demography and life chances
- 10 The urban transition
- 11 Using the demographic perspective
- 12 Population and the environment
- 13 Population policy, Demographics
- 14 Demography of Pakistan
- 15 Birth rates
- 16 Fertility
- 17 Mortality rates
- 18 Migration

Recommended Texts

- 1 Jr Poston, L. D. & Bouvier, F. L. (2016). "Population and society: An introduction to demography" (2nd ed.). UK: Cambridge University Press.
- 2 Preston, S., Heuveline, P. & Guillot, M. (2000). *Demography: Measuring and modeling population processes* (1st ed.). US: Wiley-Blackwell.



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Specialization 1: BS Clinical Psychology Course Outlines

Specialization 1: Clinical Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a. Adult Psychopathology
- b. Child Psychopathology
- c. Clinical Assessment & Diagnosis
- d. Clinical Supervision & Consultation
- e. Crisis Intervention & Management
- f. Ethical Issues in Clinical Practice
- g. Psychoanalysis & Psychodynamic Approaches
- h. Psychological Interventions & Therapies
- i. Psychopharmacology in Clinical Practice
- j. Substance Use Disorders & Management



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PSYC-6144

Adult Psychopathology

3(3-0)

Course Description:

This course provides a comprehensive understanding of adult mental disorders, focusing on the DSM-5-TR classification system. It explores major psychological disorders, including mood, anxiety, psychotic, and personality disorders, emphasizing their symptoms, causes, and treatment. Students will learn to apply diagnostic criteria, consider cultural and contextual factors, and develop case formulations. The course integrates theoretical models with clinical perspectives for a deeper understanding of adult psychopathology.

Course Outcomes:

After studying this course, the students will be able to:

1. Understand classification systems including DSM-5-TR for adult mental disorders.
2. Identify signs, symptoms, and diagnostic criteria for common adult disorders.
3. Evaluate differential diagnoses and comorbidities in adult clients.
4. Apply biopsychosocial models in understanding adult psychopathology.
5. Critically analyze the impact of culture, trauma, and social context on adult mental health.
6. Develop case formulations and treatment considerations.

Course Contents:

1. Introduction and different model of adult psychopathology
2. DSM-5-TR Classification and Diagnostic Criteria
3. Schizophrenia Spectrum and Other Psychotic Disorders
4. Bipolar and Related Disorders
5. Anxiety Disorders (e.g., Agoraphobia, GAD) and Depressive Disorders
6. Obsessive-Compulsive and Related Disorders (e.g., Body Dysmorphic Disorder)
7. Trauma- and Stressor-Related Disorders (e.g., Reactive Attachment Disorder)
8. Somatic Symptom and Related Disorders
9. Neurocognitive Disorders
10. Personality Disorders (Clusters A, B, C) and Gender Dysphoria in Adults
11. Disruptive, Impulse-Control, and Conduct Disorders in Adults
12. Substance-Related and Addictive Disorders
13. Case Formulation, treatment considerations and Diagnostic Challenges in adult psychopathology

Suggested Readings

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Barlow, D. H., & Durand, V. M. (2019). Abnormal psychology: An integrative approach (8th ed.). Cengage Learning.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2021). Understanding abnormal behavior (12th ed.). Cengage Learning.

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PSYC-6145

Child Psychopathology

3(3-0)

Course Description:

This course explores the nature, causes, and treatment of psychological disorders in children and adolescents. Emphasis is placed on diagnostic criteria, developmental considerations, and the use of DSM-5-TR. Students will examine risk factors, assessment methods, and evidence-based interventions. Cultural, familial, and social influences on child psychopathology are also addressed.

Course Outcomes:

After studying this course, the students will be able to:

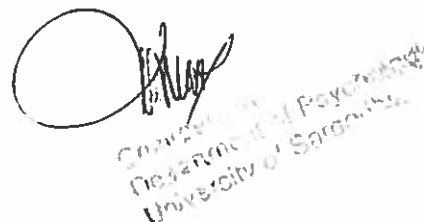
1. Describe the classification and presentation of psychological disorders in children.
2. Apply developmental psychopathology frameworks to case conceptualization.
3. Assess environmental, biological, and psychological influences on child disorders.
4. Interpret diagnostic criteria using DSM-5-TR and other assessment tools.
5. Identify evidence-based treatments for child and adolescent disorders.
6. Discuss legal and ethical issues in child mental health care.

Course Contents:

1. Introduction to Child Psychopathology
2. Developmental Perspectives in Psychopathology
3. Attachment and Family Influences
4. School and Peer Contexts
5. Neurodevelopmental Disorders; Intellectual Developmental Disorders, Communication Disorders, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder, Motor Disorders.
6. Anxiety Disorders in Children
7. Trauma- and Stressor-Related Disorders in Children
8. Feeding & Eating Disorders
9. Elimination Disorders
10. Gender Dysphoria in Children
11. Disruptive, Impulse-Control, and Conduct Disorders in children
12. Case Conceptualization and treatment Planning
13. Multisystemic approaches to child treatment
14. Legal and ethical issues in child mental health care

Suggested Readings

- Mash, E. J., & Wolfe, D. A. (2018). *Abnormal child psychology* (7th ed.). Cengage Learning.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Kazdin, A. E. (2017). *Behavior disorders in children and adolescents* (2nd ed.). Routledge.



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University of Sarajevo

PSYC-6146

Clinical Assessment & Diagnosis

3(3-0)

Course Description:

This course introduces students to the principles and methods of clinical assessment and diagnosis. It covers interviewing techniques, psychological testing, and the use of DSM-5-TR for diagnostic decision-making. Emphasis is placed on ethical practices, cultural considerations, and case formulation. Students will develop foundational skills for conducting clinical evaluations in diverse settings.

Course Outcomes:

After studying this course, the students will be able to:

1. Demonstrate competence in conducting clinical interviews and assessments.
2. Select appropriate psychological tests based on client needs.
3. Interpret and integrate assessment data for diagnosis and treatment planning.
4. Understand psychometric properties such as reliability and validity.
5. Use culturally informed assessment practices.
6. Communicate assessment findings effectively in written and oral formats.

Course Contents:

1. Introduction and characteristics of clinical assessment
2. Clinical Assessment Process
3. Clinical Interviewing and Mental Status Examination
4. Psychometric Properties of test (Reliability, Validity, Standardization)
5. Intelligence and Cognitive Testing
6. Personality Assessment (objective and projective test)
7. Behavioral and Functional Assessments
8. Neuropsychological Assessment tools
9. Assessment tools related to different common mental disorders
10. Risk Assessment (Suicide, Violence, Abuse)
11. Cultural and Ethical Considerations in Assessment
12. Writing Psychological Reports and Case Formulation

Suggested Readings

- Groth-Mamat, G., & Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). Wiley.
- Miller, D. C. (2011). Essentials of psychological testing (2nd ed.). Wiley.
- Sattler, J. M. (2018). Foundations of behavioral, social, and clinical assessment of children (7th ed.). Sattler Publisher.

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PSYC-6147

Clinical Supervision and Consultation

3(3-0)

Course Description:

This course provides an overview of the roles, models, and practices of clinical supervision and consultation in mental health settings. It emphasizes ethical standards, professional boundaries, and effective communication within supervisory relationships. Students will explore strategies for providing and receiving feedback, enhancing clinical competence. The course also highlights the importance of cultural sensitivity and collaborative consultation in diverse clinical environments.

Course Outcomes:

After studying this course, the students will be able to:

1. Understand models and methods of clinical supervision and consultation.
2. Apply ethical and legal standards in supervisory roles.
3. Develop effective supervisory relationships and feedback strategies.
4. Evaluate supervisee performance and promote professional development.
5. Collaborate with professionals in interdisciplinary settings.
6. Navigate cultural and contextual factors in supervision and consultation.

Course Contents:

1. Introduction to Supervision and Consultation
2. Methods of clinical supervision and consultation
3. Developmental and Theoretical Models of Supervision
4. Roles and Responsibilities of Supervisors
5. Ethical and Legal Issues in Supervision
6. Evaluation and Feedback Strategies
7. Cultural Competence in Supervision
8. Interdisciplinary Collaboration and Consultation
9. Models of Consultation (Mental Health, Organizational)
10. Managing Conflicts and Boundaries in Supervision
11. Documentation and Supervision Contracts

Suggested Readings

- Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.). Pearson.
- Falender, C. A., & Shafranske, E. P. (2017). *Clinical supervision: A competency-based approach*. American Psychological Association.
- Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Lawrence Erlbaum.



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PSYC-6148

Crisis Intervention & Management

3(3-0)

Course Description:

This course examines the principles and techniques of crisis intervention and effective management of psychological emergencies. It covers assessment, immediate response strategies, and referral procedures for individuals facing trauma, suicide risk, or acute stress. Emphasis is placed on ethical, cultural, and situational factors. Students will develop practical skills to support individuals in crisis across various settings.

Course Outcomes:

After studying this course, the students will be able to:

1. Identify types of psychological crises and common reactions.
2. Implement evidence-based crisis intervention strategies.
3. Assess and manage risk of suicide, violence, and trauma.
4. Coordinate with emergency and community resources.
5. Demonstrate cultural competence in crisis situations.
6. Apply ethical and legal standards in crisis management.

Course Contents:

1. Foundations of Crisis Theory and Intervention
2. Types of Crises (Developmental, Situational, Existential)
3. Suicide Risk Assessment and Intervention
4. Violence and Threat Assessment
5. Psychological First Aid and Trauma Response
6. Crisis Intervention Models (e.g., Roberts' 7-Step Model)
7. Crisis Intervention strategies
8. Crisis in Special Populations (Children, Veterans, etc.)
9. Coordination with Law Enforcement and Emergency Services
10. Post-Crisis Debriefing and Follow-Up Care
11. Ethical, Legal, and Cultural Considerations in crisis management



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Suggested Readings

- James, R. K., & Gilliland, B. E. (2016). *Crisis intervention strategies* (8th ed.). Cengage Learning.
- Kanel, K. (2018). *A guide to crisis intervention* (6th ed.). Cengage Learning.
- Roberts, A. R. (2005). *Crisis intervention handbook: Assessment, treatment, and research* (3rd ed.). Oxford University Press.

PSYC-6149

Ethical Issues in Clinical Practice

3(3-0)

Course Description:

This course provides an in-depth understanding of ethical principles, professional standards, and legal guidelines relevant to clinical psychology. Topics include confidentiality, informed consent, dual relationships, and professional competence. Students will analyze real-world case scenarios to apply ethical decision-making frameworks.

Course Outcomes

After studying this course, students will be able to:

1. Explain foundational ethical principles and their application in clinical psychology.
2. Interpret and apply the APA Ethical Code to diverse clinical situations.
3. Recognize and resolve ethical dilemmas using structured decision-making models.
4. Demonstrate awareness of legal responsibilities and professional boundaries.
5. Assess the impact of culture, diversity, and power on ethical practice.
6. Apply ethical considerations in documentation, supervision, and digital therapy settings.

Course Contents:

1. Introduction to Clinical Ethics: History and importance of ethics in clinical practice, Bioethics vs clinical ethics
2. Ethical Principles: Autonomy, beneficence, non-maleficence, justice
3. Codes of Ethics: APA, ACA, and national ethical guidelines, Comparison and critique
4. Confidentiality and Privacy: HIPAA, limits of confidentiality, Exceptions: duty to warn, child abuse, court orders
5. Informed Consent: Legal and clinical importance, Competence, voluntariness, and disclosure
6. Dual Relationships and Boundary Issues: Managing transference/countertransference, Avoiding exploitation
7. Cultural Competence and Ethics: Ethical challenges in multicultural settings, Social justice and advocacy
8. Legal Issues and Malpractice: Licensing, liability, and documentation
9. Ethical Decision-Making Models: Step-by-step approaches to ethical dilemmas
10. Case Studies and Applications: Role-playing and analysis of real-life cases

Suggested Readings

1. Beauchamp, T. L., & Childress, J. F. (2019). Principles of biomedical ethics (8th ed.). Oxford: Oxford University Press.
2. Knapp, S., & VandeCreek, L. (2012). Practical ethics for psychologists: A positive approach (2nd ed.). American Psychological Association.
3. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. <https://www.apa.org/ethics/code/>



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University of Georgia

PSYC-6150

Psychoanalysis & Psychodynamic Approaches

3(3-0)

Course Description:

This course offers a comprehensive overview of classical and contemporary psychoanalytic theories and psychodynamic psychotherapy. Students will examine key constructs such as the unconscious, defense mechanisms, and transference. The course integrates theory with clinical application, case conceptualization, and the therapeutic process.

Course Outcomes:

After studying this course, students will be able to:

1. Describe the historical development and evolution of psychoanalytic theory.
2. Differentiate between various schools within psychodynamic thought.
3. Identify core psychodynamic concepts such as defense mechanisms, transference, and the unconscious.
4. Formulate psychodynamic case conceptualizations and treatment plans.
5. Apply psychodynamic techniques in clinical simulations.
6. Critically evaluate psychodynamic approaches in light of empirical research and multicultural considerations.

Course Contents:

1. Historical Foundations of Psychoanalysis
2. Core Concepts in Psychoanalysis
3. Neo-Freudian and Ego Psychology
4. Object Relations Theory
5. Self Psychology and Relational Approaches
6. Modern Psychodynamic Therapies
7. Assessment and Case Formulation
8. Technique and Process in Psychodynamic Therapy
9. Applications to Clinical Disorders
10. Critiques and Contemporary Developments

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Suggested Readings

1. Gabbard, G. O. (2017). *Psychodynamic psychiatry in clinical practice* (5th ed.). American Psychiatric Publishing.
2. McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed.). Guilford Press.
3. Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. Basic Books.

PSYC-6151

Psychological Interventions and Therapies

3(3-0)

Course Description:

In this course students will study various evidence-based therapeutic approaches, including CBT, humanistic, behavioral, and integrative methods. The course emphasizes treatment planning, intervention skills, and tailoring therapy to client needs. It also includes discussions on multicultural competence and therapy process evaluation.

Course Outcomes:

After studying this course, students will be able to:

1. Compare and contrast major psychotherapeutic models.
2. Demonstrate knowledge of the theoretical foundations and techniques of each model.
3. Apply intervention strategies appropriate for specific disorders.
4. Construct a treatment plan using evidence-based methods.
5. Evaluate therapy outcomes and monitor client progress.
6. Demonstrate competence in therapeutic alliance and managing resistance.

Course Contents:

1. Introduction to Psychotherapy
2. Humanistic and Existential Therapies
3. Behavioral and Cognitive Therapies
4. Dialectical Behavior Therapy (DBT)
5. Third-Wave Therapies (ACT, MBCT)
6. Systemic and Family Therapies
7. Multicultural and Feminist Therapies
8. Trauma-Informed Interventions
9. Crisis Intervention and Brief Therapies
10. Therapist Variables and Treatment Outcomes

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Suggested Readings

1. Corey, G. (2020). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
2. Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). Guilford Press.
3. Linehan, M. M. (1993). Cognitive-behavioral treatment of borderline personality disorder. Guilford Press.

PSYC-6152

Psychopharmacology in Clinical Practice

3(3-0)

Course Description:

This course introduces the use of psychotropic medications in the treatment of mental health disorders. Topics include pharmacodynamics, side effects, drug interactions, and the clinician's role in collaborative care with medical professionals. Emphasis is placed on ethical considerations and client education in psychopharmacological treatment.

Course Outcomes:

After studying this course, students will be able to:

1. Describe the pharmacological properties and uses of major psychotropic medications.
2. Understand the neurochemical basis of psychiatric disorders.
3. Recognize side effects and drug interactions in treatment.
4. Collaborate with prescribing professionals in treatment planning.
5. Provide psychoeducation to clients on medication adherence.
6. Analyze ethical and legal issues in psychopharmacology.

Course Contents:

1. Introduction to Psychopharmacology
2. Antidepressants
3. Anxiolytics and Hypnotics
4. Antipsychotic Medications
5. SSRIs, SNRIs and MAOIs
6. Drugs for neurodegenerative diseases
7. ADHD Medications
8. Pharmacogenetics
9. Substance Use Medications
10. Psychopharmacology Across the Lifespan
11. Side Effects and Drug Interactions
12. Ethics, Collaboration, and Psychoeducation



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Department of Psychology
University of Sarajevo

Suggested Readings

1. Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2023). Handbook of clinical psychopharmacology for therapists (9th ed.). New Harbinger Publications.
2. Stahl, S. M. (2021). Stahl's essential psychopharmacology: Neuroscientific basis and practical applications (5th ed.). Cambridge University Press.
3. Schatzberg, A. F., & Nemeroff, C. B. (2017). The American Psychiatric Publishing textbook of psychopharmacology (5th ed.). American Psychiatric Association Publishing.

PSYC-6153

Substance Use Disorders and Management

3(3-0)

Course Description:

This course explores the assessment, diagnosis, and treatment of substance use and related disorders. Students learn about models of addiction, relapse prevention, harm reduction, and motivational interviewing. The course includes both clinical and community-based perspectives on managing substance use in diverse populations.

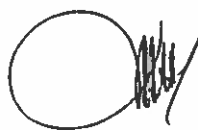
Course Outcomes:

After studying this course, students will be able to:

1. Define substance use disorders and understand their etiology.
2. Administer screening and diagnostic tools.
3. Utilize MI and CBT strategies in treatment.
4. Discuss MAT and 12-step programs.
5. Develop integrated treatment plans.
6. Evaluate prevention strategies and public policy.

Course Contents:

1. Understanding Addiction
2. Diagnostic Criteria and Screening Tools
3. Etiological Theories of Addiction
4. Motivational Interviewing (MI)
5. Cognitive-Behavioral Approaches
6. 12-Step and Support Group Models
7. Medication-Assisted Treatment (MAT)
8. Dual Diagnosis and Integrated Treatment
9. Family Involvement and Systemic Approaches
10. Prevention and Public Health Strategies



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University of Sarajevo

Suggested Readings

1. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). Guilford Press.
2. Daley, D. C., & Douaihy, A. B. (2019). *Substance use disorders: A guide to the use of language and conceptualization in treatment*. Oxford University Press.
3. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.

Specialization 2: BS Cognitive Neuroscience Course Outlines

Specialization 2: Cognitive Neuroscience

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a. Cognitive Development & Aging
- b. Language Processing & Brain
- c. Memory & Emotions
- d. Neuroimaging in Cognitive Science
- e. Neuroplasticity
- f. Neuropsychological Assessment
- g. Neuroscience & Executive Functions
- h. Neuroscience & Psychopathology
- i. Perception & Attention
- j. Social Cognition & Brain



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PSYC-6154

Cognitive Development and Aging

3(3-0)

Course Description

This course examines the cognitive processes involved in development throughout the lifespan, with a focus on aging and its impact on cognition. Students will explore key theories, research findings, and the neural mechanisms underlying cognitive changes from childhood through older adulthood.

Course Learning Outcomes

Upon successful completion of this course, students will:

1. Describe key concepts in cognitive development and aging.
2. Assess cognitive changes across different life stages.
3. Critically evaluate research studies related to cognitive development and aging.
4. Identify strategies to promote cognitive health in aging populations.
5. Discuss implications of cognitive development research in practical settings.

Course Contents:

1. **Introduction to Cognitive Development**
 - Definition and scope of cognitive development
 - Overview of key theories (Piaget, Vygotsky, information processing)
 - Research methodologies in cognitive development
2. **Cognitive Development in Childhood**
 - Development of language and literacy
 - Memory and learning in early childhood
 - Social cognition and theory of mind
3. **Adolescence and Cognitive Changes**
 - Cognitive transitions in adolescence
 - Decision-making and risk-taking behaviors
 - The impact of peer influence on cognitive development
4. **Early Adulthood and Cognitive Functioning**
 - Cognitive abilities in young adulthood
 - The role of education and career on cognitive development
 - Identity formation and cognitive processing
5. **Middle Adulthood and Cognitive Changes**
 - Cognitive stability and decline in middle adulthood
 - The impact of work and family on cognitive functions
 - Strategies for maintaining cognitive health
6. **Aging and Cognitive Decline**
 - Overview of normal cognitive aging vs. pathological aging
 - Common cognitive impairments (e.g., dementia, Alzheimer's)
 - Neuroanatomical changes associated with aging
7. **Environmental Influences on Cognitive Development and Aging**
 - The role of lifestyle factors (diet, exercise, social engagement)
 - Impact of education and socioeconomic status
 - Cultural influences on cognitive aging
8. **Interventions and Strategies for Cognitive Health**
 - Cognitive training and rehabilitation



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- The role of technology in supporting cognitive health
 - Policy implications and community programs
- 9. Future Directions in Cognitive Development and Aging Research**
- Recent advancements in cognitive neuroscience
 - Emerging trends in intervention strategies
 - Ethical considerations in research with aging populations

SUGGESTED READINGS

1. "The Development of Memory in Childhood" by David F. Bjorklund (2017)
2. "Cognitive Aging: A Primer" by Denise Park, Robert Schwarz (2012)
3. "Lifespan Development" by Tara L. Kuther and Julie A. C. Greene (2019)
4. "Handbook of the Psychology of Aging" edited by K. Warner Schaie and Sherry L. Willis (2010)
5. Promoting Cognitive Growth Over the Life Span by Milton Schwebel, Nancy S. Fagley, Charles A. Maher - 2013



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PSYC-6155

Language Processing and the Brain

3(3-0)

Course Description:

This course explores the cognitive and neural mechanisms underlying language processing. Students will examine how language is acquired, produced, and understood, as well as the brain structures involved in these processes. The course will integrate theoretical frameworks, empirical research, and real-world applications in the study of language and the brain.

Course Outcomes:

Upon successful completion of this course, students will:

1. Describe major concepts in language processing and brain function.
2. Assess the relationship between language and cognition.
3. Critically evaluate research studies on language processing and neurological disorders.
4. Identify effective strategies to support language development in diverse populations.
5. Discuss implications of language processing research in various fields.

Course Contents:**Chapter 1: Introduction to Language Processing**

- Definition and scope of language processing
- Overview of key theories (nativist, functionalist, connectionist)
- Research methodologies in language processing studies

Chapter 2: Theories of Language Acquisition

- Stages of language development in children
- Role of environment and social interaction
- Critical periods for language acquisition

Chapter 3: Neural Basis of Language Processing

- Key brain regions involved in language (Broca's area, Wernicke's area)
- The role of the left hemisphere in language processing
- Techniques for studying language in the brain (fMRI, ERP)

Chapter 4: Language Comprehension

- Processes involved in understanding spoken and written language
- The role of semantics and syntax
- The impact of context on language comprehension

Chapter 5: Language Production

- Mechanisms of speech production
- The process of writing and its cognitive demands
- Neurological disorders affecting language production (e.g., aphasia)

Chapter 6: Bilingualism and Multilingualism

- Cognitive benefits of bilingualism
- Neural correlates of bilingual language processing
- Language switching and code-switching phenomena

Chapter 7: Language Disorders

- Overview of common language disorders (aphasia, dyslexia)
- Impact of neurological conditions on language processing
- Assessment and intervention strategies in clinical settings



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Chapter 8: Language and Cognition

- Relationship between language and thought
- The Sapir-Whorf hypothesis and linguistic relativity
- Cross-linguistic studies and their implications

Chapter 9: Applications of Language Processing Research

- Implications for education and language teaching
- Language processing in artificial intelligence
- Ethical considerations in language research



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SUGGESTED READING

1. "The Language Instinct: How the Mind Creates Language" by Steven Pinker (2023)
2. "How Language Works: How Babies Babble, Words Change Meaning, and Languages Live or Die" by David Crystal (2007)
3. "The Neurocognition of Language" by Peter Hagoort (1999)
4. "Cognitive Neuroscience of Language" edited by David Poeppel, Marlene Behrmann, & David Hickok (2015)

PSYC-6156

Memory and Emotions

3(3-0)

Course Description:

This course examines the intricate relationship between memory and emotions, focusing on how emotional experiences influence memory formation, retention, and retrieval. Students will explore theoretical frameworks, empirical research, and practical applications in understanding the dynamics of memory and emotional processes across the lifespan.

Course Outcomes:

Upon successful completion of this course, students will:

1. Describe major concepts in memory and emotional processes.
2. Assess the effects of emotions on memory accuracy and recall.
3. Critically evaluate research studies on memory and emotions.
4. Identify strategies to enhance memory through emotional engagement.
5. Discuss implications of memory-emotion interactions in clinical practice.

Course Contents:**Chapter 1: Introduction to Memory and Emotions**

- Definition and scope of memory and emotions
- Overview of key theories (multi-store model, levels of processing)
- Research methodologies in studying memory and emotions

Chapter 2: Theories of Memory

- Types of memory (sensory, short-term, long-term)
- Models of memory organization (semantic networks, schemas)
- The role of working memory in emotional processing

Chapter 3: Theories of Emotion

- Definitions and components of emotions
- Theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)
- The role of emotions in human behavior and cognition

Chapter 4: Neural Mechanisms of Memory and Emotions

- Brain structures involved in memory (hippocampus, amygdala)
- The interaction between emotional and memory systems
- Neurotransmitters and hormones involved in memory and emotion (e.g., cortisol, dopamine)

Chapter 5: The Impact of Emotions on Memory Encoding and Retrieval

- How emotions influence memory formation
- The role of mood in memory retrieval
- Emotional valence and memory accuracy

Chapter 6: Emotional Memory in Context

- The effects of trauma on memory (PTSD)
- The role of emotional memories in everyday life
- Case studies of emotional memory in clinical settings

Chapter 7: Memory Enhancement Through Emotion

- Techniques for leveraging emotions to improve memory
- The role of storytelling and narrative in memory retention



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- Applications in education and therapy

Chapter 8: Memory and Emotion Across the Lifespan

- Developmental aspects of memory and emotions in children
- Aging and the interaction between memory and emotions
- Cross-cultural perspectives on memory and emotions

Chapter 9: Future Directions in Memory and Emotion Research

- Recent advancements in cognitive neuroscience
- Emerging trends in therapeutic practices
- Ethical considerations in memory and emotion research



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SUGGESTED READINGS

1. "The Emotional Brain: The Mysterious Underpinnings of Emotional Life" by Joseph LeDoux (2015).
2. The Nature of Cognition (1999) by Robert Sternberg.
3. Consciousness and Cognition: Fragments of Mind and Brain (2011) by Brigitte Stemmer, Henri Cohen.

PSYC-6157

NEUROIMAGING IN COGNITIVE NEUROSCIENCE

3(3-0)

Course Description

This course provides an in-depth exploration of neuroimaging techniques and their applications in cognitive neuroscience. Students will examine how imaging methods such as functional Magnetic Resonance Imaging (fMRI), Positron Emission Tomography (PET), Electroencephalography (EEG), and Magnetoencephalography (MEG) are used to investigate the neural bases of cognitive processes including perception, attention, memory, language, and decision-making.

Learning Outcomes

By the end of this course, students will be able to

1. Describe the fundamental principles of major neuroimaging techniques including EEG, MEG, fMRI, PET, and structural MRI.
2. Explain the neural basis of cognitive processes such as memory, attention, language, and decision-making using findings from neuroimaging research.
3. Differentiate between the temporal and spatial resolution of various neuroimaging methods and their appropriate research applications.

Contents

1. Introduction to Cognitive Neuroscience and Neuroimaging
 - What is cognitive neuroscience? Historical background of brain imaging. Overview of neuroimaging methods
2. Brain Anatomy & Function Overview
 - Basic neuroanatomy. Structure-function relationships. Localization vs. networks
3. Electroencephalography (EEG) and Event-Related Potentials (ERPs)
 - Principles of EEG. ERP components and cognitive processes. Spatial vs. temporal resolution
4. Magnetoencephalography (MEG)
 - Basics of MEG. Comparing EEG and MEG. Applications in language and perception studies
5. Functional Magnetic Resonance Imaging (fMRI)
 - Physics of fMRI. Hemodynamic response and BOLD signal Block vs. event-related design. fMRI data acquisition and preprocessing
6. fMRI Experimental Design & Analysis
 - Brain mapping and statistical parametric mapping. Introduction to software: SPM/FSL/AFNI. Group analysis and ROI approaches
7. Positron Emission Tomography (PET)
 - Basic principles and tracers. Applications in cognition and neurochemistry. Comparison with fMRI
8. Structural Imaging Techniques
 - MRI and CT. Brain morphometry (e.g., voxel-based morphometry). Diffusion Tensor Imaging (DTI) and white matter pathways
9. Neuroimaging of Cognitive Functions
 - Language, memory, attention, decision-making. Case studies and current research
10. Multimodal Imaging & Advanced Topics
 - Combining EEG-fMRI, fMRI-PET. Machine learning in neuroimaging. Resting-state fMRI and functional connectivity

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11. Ethical, Legal & Practical Considerations

- Informed consent and data privacy. Interpretation of incidental findings. Public perception and neuromarketing

SUGGESTED READINGS

1. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). *Cognitive neuroscience: The biology of the mind* (5th ed.). W. W. Norton & Company.
2. Huettel, S. A., Song, A. W., & McCarthy, G. (2014). *Functional magnetic resonance imaging* (3rd ed.). Sinauer Associates.

PSYC-6158

NEUROPLASTICITY

3(3-0)

COURSE DESCRIPTION

This course explores the brain's ability to adapt structurally and functionally in response to experience, learning, and injury. It focuses on biological mechanisms, developmental influences, and the implications for behavior, cognition, education, and therapy.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Describe the structural and functional components of the nervous system related to neuroplasticity.
2. Explain the cellular and molecular mechanisms underlying neuroplastic changes.
3. Analyze how neuroplasticity contributes to learning, memory, development, and recovery from brain injury.
4. Evaluate research studies and clinical cases involving neuroplasticity in health and disease.
5. Apply neuroplastic principles to real-world contexts such as education, therapy, and lifestyle design.

Contents

1. Introduction to Neuroplasticity
 - Definitions & historical perspective. Importance in neuroscience and psychology
2. Brain Structure and Function Overview
 - Major brain regions. Neurons and glial cells. Brain connectivity
3. Cellular and Molecular Mechanisms
 - Synaptic transmission. Long-term potentiation (LTP) and depression (LTD)
4. Developmental Plasticity
 - Critical periods. Experience-dependent vs. experience-expectant plasticity
5. Plasticity Across the Lifespan
 - Plasticity in children, adults, and the elderly. Factors influencing plasticity (e.g., environment, lifestyle)
6. Learning and Memory
 - How learning shapes brain structure. Hebbian learning and neural networks
7. Sensory and Motor Plasticity
 - Phantom limb phenomena. Motor learning and rehabilitation
8. Plasticity After Injury
 - Stroke and traumatic brain injury (TBI). Rehabilitation techniques and outcomes
9. Neuroplasticity in Mental Health
 - Depression, PTSD, and anxiety. Effects of therapy and medication on brain plasticity
10. Environmental and Lifestyle Factors
 - Enriched environments. Exercise, sleep, and diet
11. Technology and Plasticity
 - Brain-computer interfaces. Virtual reality and cognitive training
12. Education and Learning Strategies
 - Brain-based learning. Implications for teaching and curriculum design
13. Controversies and Limitations
 - Myths about plasticity. Ethical implications

SUGGESTED READINGS

1. Doidge, N. (2007). *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. Viking.
2. Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2013). *Principles of neural science* (5th ed.). McGraw-Hill Education.

PSYC-615

NEUROPSYCHOLOGICAL ASSESSMENT

3(3-0)

Course Description

This course provides a comprehensive overview of the principles, methods, and applications of neuropsychological assessment. Students will learn how cognitive, behavioral, and emotional functions are evaluated through standardized testing to understand brain-behavior relationships. The course emphasizes the administration, scoring, interpretation, and integration of major neuropsychological instruments used to assess domains such as attention, memory, language, executive function, visuospatial skills, and emotional status.

Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe the principles and purposes of neuropsychological assessment.
2. Identify and explain key cognitive domains and the tools used to assess them.
3. Demonstrate understanding of test administration, scoring, and interpretation.
4. Evaluate neuropsychological reports and case studies critically.
5. Recognize and apply ethical standards and cultural considerations in assessment practices.
6. Integrate test findings to develop comprehensive neuropsychological profiles.

Contents

1. Introduction to Neuropsychological Assessment
 - Define neuropsychological assessment and its history; Understand its importance in clinical and research settings.
2. Brain-Behavior Relationships
 - Describe brain regions and their cognitive functions; Understand the relevance of localization in assessment.
3. Cognitive Domains I – Attention and Processing Speed
 - Identify tests for attention and processing speed (e.g., Trail Making Test, Stroop); Interpret sample results.
4. Cognitive Domains II – Memory
 - Distinguish between types of memory; Understand tools like the Wechsler Memory Scale.
5. Cognitive Domains III – Executive Function
 - Define executive functions; Administer and interpret tests like the Wisconsin Card Sorting Test.
6. Cognitive Domains IV – Language and Visuospatial Skills
 - Identify common language and visuospatial tests; Analyze deficits in aphasia, agnosia, and neglect.
7. Emotional and Personality Assessment
 - Understand how emotional factors influence test performance; Overview of MMPI-2, BDI-II, etc.
8. Common Neuropsychological Test Batteries
 - Learn about Halstead-Reitan, Luria-Nebraska, and other batteries; Understand test selection strategies.
9. Cultural and Ethical Considerations
 - Explore issues of bias, language barriers, and diversity; Review APA ethical guidelines.
10. Child and Adolescent Assessment
 - Discuss developmental considerations; Explore tools like NEPSY and WISC-V.
11. Assessment in Older Adults
 - Recognize patterns of cognitive aging and dementia; Tools like the MoCA and MMSE.

12. Writing Neuropsychological Reports

- Learn structure and components of a neuropsychological report; Practice integrating test results into a narrative.

13. Case Analysis and Interpretation

- Interpret full case examples; Practice drawing conclusions from multi-domain data.

Suggested Readings

1. Lezak, M. D., Howieson, D. B., & Loring, D. W. (2012). *Neuropsychological Assessment* (5th ed.)
2. Strauss, E., Sherman, E. M., & Spreen, O. (2006). *A Compendium of Neuropsychological Tests*

PSYC-6160

NEUROSCIENCE AND EXECUTIVE FUNCTIONS

3(3-0)

Course Description

This interdisciplinary course explores the neural foundations of executive functions — the set of cognitive processes that enable goal-directed behavior, problem-solving, planning, and self-regulation. Drawing from cognitive neuroscience, psychology, and neurobiology, the course examines how brain regions such as the prefrontal cortex support higher-order thinking and behavior.

Learning Outcomes

By the end of this course, students will be able to:

1. Define and describe core executive functions, including working memory, cognitive flexibility, and inhibitory control.
2. Identify and label key brain structures involved in executive processing, particularly areas within the prefrontal cortex.
3. Explain how executive functions develop across childhood, adolescence, and adulthood, and how they change with aging.
4. Differentiate between typical executive functioning and dysfunction associated with conditions like ADHD, traumatic brain injury (TBI), and mood disorders.
5. Interpret basic neuroscience research findings related to executive function using real-world examples and simplified study designs.
6. Apply knowledge of executive functions to analyze behaviors in educational, clinical, or occupational settings.

Contents

1. Foundations
 - Introduction to Executive Functions (EFs). Definitions and everyday relevance. Real-world examples. Basics of the Brain. Brain structure and key areas. Introduction to the prefrontal cortex
2. Core Executive Functions
 - Working Memory. What it is, how it works. Simple memory tasks. Inhibitory Control. Impulse control and attention. Classroom and behavior examples. Cognitive Flexibility. Adapting to change, problem solving. Simple tests (e.g., Stroop, Wisconsin Card Sorting)
3. The Brain and Executive Control
 - The Prefrontal Cortex. Subregions and their roles. Brain development in adolescence. Brain Networks and Communication. How brain areas work together. Default Mode vs. Executive Network
4. Development and Influences
 - EF Development in Children & Teens. Milestones and challenges. Executive Functions in Aging. Cognitive decline and adaptation. How Environment Shapes EF. Stress, parenting, education, technology
5. Executive Dysfunction & Applications
 - EF and Mental Health. ADHD, depression, TBI. Case studies. Assessing Executive Function. Neuropsychological tests and behavior ratings. Improving Executive Functions. Training programs, lifestyle, habits

SUGGESTED READING:

1. Diamond, A. (2013). Executive Functions. Annual Review of Psychology.
2. Banich, M. T. (2023). Cognitive Neuroscience and Neuropsychology (selected chapters)

PSYC-6161

NEUROSCIENCE AND PSYCHOPATHOLOGY

3(3-0)

Course Description

This course explores the intersection of neuroscience and psychopathology, providing an in-depth understanding of how brain structure and function relate to mental disorders. Students will examine the neural mechanisms underlying a range of psychiatric and neurodevelopmental conditions, including depression, anxiety, schizophrenia, bipolar disorder, autism spectrum disorder, and PTSD.

Learning Outcomes

By the end of this course, students will be able to:

1. Describe the basic structure and function of the brain, with emphasis on regions involved in emotion, cognition, and behavior.
2. Identify and explain the roles of key neurotransmitters (e.g., dopamine, serotonin, GABA) in mental health and psychopathology.
3. Summarize the neurological, genetic, and environmental contributions to a range of psychological disorders, including depression, anxiety, schizophrenia, and ADHD.
4. Interpret basic data and findings from brain imaging and neurobiological studies related to mental disorders.
5. Compare and contrast different psychiatric disorders based on their neural mechanisms and clinical features.

Contents

1. Foundations of Neuroscience & Psychopathology
 - Introduction to Psychopathology & Neuroscience. What is mental illness. Overview of biological psychology. Brain Basics. Brain regions, neural communication. Introduction to neuroimaging and research methods
2. Neural Systems & Mental Health
 - Neurotransmitters and Behavior. Dopamine, serotonin, GABA, glutamate. Chemical imbalances and myths. Genetics, Epigenetics, and the Brain. Nature and nurture. Heritability of disorders
3. Psychopathology Through a Neuroscience Lens
 - Mood Disorders (Depression & Bipolar Disorder). Brain regions involved (amygdala, PFC). Neurochemical hypotheses.
4. Anxiety & Trauma-Related Disorders.
 - Fear circuitry, stress response. PTSD and neuroplasticity
5. Schizophrenia and Psychosis
 - Structural brain differences. Dopamine hypothesis, connectivity issues
6. Neurodevelopmental Disorders (ADHD, Autism)
 - Early brain development. Executive function and connectivity
7. Substance Use Disorders
 - Reward pathways, addiction neuroscience. Impact on cognition and behavior
8. Personality Disorders
 - Neurobiological correlates. Challenges in research and diagnosis
9. Applications and Current Issues
 - Brain Imaging in Psychopathology. fMRI, PET, EEG in clinical research. Case studies
10. Psychopharmacology and Brain-Based Treatments
 - Antidepressants, antipsychotics, stimulants. Mechanisms of action. Emerging Interventions. Brain stimulation (e.g., TMS, DBS). Lifestyle and cognitive therapies

11. Ethics, Stigma & the Future of Neuroscience in Mental Health

- Neuroscience in public understanding. Personalized medicine and neuroethics

Suggested Readings

1. Carlson, N. R. (2017). *Foundations of behavioral neuroscience* (10th ed.). Pearson.
2. Comer, R. J. (2018). *Abnormal psychology* (10th ed.). Worth Publishers.
3. Nolen-Hoeksema, S. (2014). *Abnormal psychology* (6th ed.). McGraw-Hill Education.
4. Ward, J. (2019). *The student's guide to cognitive neuroscience* (4th ed.). Psychology Press.

PSYC-6162

Perception and Attention

3(3-0)

Course Description:

This course explores the mechanisms of perception and attention, focusing on how these cognitive processes affect human behavior and experience. It integrates theoretical frameworks with empirical research in cognitive psychology and neuroscience.

Course Outcomes:

By the end of this course, students will be able to:

1. Describe key theories and models of perception and attention.
2. Identify and explain the brain structures involved in perceptual processing.
3. Conduct basic experiments to investigate perceptual and attentional phenomena.
4. Critically assess research findings related to perception and attention.

Course Contents:**Chapter 1: Introduction to Perception and Attention**

- Overview of perception and attention
- Key concepts and terminology
- Historical perspectives on cognitive psychology

Chapter 2: Theories of Perception

- Gestalt principles of organization
- Bottom-up vs. top-down processing
- The role of context in perception

Chapter 3: Sensory Systems

- Overview of sensory modalities (vision, audition, touch)
- Neural pathways and processing centers
- Sensory adaptation and thresholds

Chapter 4: Attention Mechanisms

- Types of attention: selective, divided, sustained
- Theories of attention (e.g., Filter Theory, Treisman's Attenuation Model)
- The role of attention in perception

Chapter 5: Perceptual Illusions

- Types of perceptual illusions (optical, auditory)
- The neuroscience behind illusions
- Implications for understanding perception

Chapter 6: Neural Basis of Perception

- Brain regions involved in perceptual processing (e.g., occipital lobe, temporal lobe)
- Functional imaging studies (fMRI, PET)
- Case studies of perceptual disorders

Chapter 7: Attention in Everyday Life

- The effects of multitasking on attention and performance
- Attention in social contexts
- The role of attention in learning

Chapter 8: Experimental Methods in Perception and Attention

- Research design and methodology
- Ethical considerations in cognitive research

- Analysis of data from perceptual studies

Chapter 9: Current Research Trends

- Recent advancements in cognitive neuroscience related to perception and attention
- Discussion of contemporary studies and findings
- Guest lecture from a researcher in the field

Chapter 10: Applications of Perception and Attention

- Implications for education, marketing, and technology
- The role of perception and attention in mental health
- Future directions in perception and attention research

**SUGGESTED READINGS**

1. "Cognitive Psychology: A Student's Handbook" (7th Edition) by Eysenck, M. W., & Keane, M. T. (2000)
2. "Perception: A Very Short Introduction" by Brian J. Rogers (2017)
3. "The Cambridge Handbook of Applied Perception Research" by Robert R. Hoffman (Editor), Peter A. Hancock (Editor), Mark W. Scerbo (Editor), Raja Parasuraman (Editor), James L. Szalma (Editor) "Visual Attention: A Computational Perspective" by Itti, L., & Koch, C. (2015)

PSYC-6163

Social Cognition and The Brain

3(3-0)

Course Description:

This course delves into the intricate relationship between social cognition and the underlying neural mechanisms that govern social behavior. Students will explore key theories and concepts in social cognition, identify relevant brain structures, and analyze how emotions and cognition interact within social contexts. The course will also examine the implications of social cognition deficits in various mental disorders and the application of social cognition research to contemporary issues, including artificial intelligence and social media dynamics. Through a combination of theoretical understanding and empirical research, students will gain insights into how our brains are wired for social interaction.

Course Outcomes:

Upon successful completion of this course, students will:

1. Explain the cognitive and neural bases of social behavior.
2. Assess the role of social cognition in emotion recognition and decision-making.
3. Critically analyze research studies on social neuroscience.
4. Identify social cognitive deficits in clinical populations.
5. Discuss applications of social cognition research in technology, health, and ethics.

Course Contents:

- Definition and scope of social cognition
 - The relationship between cognition, emotion, and social behavior
 - Evolutionary perspectives on social cognition
- Chapter 2: The Neural Basis of Social Cognition**
- Key brain regions involved in social cognition (Prefrontal Cortex, Amygdala, Temporoparietal Junction, Mirror Neuron System)
 - Methods for studying social cognition (fMRI, EEG, lesion studies)
 - The role of neurotransmitters in social behavior (oxytocin, dopamine, serotonin)
- Chapter 3: Theory of Mind and Perspective-Taking**
- Development of Theory of Mind in children
 - Neural mechanisms of mental state attribution
 - Autism Spectrum Disorder and impairments in Theory of Mind
- Chapter 4: Emotion Recognition and Social Perception**
- The role of the Amygdala in emotion processing
 - Facial expression recognition and nonverbal communication
 - The impact of social context on perception of emotions
- Chapter 5: Attitudes, Stereotypes, and Biases**
- Implicit vs. explicit attitudes
 - Neural correlates of prejudice and stereotype formation
 - Social categorization and in-group/out-group effects
- Chapter 6: Empathy and Moral Cognition**
- Neural mechanisms of empathy (Mirror Neuron System, Insula, Anterior Cingulate Cortex)
 - The psychology of prosocial behavior and altruism
 - Moral reasoning and the role of the Prefrontal Cortex

Chapter 7: Social Decision-Making and Cooperation

- The role of emotions in decision-making (Somatic Marker Hypothesis)
- Neuroeconomics and game theory in social cognition
- Trust, cooperation, and punishment in group dynamics

Chapter 8: Social Cognition in Mental Disorders

- Schizophrenia and deficits in social cognition
- The impact of depression and anxiety on social processing
- Psychopathy and the neural basis of antisocial behavior

Chapter 9: Technology, AI, and Social Cognition

- The effects of digital communication on social cognition
- Artificial intelligence and human-like social cognition
- Ethical considerations in social cognitive neuroscience

SUGGESTED**READINGS**

1. Lieberman, M. D. (2013). *Social: Why our brains are wired to connect*. Oxford University Press.
2. Fiske, S. T., & Taylor, S. E. (2021). *Social cognition: From brains to culture* (4th ed.). SAGE Publications.
3. Decety, J., & Christen, Y. (Eds.). (2019). *The social brain: A developmental perspective*. Springer.

Specialization 3: BS Developmental Psychology Course Outlines

Specialization 3: Developmental Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a. Aging & Geriatric Psychology
- b. Cognitive Development in Children
- c. Cultural Influences on Development
- d. Developmental Assessment & Intervention
- e. Family Dynamics & Child Development
- f. Gender Development in Children & Adolescents
- g. Language Acquisition & Development
- h. Lifespan Development
- i. Lifespan Health & Mental Health
- j. Social & Emotional Development in Childhood



PSYC-6164

Aging and Geriatric Psychology

3(3-0)

Course Description:

The course Provide a general introduction of the multi-disciplinary field of gerontology. It Focus on learning and memory, intellectual behaviors, personality, psychopathology and clinical intervention with specific reference to elderly. To provide theoretical and empirical knowledge for understanding the aging process in experiential perspective. This course covers major behavioral, emotional and cognitive changes in elderly and their implications.

Course Outcomes:

By the end of this course, learner will be able to:

1. Identify and assess age related behavioral, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality.
2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status.
3. Will have knowledge of various models of death and dying.

Course Contents:

1. Introduction to Ageing/ Gerontology
 - Primary aging vs. secondary aging, Demographics of aging, The aging process: Physical, psychological and social, Cultural attitudes of aging, Services available to elderly
2. Models and theories of aging
 - The biopsychosocial model, Evolutionary theory, molecular theory, cellular theory, and systemic theory
3. Research Methods and Issues in Gerontology
 - The importance of "cohort"; Age differences vs. age changes, Research designs to explore aging issues, Behavioral plasticity, Behavioral decline vs. behavioral dysfunction
4. Psychological implications of ageing
 - Intelligence, personality and health, Continuity vs. discontinuity of behavior, Personality and aging: Change or stability?, The empty nest, Stages and traits: Reviewing the major studies, Charting the life course over generations

SUGGESTED RADINGS

1. Aldwin, C. M., Park, C. L., Spiro, A., Abeles, R. P. (2007). Handbook of health psychology and aging. USA: The Guilford Press.
2. Birren, J. E. & Schaie, K. W. (Eds.).(2005). Handbook of the psychology of aging, (6th ed.). UK: Academic Press.
3. Carr, D. C. & Komp, K. S. (2011). Gerontology in the era of the third age implications and next steps. UK: Springer Publishing Company
4. Cavanaugh, J. C., & Whitbourne, S. K. (1999). Gerontology: An interdisciplinary perspective (Eds.). USA: Oxford University Press.
5. Cruikshank, M. (2009). Learning to be old: Gender, culture, and aging USA: Rowman & Littlefield Publishers.
6. Demick, J. & Andreoletti, C. (2003). Handbook of adult development in adulthood. NY: Kluwer Academic/ Plenum Publisher.
7. Hillier, S. M. (2011). Aging, the individual, and society (9th ed.). Australia: Wadsworth Nelson, T. (2004). Ageism: Stereotyping and prejudice against older persons. UK: Bradford Books.
8. Santrock, J. W. (2006). Life-span development (3rd ed.). India: Tata McGraw-Hill Education.
9. Stuart-Hamilton, I. (2006). The psychology of ageing: An introduction. UK: Jessica Kingsley Publishers.

PSYC-6165

COGNITIVE DEVELOPMENT IN CHILDREN

3(3-0)

Course Description:

This course explores the process of cognitive development in children from infancy through adolescence, focusing on how children learn, think, remember, and solve problems. It examines key theories from influential psychologists such as Jean Piaget and Lev Vygotsky, providing insight into the stages and mechanisms of cognitive growth. Students will learn to identify typical developmental milestones and understand how both biological and environmental factors contribute to cognitive changes. The course also emphasizes the importance of culture and social interaction in shaping learning experiences. Through theoretical analysis and real-world application, learners will gain practical tools for supporting cognitive development in educational and caregiving settings.

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Demonstrate understanding of how cognitive processes such as memory, language, and problem-solving develop in children.
2. Compare and contrast different cognitive development theories and their implications for education.
3. Design age-appropriate learning activities based on developmental principles.
4. Interpret assessment results related to cognitive development.
5. Communicate the impact of family, culture, and environment on a child's cognitive trajectory.
6. Reflect on ethical and inclusive practices when working with children of diverse backgrounds or with developmental delays.

Course Contents:

1. Introduction to Cognitive Development
 - Definition and scope
 - Historical background
 - Importance in education and child care
2. Major Theories of Cognitive Development
 - Jean Piaget's Theory of Cognitive Development
 - Stages: Sensorimotor, Preoperational, Concrete Operational, Formal Operational
 - Lev Vygotsky's Sociocultural Theory
 - Information Processing Theory
 - Comparison of key theories
3. Brain Development and Cognitive Growth
 - Neurobiology of cognition
 - Brain plasticity and critical periods
 - Nature vs. nurture in cognitive development
4. Language and Cognitive Development
 - Stages of language acquisition
 - Relationship between language and thought
 - Bilingualism and its effects
5. Memory and Attention in Children

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- Development of short- and long-term memory
 - Attention span and selective attention
 - Strategies to enhance memory in learning
6. Executive Function and Problem Solving
- Components of executive function: working memory, cognitive flexibility, inhibitory control
 - Development of reasoning and decision-making
 - Creativity and divergent thinking in childhood
7. Social and Cultural Influences
- Role of family, peers, and teachers
 - Influence of culture on cognition
 - Socioeconomic status and cognitive development
8. Cognitive Differences and Challenges
- Learning disabilities (e.g., dyslexia, ADHD)
 - Cognitive delays and developmental disorders (e.g., autism spectrum disorder)
 - Giftedness and accelerated development
9. Assessment and Observation Techniques
- Cognitive assessment tools and standardized tests
 - Observational methods in educational settings
 - Ethical considerations in assessment
10. Applications in Education and Parenting
- Designing cognitively appropriate learning environments
 - Curriculum strategies for various age groups
 - Role of play in cognitive growth
11. Recent Research and Trends
- Emerging neuroscience research
 - Impact of digital media and technology on cognition
 - Contemporary debates (e.g., screen time, early academics)
12. Course Review and Project Presentations
- Review of key concepts
 - Student presentations or final projects
 - Application of theory to case studies or practical scenarios

Books

1. Bjorklund, D. F., & Causey, K. B. (2018). *Children's thinking: Cognitive development and individual differences* (6th ed.). SAGE Publications.
2. Siegler, R. S., Eisenberg, N., DeLoache, J. S., Saffran, J. R., & Gershoff, E. T. (2020). *How children develop* (6th ed.). Worth Publishers.
3. Gauvain, M. (2022). *Cognitive development in infancy and childhood*. Cambridge University Press. Cambridge University Press & Assessment.
4. de Haan, M., Dumontheil, I., & Johnson, M. H. (2023). *Developmental cognitive neuroscience* (5th ed.). Psychology Press. Michelle De Haan
5. Galotti, K. M. M. (2023). *Cognitive development: Infancy through adolescence*. SAGE Publications.
6. Siegel, D. J., & Bryson, T. P. (2023). *The whole-brain child workbook: Practical exercises to nurture developing minds*. Norton & Company

Department of Psychology
University of Cambridge

PSYC-6166

Cultural influences on Development

3(3-0)

Course Description:

This course explores the ways in which culture shapes the experience, perception about developmental process across societies. Students will examine cross-cultural perspectives including beliefs about development, family dynamics, care practices, policy approaches, and identity formation. Through comparative analysis and real-world case studies, the course will foster a deep understanding of how sociocultural norms, values, and structures influence the developmental process.

Course Outcomes:

Upon successful completion, students will be able to:

1. Analyze how cultural values and norms influence perceptions about developmental process.
2. Compare and contrast experiences of different age groups across different cultural, ethnic, and national contexts.
3. Evaluate the impact of globalization, migration, and modernization on traditional aging practices.
4. Assess policies and practices regarding elder care from a cross-cultural perspective.
5. Interpret qualitative and ethnographic data related to development in diverse communities.

Course Contents:

1. Introduction to Culture and development
 - Definitions of culture and development, Historical overview of developmental theories (Piaget, Vygotsky, Erikson), Importance of cultural context in developmental psychology, Nature vs. Nurture: Rethinking through a cultural lens
2. Theoretical Frameworks
 - Bronfenbrenner's Ecological Systems Theory, Cross-cultural psychology vs. cultural psychology, Hofstede's cultural dimensions theory, Individualism vs. collectivism in development
3. Research Methods in Cultural Development Studies
 - Cross-cultural research design, Ethnographic and longitudinal approaches, Ethical issues in cross-cultural research, Emic vs. etic perspectives
4. Social and emotional development
 - Emotional expression and regulation across cultures, Cultural shaping of temperament and personality, Parenting styles and their developmental outcome
5. Gender Roles and Identity Development
 - Gender socialization practices, Cultural variations in gender roles and expectations, Non-binary and third-gender identities across cultures

SUGGESTED READINGS

1. Carr, D. C. & Komp, K. S. (2011). Gerontology in the era of the third age implications and next steps. UK: Springer Publishing Company
2. Cavanaugh, J. C., & Whitbourne, S. K. (1999). Gerontology: An interdisciplinary perspective (Eds.). USA: Oxford University Press.
3. Cruikshank, M. (2009). Learning to be old: Gender, culture, and aging USA: Rowman & Littlefield Publishers.
4. Demick, J. & Andreoletti, C. (2003). Handbook of adult development in adulthood. NY: Kluwer Academic/ Plenum Publisher.

Course Description:

This course examines the developmental changes associated with aging and the tools used to assess cognitive, emotional, social, and physical functioning in older adults. It emphasizes evidence-based interventions that support healthy aging, promote independence, and improve quality of life. Students will explore age-related challenges such as dementia, mobility decline, sensory loss, and psychosocial issues, and learn how to develop and implement individualized intervention strategies within clinical, community, and caregiving contexts.

Course Outcomes:

Upon successful completion, students will be able to:

1. Identify normative and non-normative developmental changes associated with different age groups.
2. Apply standardized tools and observational methods to assess the cognitive, emotional, physical, and social functioning.
3. Interpret assessment data to inform intervention planning and support.
4. Design age-appropriate and culturally responsive intervention strategies that enhance the well-being and autonomy of individuals.
5. Evaluate the effectiveness of various interventions through outcome-based approaches.
6. Demonstrate ethical, empathetic, and respectful practices when working with different age groups and their families.

Course Contents:

1. Introduction to Developmental Assessment.
2. Physical, cognitive, emotional, and social changes, Overview of life-span developmental theory, Purpose and importance of assessment
3. Cognitive Assessment
4. Normal vs. pathological cognitive development, Tools: MMSE, MoCA, clock drawing test, neuropsychological batteries, Assessing memory, executive function, attention, and language
5. Psychological and Emotional Assessment
6. Depression, anxiety, grief, and resilience in late life, Geriatric Depression Scale (GDS), Beck inventories, Mental health screening tools, and limitations
7. Functional and Physical Assessment
8. Assessing ADLs (Activities of Daily Living) and IADLs, Mobility, strength, balance, and sensory function, Tools: Timed Up and Go (TUG), Barthel Index, physical performance tests
9. Social and Environmental Assessment
10. Social support, isolation, and community engagement, Environmental safety and accessibility, Home assessments and community resources
11. Cultural and Ethical Considerations in Assessment
12. Bias in tools and interpretation, Working with diverse populations, Informed consent, capacity, and ethical communicate
13. Cognitive stimulation and rehabilitation, Managing dementia and mild cognitive impairment, Technology-assisted cognitive interventions
14. Counseling, support groups, and therapy models (CBT, life review), Grief counseling and end-of-life care, Promoting social inclusion and purpose
15. Physical Health and Functional Interventions
16. Fall prevention, mobility training, and exercise programs, Occupational and physical therapy strategies, Nutrition, medication management, and chronic illness care
17. Designing and Evaluating Intervention Plans

18. Individualized Care Plans (ICPs), Goal-setting, monitoring progress, and modifying approaches, Outcome measurement, and client feedback

SUGGESTED READINGS



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PSYC-6168

Family Dynamics and Child Development

3(3-0)

Course Description:

The course on family dynamics and child development examines the critical role that family structures, relationships, and dynamics play in shaping children's physical, cognitive, emotional, and social development. It explores how various family systems—such as nuclear, extended, and single-parent families—interact with parenting styles, sibling relationships, and broader socio-cultural factors to influence a child's growth and well-being. Students will delve into the impact of attachment, family conflict, and parental involvement on children's emotional and cognitive development, while also considering the effects of socioeconomic status and cultural context. By the end of the course, students will be equipped to apply family-centered approaches in child development interventions, education, and therapy, fostering healthier family relationships and supporting optimal child development across different family structures.

Course Outcomes:

Upon successful completion, students will be able to:

1. Define family dynamics and explain their role in shaping child development.
2. Describe different family structures and how they affect children's developmental outcomes.
3. Assess the influence of parenting styles, attachment, and sibling relationships on children's emotional regulation and behavior.
4. Critique the impact of family stressors, such as divorce, poverty, or parental mental illness, on child development.
5. Develop strategies to promote healthy family interactions and support child development in diverse family settings.

Course Contents:

1. **Introduction to Family Dynamics**
 - Definition and scope of family dynamics
 - Family systems theory (Bowen, Minuchin)
 - Overview of child development domains (physical, cognitive, emotional, and social)
2. **Family Structures and Child Development**
 - Nuclear family, single-parent families, extended families
 - The role of family members in child rearing
 - The impact of family size and sibling relationships
3. **Parenting Styles and Their Impact**
 - Baumrind's Parenting Styles (authoritative, authoritarian, permissive, neglectful)
 - Attachment theory and its influence on child development (Bowlby, Ainsworth)
 - Cultural variations in parenting practices
4. **Family Relationships and Emotional Development**
 - Parent-child relationships and emotional bonding
 - The role of family conflict, divorce, and remarriage in emotional development
 - Emotional regulation and mental health in children
5. **Socioeconomic and Cultural Influences**
 - The impact of family socioeconomic status on child development
 - Cultural norms, traditions, and their influence on family dynamics

- The role of extended family and community in child-rearing
- 6. Family Stressors and Their Impact on Child Development**
 - The effects of parental mental illness, addiction, and chronic stress
 - Poverty, homelessness, and family instability
 - The impact of trauma, abuse, and neglect on child development
- 7. Sibling Relationships and Development**
 - The role of sibling relationships in social and emotional growth
 - Birth order, rivalry, and cooperation among siblings
 - Influence of sibling support on coping and resilience
- 8. Family Interventions and Support Systems**
 - Early interventions and family-centered practices
 - Programs for supporting families in crisis (e.g., family therapy, community resources)
 - Strategies for promoting positive family dynamics
- 9. The Role of Schools and Communities in Family Dynamics**
 - The interaction between family and school environments
 - Community support systems and their role in child development
 - Collaboration between schools, social workers, and families
- 10. Promoting Healthy Family Dynamics**
 - Developing communication skills within families
 - Conflict resolution strategies for parents and children
 - Preventative programs for supporting healthy family dynamics

Recommended Books

1. Cicirelli, V. G. (2022). *Family relationships and development: Theories and research* (2nd ed.). Academic Press.
2. Brooks, J. (2021). *The process of parenting* (9th ed.). McGraw-Hill Education.
3. Lamb, M. E., & Lewis, C. (2022). *The role of the father in child development* (5th ed.). Wiley.
4. Miller, S. E. (2022). *Child development and family relationships: An interdisciplinary approach*. Routledge.
5. Bornstein, M. H. (2021). *Handbook of parenting: Volume 1: Children and parenting* (3rd ed.). Routledge.
6. Parke, R. D., & Clarke-Stewart, A. (2022). *Social and emotional development in infancy and early childhood* (2nd ed.). Pearson Education.
7. Vasta, R., Haith, M. M., & Miller, S. A. (2022). *Child development* (8th ed.). Pearson Education.

PSYC-6169

Gender Development among Children and Adolescents

3(3-0)

Course Description:

This course explores the processes through which children and adolescents develop an understanding of gender and how gender identity, expression, and roles evolve over time. Drawing on interdisciplinary perspectives from psychology, sociology, neuroscience, and gender studies, students will examine biological, cognitive, social, and cultural influences on gender development. The course also considers contemporary debates, including the experiences of transgender, non-binary, and gender-expansive youth, and discusses implications for education, parenting, policy, and mental health.

Course Outcomes:

By the end of this course, students will be able to:

1. Describe the major theories and stages of gender development from infancy through adolescence.
2. Analyze the roles of family, peers, media, and culture in shaping gender identity and behavior.
3. Differentiate between gender identity, gender expression, biological sex, and sexual orientation.
4. Evaluate the impact of gender norms and stereotypes on child and adolescent development.
5. Examine the lived experiences and developmental needs of transgender and gender-diverse youth.
6. Apply inclusive and affirming approaches in educational, clinical, and caregiving contexts.
7. Critically assess research methods and ethical considerations in the study of gender development.

Course Contents:

- 1) Foundations of Gender Development
 - Key concepts: sex, gender, identity, expression, orientation, Historical and contemporary views of gender, Overview of gender development across the lifespan
- 2) Theories of Gender Development
 - Biological perspectives (e.g., hormones, brain development), Cognitive-developmental theory, Social learning theory, Gender schema theory, Sociocultural and intersectional approaches
- 3) Early Childhood and Gender Identity Formation
 - Gender identity in infancy and preschool years, Gender-typed behaviors and play, Parental and caregiver influences
- 4) Middle Childhood and Peer Influences
 - Gender roles and group dynamics, Gender policing and exclusion, School environment and teacher interactions
- 5) Gender Development in Adolescence
 - Puberty and bodily changes, Sexual orientation and romantic relationships, Autonomy, self-expression, and identity exploration
- 6) Media, Technology, and Gender Socialization
 - Representation of gender in media and advertising, Social media and online communities, Impact of digital environments on gender identity
- 7) Transgender and Gender-Expansive Youth
 - Developmental pathways and identity milestones, Gender dysphoria and mental health considerations, Affirmative practices and supportive environments
- 8) Culture, Race, and Intersectionality
 - Cross-cultural views of gender and childhood, Intersection of race, religion, class, and gender, Bicultural and non-Western gender experiences (e.g., Two-Spirit, hijra)
- 9) Challenges and Controversies
 - Debates around early medical intervention and gender-affirming care, Legal and ethical issues in schools and healthcare, Backlash against gender-inclusive education

10) Supporting Gender Development in Practice

- Creating inclusive classrooms, programs, and policies, Family education and counseling, Advocacy and allyship for gender-diverse youth

SUGGESTED READINGS



University of
California

PSYC-6170

Language Acquisition and Development

3(3-0)

Course Description:

This course explores how humans acquire and develop language from infancy through adolescence. Students will examine key stages and mechanisms of language development, including phonology, morphology, syntax, semantics, and pragmatics. The course covers both typical and atypical development, bilingualism, and the influence of cognitive, social, and environmental factors. Through analysis of current research and real-world observations, students will gain a deeper understanding of how language emerges, evolves, and is shaped by interaction and context.

Course Outcomes:

By the end of this course, students will be able to:

1. Describe the stages and milestones of language development from birth through adolescence.
2. Explain the biological, cognitive, and social foundations of language acquisition.
3. Compare major theoretical approaches to language development (e.g., behaviorist, nativist, and interactionist).
4. Analyze components of language (phonology, morphology, syntax, semantics, and pragmatics) in developmental context.
5. Identify factors influencing bilingual and multilingual language development.
6. Recognize signs of atypical language development and related disorders.
7. Evaluate research methods used in the study of language acquisition.
8. Apply knowledge of language development to educational, clinical, and caregiving settings.

Course Contents:

1. Introduction to Language Development
 - What is language? Overview of language components, Language vs. communication vs. speech
2. Theoretical Perspectives on Language Acquisition
 - Behaviorist (Skinner), Nativist (Chomsky), Cognitive and social-interactionist theories (Piaget, Vygotsky, Bruner), Connectionist models
3. Prenatal and Early Language Foundations
 - Fetal responses to sound, Infant speech perception, Early vocalizations: crying, cooing, babbling
4. Phonological Development
 - Development of speech sounds, Phonological processes in toddlers, Typical phonological errors and milestones
5. Morphological and Syntactic Development
 - First words and vocabulary bursts, Two-word stage and grammar emergence, Understanding and producing complex sentences
6. Semantic Development
 - Word learning and fast mapping, Lexical development and vocabulary growth, Semantic networks and meaning-making
7. Pragmatic and Social Use of Language
 - Turn-taking, gestures, and eye contact, Conversational skills and narrative development, Theory of mind and communicative intent
8. Bilingualism and Multilingualism
 - Simultaneous vs. sequential bilingualism, Code-switching and language mixing, Cognitive advantages and challenges

Chairperson
Department of Psychology
University of Saskatchewan

9. Atypical Language Development
 - Language delays and disorders (e.g., SLI, ASD, hearing impairment), Speech-language evaluations and interventions, Early identification and support strategies
10. Research Methods and Applications
 - Observational and experimental studies, Longitudinal vs. cross-sectional research, Applications in education, speech therapy, and parenting

SUGGESTED READINGS

1. Berko Gleason, J., & Ratner, N. B. (2016). *The development of language* (9th ed.). Pearson.
2. (Note: The 10th edition may be available depending on your location or institution.)
3. Clark, E. V. (2016). *First language acquisition* (2nd ed.). Cambridge University Press.
4. De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.
5. Hoff, E. (2014). *Language development* (5th ed.). Cengage Learning.
6. (Check for newer editions: 6th or 7th editions may be available.)
7. Levey, S. (2017). *Introduction to language development* (2nd ed.). Plural Publishing.
8. O'Grady, W. (2005). *How children learn language*. Cambridge University Press.
9. Pence Turnbull, K. L., & Justice, L. M. (2016). *Language development from theory to practice* (3rd ed.). Pearson.

PSYC-6171

Lifespan Development

3(3-0)

Course Description:

Life Span Development is a comprehensive course that explores human growth and change from conception to death, examining the biological, cognitive, emotional, and social aspects of development at each stage of life—infancy, childhood, adolescence, adulthood, and old age. Students will gain a deep understanding of the key theories and research findings that have shaped our knowledge of human development, and they will analyze how factors such as culture, gender, and environment influence individual growth. The course also delves into the challenges and transitions that individuals face across different life stages. By the end of the course, students will be equipped to apply developmental concepts to real-life scenarios in fields like education, counseling, and healthcare, enhancing their ability to support individuals through various life transitions.

Course Outcomes:

Upon successful completion, students will be able to:

1. Explain developmental milestones from prenatal to late adulthood.
2. Compare and contrast key developmental theories (e.g., Erikson, Piaget, Vygotsky, Freud, Bronfenbrenner).
3. Evaluate the impact of genetics and environment on human development.
4. Demonstrate understanding of cultural diversity in development.
5. Apply knowledge of life span development in professional settings such as education, healthcare, and social work.

Course Contents:

1. **Introduction to Life Span Development**
 - Definitions, scope, and significance
 - Research methods and ethical issues
2. **Theoretical Perspectives**
 - Psychoanalytic (Freud, Erikson)
 - Cognitive (Piaget, Vygotsky, Information Processing)
 - Behavioral and Social Cognitive (Skinner, Bandura)
 - Ecological and Systems Theories (Bronfenbrenner)
3. **Prenatal Development and Birth**
 - Conception to birth
 - Teratogens and prenatal health
 - Birth process and complications
4. **Infancy (0–2 years)**
 - Physical and motor development
 - Attachment and early relationships
 - Language development
5. **Early Childhood (2–6 years)**
 - Cognitive and emotional growth
 - Parenting styles and early education
6. **Middle and Late Childhood (6–12 years)**

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 Chairman,
 Department of
 Psychology

- Brain development and learning
- Peer relationships and school influence
- Moral development

7. Adolescence

- Puberty and identity formation
- Risk behaviors and mental health
- Relationships and peer influence

8. Early Adulthood (20s–30s)

- Career development and intimacy
- Marriage, parenthood, and lifestyle

9. Middle Adulthood (40s–60s)

- Cognitive changes and life evaluation
- Parenting, careers, and health

10. Late Adulthood (65+)

- Aging, memory, and lifestyle
- Retirement and coping with loss
- End-of-life issues and death

11. Culture, Gender, and Diversity

- Developmental differences across cultures
- Gender identity and social roles
- Case studies
- Application of theory to practice
- Final project or presentations

Recommended Books

1. Santrock, J. W. (2023). *Life-span development* (19th ed.). McGraw-Hill Education.
2. Sigelman, C. K., & Rider, E. A. (2022). *Life-span human development* (10th ed.). Cengage Learning.
3. Boyd, D., & Bee, H. (2023). *Lifespan development* (8th ed.). Pearson Education.
4. Berk, L. E. (2023). *Development through the lifespan* (8th ed.). Pearson Education.
5. Papalia, D. E., Martorell, G., & Feldman, R. (2022). *Experience human development* (14th ed.). McGraw-Hill

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 Chairperson
 Department of Psychology
 University of [illegible]

PSYC-6172

Lifespan Health and Mental Health

3(3-0)

Course Description:

The course on Lifespan Health and Mental Health focuses on understanding the evolution of physical and psychological well-being throughout an individual's life, from infancy to late adulthood. It examines how physical health, mental health, and environmental factors interact and influence developmental stages, with an emphasis on promoting wellness, preventing illness, and supporting adaptive functioning across all age groups. Students will explore the biological, psychological, and social factors that impact health at different life stages, and gain a developmental perspective on common physical and mental health disorders. The course also emphasizes identifying risk and protective factors that influence health and well-being and applying health promotion and intervention strategies tailored to each stage of life. By the end of the course, students will be prepared to address health and mental wellness across the lifespan with an informed, holistic approach.

Course Outcomes:

Upon successful completion, students will be able to:

1. Explain the biopsychosocial model as it relates to lifespan health.
2. Identify major health and mental health challenges specific to different developmental stages.
3. Assess the influence of life transitions (e.g., adolescence, parenthood, aging) on mental health.
4. Evaluate preventive and therapeutic approaches for promoting well-being.
5. Demonstrate an understanding of culturally sensitive and age-appropriate health practices.

Course Contents:


1. **Introduction to Lifespan Health and Mental Health**
 - Definitions and models of health
 - Overview of the lifespan perspective
2. **Biological and Psychological Foundations**
 - Brain development and physical health
 - The biopsychosocial model of health and illness
3. **Infancy and Early Childhood**
 - Attachment and emotional regulation
 - Developmental delays and early interventions
 - Early childhood illnesses
4. **Middle Childhood**
 - Cognitive and social development
 - ADHD, anxiety, and behavioral disorders
 - School and peer influences on health
5. **Adolescence**
 - Identity, stress, and risk behaviors
 - Depression, self-harm, and eating disorders
 - Substance use and resilience
6. **Early Adulthood**
 - Mental health in college and workplace settings
 - Lifestyle diseases and stress management

Christina
Department of Psychology
University of Northern Iowa

- Relationships and self-concept
- 7. Middle Adulthood**
- Chronic illness, burnout, and midlife transitions
 - Anxiety, depression, and coping strategies
- 8. Late Adulthood**
- Aging and cognitive decline
 - Dementia, grief, and end-of-life care
 - Promoting mental and emotional wellness in older adults
- 9. Cultural and Social Determinants of Health**
- Diversity, inequality, and access to care
 - Gender, culture, and mental health stigma
- 10. Prevention, Promotion, and Policy**
- Public health interventions
 - Mental health services across the lifespan
 - Policies and ethical considerations

Recommended Books

1. Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2021). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (2nd ed.). Guilford Press.
2. Berk, L. E., & Meyers, A. B. (2023). *Infants, children, and adolescents* (9th ed.). Pearson.
3. Walker, E. F., & Tessner, K. D. (2022). *Adolescence and mental health: Development, problems, treatment*. Routledge.
4. Morrison-Valfre, M. (2022). *Foundations of mental health care* (7th ed.). Elsevier.
5. Hoeksema, S. N. (2023). *Abnormal psychology* (9th ed.). McGraw-Hill Education.
6. Levine, R. E., & Fleming, M. (Eds.). (2022). *Principles of adult mental health practice*. Oxford University Press.


 Chairperson
 Department of Psychology
 University of Minnesota

PSYC-6173

Social and Emotional Development in Childhood

3(3-0)

Course Description:

The course on social and emotional development in childhood examines how children develop the ability to understand and manage their emotions, build positive relationships, and develop key aspects such as empathy, identity, and social competence. It explores the evolution of emotional regulation, self-awareness, attachment, and social interactions from infancy through adolescence, highlighting the significant influence of family, peers, culture, and environment. Students will engage with key theories and models of childhood social-emotional growth, gaining a deep understanding of how early experiences, including attachment and temperament, shape emotional and social development.

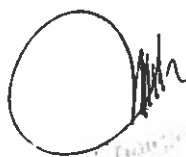
Course Outcomes:

Upon successful completion, students will be able to:

1. Describe the developmental stages of emotional understanding and social behavior in children.
2. Evaluate the impact of parenting, caregiving, and environmental contexts on children's emotional health.
3. Apply developmental theories (e.g., Bowlby, Erikson, Ainsworth, Bronfenbrenner) to real-world child-rearing and educational scenarios.
4. Identify early signs of emotional and social developmental delays or disorders.
5. Propose strategies and interventions that promote healthy emotional development in various settings.

Course Contents:

1. **Introduction to Social and Emotional Development**
 - Key definitions and frameworks
 - Overview of emotional and social milestones
2. **Theories of Social and Emotional Development**
 - Attachment Theory (Bowlby & Ainsworth)
 - Erikson's Psychosocial Stages
 - Emotional Intelligence (Goleman)
 - Bronfenbrenner's Ecological Systems Theory
3. **Infancy**
 - Emotional expression and recognition
 - Attachment and bonding
 - Temperament differences
4. **Toddlerhood and Preschool Years**
 - Development of empathy and self-concept
 - Emotional regulation
 - Role of play and imagination
5. **Middle Childhood**
 - Moral development and peer relationships
 - Self-esteem and identity
 - School adjustment and bullying
6. **Adolescence**



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- Emotional independence
- Peer pressure, identity, and relationships
- Mental health risks and resilience

7. The Role of Family and Caregivers

- Parenting styles and emotional outcomes
- Sibling and extended family influences

8. Socialization and Culture

- Cultural norms in emotional expression
- Gender differences in social-emotional development

9. Emotional and Behavioral Challenges


- Anxiety, depression, and trauma in children
- Social anxiety, conduct disorder, and emotional dysregulation

10. Promoting Positive Development

- Interventions in home, school, and therapy
- SEL (Social and Emotional Learning) programs
- Mindfulness, play therapy, and emotional coaching

Recommended Books

1. Denham, S. A., & Burton, R. (2023). *Social-emotional learning in early childhood: What we know and where to go from here* (2nd ed.). Guilford Press.
2. Thompson, R. A. (2022). *Social and emotional development in early childhood*. Routledge.
3. Papalia, D. E., Martorell, G., & Feldman, R. (2022). *A child's world: Infancy through adolescence* (13th ed.). McGraw-Hill.
4. Berk, L. E. (2023). *Infants, children, and adolescents* (9th ed.). Pearson Education.
5. Kostelnik, M. J., Whiren, A., Soderman, A. K., & Gregory, K. M. (2023). *Guiding children's social development and learning* (10th ed.). Cengage Learning.
6. Kochenderfer-Ladd, B., & Troop-Gordon, W. (2021). *Peer relationships and adjustment in childhood: A developmental perspective*. Cambridge University Press.


 Department of Psychology
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Specialization 4: BS Educational Psychology Course Outlines

Specialization 4: Educational Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a. Behavioral Interventions in Educational Settings
- b. Education in Socio-cultural Contexts
- c. Educational Leadership & Psychology
- d. Educational Psychology in Digital World
- e. Guidance & Counseling in Educational Settings
- f. Inclusive Education & Diversity
- g. Learning Theories & Instruction
- h. Psychological Assessment in Education
- i. Special Needs Advocacy
- j. Teacher-Student Relationships & Classroom Management



Chairperson
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University of Sargodha

PSYC-6174

Behavioral Interventions in Educational Setting

3(3-0)

COURSE DESCRIPTION

This course is designed to provide student an understanding of the principles and practices of behavioral interventions in educational settings. This will enable the students to learn how to design, implement and evaluate behavioral interventions to support learning in diverse way. It would help students to eradicate the maladaptive behavior that is unproductive in the way learning.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Students will be able to understand the principles of behavioral therapy and their relatedness in educational context
2. Identify the students maladaptive behavior by using research based observation and data collection methods.
3. Design individualized educational plan tailored to diverse learning needs and educational environment
4. Implement a variety of proactive and reactive behavior management strategies to support positive student behavior.
5. Evaluate the effectiveness of behavioral interventions through data analysis and ongoing progress monitoring.
6. Collaborate with educators, families, and support staff to create a consistent and supportive environment for behavior change.
7. Demonstrate cultural competence and ethical practices when applying behavioral interventions in diverse classroom settings.
8. Apply strategies for promoting social-emotional learning (SEL) and positive behavioral supports (PBS) within school-wide systems.

SYLLABUS

- 1- Overview of behavioral interventions in educational settings
 - Introduction to behavioral theory
 - Skinner, Pavlov, Bandura
 - Ethics in behavioral interventions
- 2- Function of behaviorism
 - Escape, attention, access to tangibles, sensory)
 - Classroom climate and behavior
 - Developmental and environmental factors influencing behavior
- 3- Positive and negative reinforcement
- 4- Functional behavioral assessment
- 5- Applied Behavioral analysis
- 6- Evidence-Based Intervention Strategies
 - Positive Behavior Support (PBS)
 - Differential Reinforcement (DRA, DRO, DRI)
 - Token economies and reinforcement systems
 - Social skills training and self-management strategies
- 7- Systematic desensitization
- 8- Learning disabilities and its types?
- 9- Possible behavioral intervention for learning disabilities
- 10- Ratings and checklist
- 11- Role of cognitive behavioral therapies
- 12- Role of resilience and self-regulation
- 13- Self-awareness exercises
- 14- Culture and linguistic diversity.



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University of Gujrat

SUGGESTED READINGS

1. Mennuti, R. B., Christner, R. W., & Freeman, A. (Eds.). (2024). *Cognitive-behavioral interventions in educational settings: A handbook for practice* (3rd ed.). Routledge. <https://doi.org/10.4324/9781003392439WorldCat+3Taylor+Francis+3Taylor+Francis+3>

This comprehensive handbook offers evidence-based cognitive-behavioral strategies tailored for school environments, addressing a range of student needs and developmental levels.

2. Kehle, T. J., & Bray, M. A. (Eds.). (2023). *Behavioral interventions in schools: Evidence-based positive strategies* (2nd ed.). American Psychological Association. <https://www.apa.org/pubs/books/Behavioral-Interventions-In-Schools-2e-Intro-Sample.pdf> American Psychological Association+1 SearchWorks+1

This volume provides practical, evidence-based strategies for implementing positive behavioral interventions within school settings, emphasizing collaboration among educators and mental health professionals.

Suggested readings

- Wright, J. (2019). *A toolkit: 38 classroom ideas to help students to make better behavioral choices*. Intervention Central.

[https://www.interventioncentral.org/sites/default/files/workshop_files/allfiles/handout beh intvs revised 27 Jan 2019.pdf](https://www.interventioncentral.org/sites/default/files/workshop_files/allfiles/handout_beh_intvs_revised_27_Jan_2019.pdf) Intervention Central

Dr. Jennifer
University of South Florida

PSYC-6175

Education in Sociocultural context

3(3-0)

DESCRIPTION

This course is designed to see the impact of cultural and social dynamics on individual and group behaviors. It will to understand how institution shape the identity and mode of learning of individuals. It blends the theory with research and help the students to develop critical thinking, problem solving skills while addressing social and cultural challenges. After completion of this course students will be able to identify and explain the key concepts and theories in sociocultural context

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1- Understand the impact of sociocultural factors (e.g., culture, ethnicity, language, gender, socioeconomic status) on educational practices and outcomes.
- 2- Students will be able to execute the relationship between education and society through various theoretical perspectives (e.g., critical theory, social reproduction, constructivism).
- 3- Understand the role of identity formation in education, including race, gender, class, and language.
- 4- Explore how cultural norms, values, and power structures shape curriculum, pedagogy, and educational policy
- 5- Evaluate the implications of globalization, migration, and multiculturalism for schooling and educational equity.
- 6- Propose strategies to make education more inclusive and culturally responsive, especially for marginalized or underrepresented groups.
- 7- Reflect on their own educational experiences through a sociocultural lens to become more culturally aware and socially just educators.

SYLLABUS

1. Introduction to Sociocultural Theory and Education
 - Overview of sociocultural theory (Vygotsky, Bruner, Lave & Wenger)
 - Education as a sociocultural process
 - Social constructivism in teaching and learning
2. Culture, Identity, and Learning
 - Culture and cultural capital (Bourdieu)
 - Intersectionality in education (race, class, gender, language)
 - Student identity and classroom dynamics
3. Power, Inequality, and Schooling
 - Social reproduction and resistance (Bowles & Gintis, Giroux)
 - Educational equity and structural inequality
 - Hidden curriculum and symbolic violence
4. Language, Multilingualism, and Education
 - Language as a cultural tool
 - Bilingual/multilingual education
 - Linguistic diversity and equity in classrooms
5. Globalization, Migration, and Educational Change
 - Education in global and transnational contexts
 - Migration, refugee education, and diasporic identities
 - Educational policy and reform in global settings



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6. Curriculum, Pedagogy, and Cultural Responsiveness
 - Culturally relevant and sustaining pedagogy (Ladson-Billings, Paris)
 - Decolonizing the curriculum
 - Community-based and indigenous education
7. Family, Community, and School Relationships
 - Role of families and communities in education
 - Funds of knowledge framework
 - Building school-community partnerships
8. Sociocultural Reflections and Action
 - Personal educational journeys through a sociocultural lens
 - Designing culturally responsive lessons or policies
 - Reflective practices and advocacy in education

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SUGGESTED READINGS

- 1-Banks, J. A. (Ed.). (2019). *Multicultural education: Issues and perspectives* (10th ed.). Wiley. This book provides a thorough examination of multicultural education, addressing key issues and offering diverse perspectives on educational practices.
- 2-Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson. This text delves into the sociopolitical aspects of multicultural education, emphasizing the importance of diversity and inclusion in educational settings.
- 3-Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press. Ladson-Billings revisits culturally relevant pedagogy, encouraging educators to consider new questions and approaches in diverse classrooms.
- 4- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19–25. <https://doi.org/10.3102/0013189X032005019>
- 5- The sociocultural context of human development by Barbara Rogoff; BSantrock, John W. *Educational psychology* / John Santrock. — 6th ed.

PSYC-6176

Educational Leadership and Psychology

3(3-0)

Course Description

By the end of this course, learners will be able to understand the theoretical foundations of educational leadership and its intersection with psychology. Analyze how psychological principles influence leadership behavior, decision-making, and organizational dynamics in educational settings. Develop competencies for applying leadership theories in real-world educational environments. Examine the role of emotional intelligence, motivation, and cognitive development in shaping effective educational leadership. Enhance critical thinking, ethical reasoning, and reflective practices within the scope of educational leadership and Cultivate strategic leadership skills for creating supportive, inclusive, and high-performing educational institutions.

After successful completion of this course, learners will be able to:

COURSE LEARNING OUTCOMES

1. Explain key theories of educational leadership and psychological principles relevant to educational settings.
2. Demonstrate leadership strategies that promote well-being, collaboration, and ethical practice.
3. Critically evaluate leadership styles (transformational, instructional, distributed) and their psychological underpinnings.
4. Design leadership action plans that foster growth, resilience, and innovation in schools or educational organizations.

SYLLABUS

Foundations of Educational Leadership; Definitions, Scope, and Importance of Educational Leadership, Historical Evolution and Modern Leadership Paradigms, Ethical, Transformational, Instructional, and Distributed Leadership Models.

Introduction to Educational Psychology; Overview of Educational Psychology: Nature and Scope, Learning Theories: Behaviorism, Constructivism, Cognitivism, Motivation Theories: Maslow, Deci & Ryan (Self-Determination Theory)

The Psychology of Leadership in Education; Emotional Intelligence and Leadership Effectiveness, Cognitive Development and Decision Making, Personality, Perception, and Leadership Behavior
Leadership, Organizational Behavior, and School Climate; Psychological Safety and Trust in Schools, Group Dynamics, Collaboration, and Conflict Resolution, Teacher Motivation and Job Satisfaction

Developing Ethical and Reflective Leaders; Ethical Decision Making in Educational Leadership, Psychological Resilience and Reflective Practice, Mindfulness and Stress Management for Educational Leaders.

Recommended Books:

Bush, T., Bell, L., & Middlewood, D. (Eds.). (2023). *Principles of Educational Leadership and Management (4th ed.)*. SAGE Publications.

Marzano, R. J., Waters, T., & McNulty, B. A. (2020). *School Leadership That Works: From Research to Results*. ASCD.

Suggested Readings:

Day, C., Gu, Q., & Sammons, P. (2016). *The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies*. Educational Administration Quarterly.

Owens, R. G., & Valesky, T. C. (2020). *Organizational Behavior in Education: Leadership and School Reform (12th ed.)*. Pearson.

Course Description

This course provides an introduction to the specialization, an overview of edtech, its emerging trends in the world and its applications in the educational settings. By the end of the course participants will have gained an understanding of the foundations of edtech and its educational implications. They will gain a profound understanding of various digital learning platforms, integrating edtech in lesson planning and delivery as well as gaining the opportunity to evaluate edtech applications in real life settings and situations. This knowledge will provide a strong basis for the participants to further construct upon as the course proceeds towards exploring edtech in various capacities within the educational setting. By the end of the course, participants will have developed a strong foundation of educational technology (EdTech) and how it is transforming teaching and learning in the digital age. The students will have an opportunity to explore the evolution of EdTech, its potential and limitations, and how it is being used to enhance learning outcomes across diverse contexts.

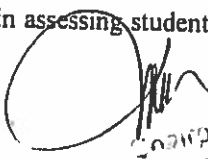
Course Learning Outcomes

Students will be able to

Identify and describe the key trends in educational technology, including emerging technologies and their potential impact on teaching and learning. Analyze and evaluate different digital learning tools and technologies for their effectiveness and appropriateness in various educational contexts. Design and implement digital learning activities and assessments that align with learning objectives and incorporate effective pedagogical practices. Develop a plan for integrating EdTech into a classroom or school setting. Analyze data from digital learning activities and assessments to inform instructional decision-making and improve student learning outcomes. Use digital learning tools and technologies to facilitate personalized and self-directed learning experiences for students. Design and deliver effective professional development programs for educators on the use of digital learning tools and technologies.

Syllabus

- I. Introduction;** Overview of the course and its objectives, Brief history of EdTech and its significance in modern education, Understanding the impact of digital technology on learning
- II. Theoretical foundations of EdTech;** Theories of learning and how they relate to EdTech
Different models of technology integration in education, Understanding the benefits and limitations of using technology in education
- III. Educational technologies and their applications;** Learning management systems (LMS) and their features, Online communication tools and their applications, Multimedia resources and their impact on learning, Mobile learning and its significance in education, Virtual and augmented reality and their potential for education, Game-based learning design principles
- IV. Issues and challenges in EdTech;** Digital divide and accessibility issues, Privacy and security concerns in online learning, Social and cultural implications of using EdTech, Ethical considerations in using technology in education
- V. Evaluating the effectiveness of EdTech;** Approaches to evaluating the effectiveness of technology in education and Understanding the role of data and analytics in assessing student performance. Best practices for implementing and evaluating EdTech tools.


 Chairperson
 Department of Psychology
 University of Saskatchewan

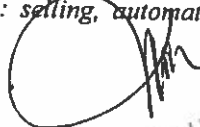
VI. Future directions in EdTech; Emerging trends in technology and their implications for education, The role of artificial intelligence in education, Ethical and social considerations for the future of EdTech

Suggested readings

- Olszewski, B., & Crompton, H. (2020). Educational technology conditions to support the development of digital age skills. *Computers & Education, 150*, 103849.
- Mirrlees, T., & Alvi, S. (2019). *EdTech Inc.: selling, automating and globalizing higher education in the digital age*. Routledge.
- Starkey, L. (2012). *Teaching and learning in the digital age*. Routledge.
- Schrum, L., & Sumerfield, S. (2018). *Learning supercharged: Digital age strategies and insights from the Edtech frontier*. International Society for Technology in Education.

Recommended books

- Olszewski, B., & Crompton, H. (2020). Educational technology conditions to support the development of digital age skills. *Computers & Education, 150*, 103849.
- Mirrlees, T., & Alvi, S. (2019). *EdTech Inc.: selling, automating and globalizing higher education in the digital age*. Routledge.



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PSYC-6178

Guidance and Counseling in Educational Settings

3(3-0)

Course Description

The course is an interdisciplinary major integrating aspects of psychology, education, counselling, sociology, anthropology, ethics, and other disciplines for the children with individual needs. It will serve as a strong foundation for students entering many different types of careers where working effectively with students is essential. The main objectives of this course to develop understanding about the Guidance and Counseling in Education course has designed and implemented its postgraduate curriculum with the following priorities for prospective achievements of child educational counselors. Identifying the goals for studying guidance and counseling education and identifying and define mental, emotional and environmental process and explain how these three developmental processes interact.

Course Learning Outcomes

After studying this course, students will be able to:

1. To fulfill this commitment, the Guidance and Counseling in Education course has designed and implemented its postgraduate curriculum with the following priorities for prospective achievements of child educational counselors.
2. Identifying the goals for studying guidance and counseling education. Identifying and define mental, emotional and environmental process and explain how these three developmental processes interact.

SYLLABUS

Chapter 1: Introduction to Guidance and Counseling in Education

1 Historical overview, Importance of guidance and counseling in education, The role, qualifications, training and experience of guidance and counseling educationists, Nature and Scope, Definitions, Factors and other issues, Difference b/w Guidance and Counseling

Chapter 2: General Overview on international and national initiatives, Historical perspectives, Merits and its contribution to Education, Conceptual issues, equality and politics 5 Diversity and multi-cultural education

Chapter 3: Kinds of Guidance; Educational Guidance, Vocational Guidance, Recreational Guidance, Health Guidance

Chapter 4: Phases of Guidance; Course, curriculum and school guidance, Leisure time, Character building, Health and physical activities, Leadership guidance, Vocational guidance

Chapter 5: Guidance and Counseling According to d/f Persons, Parents, Teachers, Pupils, School Administrators, National and State Legislators, Guidance Counselors

Chapter 6: Guidance and Counseling Services | The Pre-admission Service, The Admission Service, The Orientation Service, the Student Information Service, The Information Service, The Counseling Service, The Placement Service, The Remedial Service, The Follow-up Service, The Research Service, The Evaluation Service, The Occupational Service

Suggested Readings

Whitely., & Resnikoff., (1984). Counseling Psychology: A Historical Perspective. Irvine: Character Research Press.

Iqbal P. Educational Psychology and Guidance. Lahore: Majeed Book Depot.

HEC (Pakistan) (2012). Introduction to guidance and Counseling. Windows on Practice Guide: B.ed (Hons) Elementary

Recommended books

Mendoza, E. D. (2003). Guidance and Counselling Today. Rex Book Store.

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University of Sargodha

PSYC-6179

Inclusive Education and Diversity

3(3-0)

Course Description

By the end of this course, students will be able to Understand the theoretical foundations, principles, and policies of inclusive education. Examine the barriers to inclusive learning and strategies for overcoming them. Develop effective delivery models for inclusive classrooms. Apply differentiated instruction techniques to meet the diverse needs of learners. Evaluate national and international frameworks, policies, and best practices in inclusive education. Foster collaboration among stakeholders (teachers, parents, special educators, and the community) to support inclusive delivery.

Course Learning Outcomes

After successful completion of this course, learners will be able to:

1. Define and explain key concepts, philosophies, and laws governing inclusive education.
2. Analyze the role of inclusive practices in promoting equitable learning opportunities for all students. Design inclusive lesson plans incorporating Universal Design for Learning (UDL) and differentiated instruction.
3. Critically assess inclusive education delivery models and their applications in varied educational contexts. Demonstrate the ability to create supportive and adaptive learning environments for diverse learners. Collaborate effectively with professionals and families to enhance inclusive practices in schools.

Syllabus

4. **Introduction to Inclusive Education; Definition, Evolution, and Importance, The shift from Integration to Inclusion, Key Theories and Models of Inclusive Education, Rights-based approach to Inclusive Education.**
5. **Policies and Legal Frameworks; Inclusive Education Policies in Different Countries, Legal Provisions and National Policies for Inclusive Education**
6. **Diversity in the Classroom; Understanding Diverse Learning Needs, Special Educational Needs (SEN) Categories, Socioeconomic, Cultural, and Linguistic Diversity, Intersectionality in Inclusive Education**
7. **Instructional Strategies for Inclusive Classrooms; Universal Design for Learning (UDL) Principles, Differentiated Instruction, Collaborative Teaching Models, Use of Assistive Technology in Inclusive Education**
8. **Barriers to Inclusion and Strategies for Overcoming Them; Attitudinal, Structural, and Systemic Barriers, Culturally Responsive Teaching, Role of Leadership and Advocacy, Teacher Preparation and Professional Development**
9. **Assessment and Evaluation in Inclusive Classrooms; Formative and Summative Assessment Adaptations, Inclusive and Fair Evaluation Practices, Portfolio Assessment and Alternative Assessments**
10. **Collaborative Partnerships for Inclusive Delivery; Family-School Collaboration, Multi-Disciplinary Teams, Role of Community and NGOs, Peer Support Systems**

Recommended Books:

- Florian, L., & Spratt, J. (2023). *Inclusive Pedagogy across the Curriculum: International Perspectives on Policy and Practice*. Routledge.
- Loreman, T. (2023). *Pedagogy for Inclusive Education: From Theory to Practice*. Routledge.

Suggested Readings:

- Mitchell, D. (2020). *What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies*. Routledge.

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PSYC-6180

Learning Theories and Instructions

3(3-0)

Course Description

This course is designed to understand the different learning theories and their applications in education. It help to understand the different modes of instructions and their application in special and mainstream education. It will help to understand how explicit learning strategies would be helpful in education. Its outcome is also that application of different learning theories and instructional strategies into the real-world educational settings. It is designed to improve the student learning achievement. Meanwhile this course incorporated different methods to regulate themselves and validate their emotions in a positive way.

Course Learning Outcomes

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

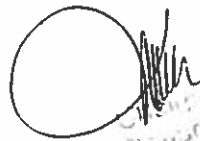
- 1-Describe and differentiate major learning theories, including behaviorism, cognitivism, constructivism, and sociocultural theory.
- 2-Analyze how various learning theories inform instructional design and teaching strategies across diverse educational contexts.
- 3-Evaluate the effectiveness of different instructional approaches based on theoretical principles and empirical research.
- 4-Apply learning theory to design developmentally appropriate, learner-centered instruction for varied educational settings.
- 5-Integrate principles of motivation and engagement within instructional planning and classroom practices.
- 6-Critically reflect on personal teaching beliefs and practices in relation to theoretical perspectives on learning.
- 7- Use learning theories to address diverse learner needs, including those related to culture, language, ability, and background.
- 8-Develop instructional strategies and assessments grounded in a clear theoretical rationale.

Contents:

1. Definition of learning
2. Types of learning
3. Classical conditioning: Role in everyday life, processes of classical conditioning
4. Evaluative conditioning
5. Role of systematic desensitizing in overcoming phobias of student presentation
6. Chaining: Forward and backward chaining
7. Operant conditioning: Basic processes
8. Avoidance and escape learning
9. Applied Behavioral Analysis
10. Choosing effective behaviors
11. Premack principle
12. Consider contracting
13. Use prompts and shaping
14. Decreasing undesirable behaviors
15. Use differential reinforcers
16. Terminate reinforcers
17. Response cost
18. Punishment

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19. Positive and negative punishment
20. Effect of corporal punishment
21. Observational learning: Basic processes
22. Schedules of reinforcement
23. Bandura Reciprocal determinism model
24. Role of self-regulation
25. Procrastination
26. Self-instructional methods
27. Meditation and learning
28. What is Ganesh therapy
29. Ego massage
30. Constructive and direct instruction approach



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Suggested Readings

- 1- Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson. Schunk provides a comprehensive overview of major learning theories and emphasizes their relevance to instructional practices.
- 2- Driscoll, M. P. (2020). *Psychology of learning for instruction* (4th ed.). Pearson. Driscoll integrates theory and research to explain how learning theories can be applied to instructional design and classroom teaching.
- 3- Eggen, P., & Kauchak, D. (2019). *Educational psychology: Windows on classrooms* (10th ed.). Pearson. This text connects learning theories to real classroom scenarios, aiding educators in applying theoretical concepts to practice.
- 4- Eggan, P., & kauchach, D. (2018) *Educational psychology: windows on classrooms* (12th edition) The sociocultural context of human development by Barbara Rogoff;
- 5- Santrock, John W. *Educational psychology / John Santrock*. — 6th ed.

PSYC- 6181

Psychological Assessment in Education

3(3-0)

COURSE DESCRIPTION

This course aims to introduce students to the principles and practice of psychological assessment in education. Students will become familiar with the uses, applications, strengths and limitations of a variety of assessment instruments and methods in educational psychology and will learn rules in both assessment planning and administration. The course will focus on a number of widely used assessment techniques and tests of intellectual ability, work aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment. Students will also learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations. The objective of this course is to provide students' knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests. Enable students understand rational, administration, scoring and interpretation of psychological tests.

COURSE LEARNING OUTCOMES

Upon completion of this course, the students will be able to:

1. Demonstrate theoretical and practical knowledge of psychological testing and test construction. Administer, score and interpret results of different psychological tests.
2. Provide students' knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests.
3. Enable students understand rational, administration, scoring and interpretation of psychological tests.

SYLLABUS

1. **Psychological Test used in educational psychology;** Definition and nature of psychological test; Uses and types of psychological test, psychological testing and assessment; Ethical, legal and professional issues in assessment
2. **Test Construction and Standardization;** Different taxonomies of test development; Types of items; General guidelines for writing items, Item writing and item analysis; Approaches of item writing; Types of item analysis, Item difficulty index, item discrimination index; Item response theory, item characteristics curve
3. **Characteristics of a Test;** Reliability, Concept of reliability; Types and measurement of reliability; Standard error of measurement, Validity, Meaning and purpose; Types and assessment of validity; Standard error of estimate, Test Norms, Definition and types of norms; Development of norms; Within group norms; Norm, referenced test vs. criterion reference tests
4. **Types of Testing;** Ability Testing Intelligence – Nature and meaning/different viewpoints; types of intelligence tests: Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale; Raven' Progressive matrices, Aptitude tests, Personality Testing, Objective Personality Testing

Suggested Readings:

- DeGregorio, R.A. (2007). New developments in psychological testing. NY: Nova Publishers
- Domino, G. & Domino, M.L. (2006). Psychological testing: An introduction. (2nded). UK: Cambridge University Press.
- Edward, S.N. & Fawcett, C.R. (2010). Essentials of testing & assessment. USA: Brooks /Cole.

Recommended books

- Hogan, T. P. (2019). Psychological testing: A practical introduction. John Wiley & Sons, Miller, L. A.,
- Lovler, R. L. (2018). Foundations of psychological testing: A practical approach. Sage publications.

PSYC-6182

Special Need Advocacy

3(3-0)

COURSE DESCRIPTION

This course will help students to become familiar with individual differences, their potentials and their specific needs. This will help them to understand the principles and practices of special needs advocacy in special education. Students become familiar how to advocate for students with different needs and their families. Student will learn how to communicate effectively and develop good advocacy skills.

COURSE LEARNING OUTCOMES

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

1. Define and explain the concept of advocacy within the context of special education and disability rights.
2. Identify and analyze laws and policies related to individuals with special needs (e.g., IDEA, ADA, Section 504, UNCRPD).
3. Recognize the rights of individuals with disabilities across educational, healthcare, and community settings.
4. Demonstrate knowledge of inclusive practices and how to promote access, equity, and participation for individuals with special needs.
5. Develop and implement advocacy strategies that support students with disabilities and their families.
6. Collaborate effectively with families, professionals, and community agencies in supporting and empowering individuals with special needs.
7. Reflect critically on personal biases and societal attitudes toward disability and inclusion.
8. Create and evaluate advocacy campaigns or initiatives aimed at addressing systemic barriers or improving outcomes for individuals with disabilities.

SYLLABUS**Introduction to Advocacy and Disability**

- Definitions of disability and special needs
- What is advocacy? Types and levels (self, individual, systemic)
- Models of disability: medical vs. social vs. rights-based

Legal Frameworks and Policies

- National and international laws (IDEA, ADA, Section 504, UNCRPD)
- Rights to education, employment, healthcare, and accessibility
- Role of Individualized Education Programs (IEPs) and 504 Plans

Inclusive Education and Practices


- Principles of inclusive education
- Universal Design for Learning (UDL)
- Barriers to inclusion and strategies for overcoming them

Families, Communities, and Collaboration

- Partnering with families in advocacy
- Cultural considerations in special needs advocacy
- Building interdisciplinary teams and community networks

Communication and Empowerment

- Person-first vs. identity-first language
- Empowerment and self-advocacy skills for individuals with disabilities


 Chapter 11
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- Using media and storytelling for advocacy

Mental Health and Hidden Disabilities

- Advocacy for non-visible disabilities (e.g., ADHD, autism, dyslexia, mental health)
- Combating stigma and misinformation
- Mental health supports in schools and communities

Designing and Leading Advocacy Initiatives

- Planning campaigns and community initiatives
- Advocacy tools: letters, petitions, meetings, public speaking
- Monitoring and evaluating impact

Reflection, Ethics, and Future Directions

- Ethical issues in advocacy
- Reflecting on personal growth and values
- Careers and roles in disability advocacy

Alternative topics:

1. Common learning disability
 - Dyscalculia
 - Dysgraphia
 - Dyslexia
2. Understanding of individualized educational plan
3. Strategies for supporting students with special needs in inclusive settings
4. Over view of different special needs (Autism spectrum disorder, ADHD, And learning disability disorders)
5. Impact of special needs on students and their teacher and families
6. What is mental retardation? Different levels of it
7. Giftedness and its levels? How could they be benefited
8. High autistic child
9. Problems of slow learners
10. Barriers and challenges for children with special needs
11. What is savant?
12. Importance of advocacy in special education
13. Roles and responsibilities of special need advocates

SUGGESTED READINGS

- 1- Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage. This anthology brings together essays by disabled individuals, offering diverse perspectives on living with disabilities and advocating for inclusion and equity.
- 2- Ryan, F. (2025). *Who wants normal? The disabled girls' guide to life*. Penguin Books. Ryan's work blends memoir and advocacy, addressing societal barriers faced by disabled women and emphasizing the importance of community and representation.
- 3- Semnyetzky, S. (2021). *A zebra's guide to disability advocacy*. Independently published
- 4 Hendren, S. (2020). *What can a body do? How we meet the built world*. Riverhead Books.
- 5-The special educator's guide to collaboration: improving relationships with co-teachers, and families
- 6- Santrock, John W. Educational psychology / John Santrock. — 6th ed.

PSYC-6183

Teacher-Student Relationship and Classroom Management

3(3-0)

COURSE DESCRIPTION

By the end of this course, students will be able to Understand the psychological and pedagogical foundations of teacher-student relationships. Explore the significance of positive teacher-student interactions for effective classroom management. Analyze various theories, models, and practices of classroom management. Apply evidence-based strategies to foster a supportive, safe, and productive learning environment. Reflect on the teacher's role in emotional, social, and academic development through relationship building. Develop effective conflict resolution and communication skills for managing diverse classroom behaviors.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners will be able to:

1. Explain the dynamics of healthy teacher-student relationships and their impact on learning outcomes. Apply classroom management theories to real-world educational settings.
2. Design behavior management plans and communication strategies that promote respect and collaboration.
3. Demonstrate reflective practices to enhance teacher-student rapport. Evaluate and adapt classroom management styles to suit diverse student needs and developmental levels.

SYLLABUS

Understanding Teacher-Student Relationships; Concept and Importance of Teacher-Student Bonding, Psychological Theories: Attachment Theory, Social Constructivism, Influence of Teacher Expectations and Student Perception, Trust, Empathy, and Emotional Intelligence in the Classroom Theories and Approaches to Classroom Management; Behaviorist Approaches (Skinner, Pavlov), Humanist Approaches (Rogers, Glasser), Cognitive-Behavioral Strategies, Positive Behavioral Interventions and Supports (PBIS)

Building a Positive Classroom Climate; Classroom Norms and Rules: Co-creation and Implementation, Fostering Inclusivity and Belongingness, Emotional Regulation and Social Skills Training, Classroom Organization and Physical Layout

Communication and Relationship Building; Effective Verbal and Nonverbal Communication, Active Listening and Feedback Techniques, Cultural Sensitivity and Diversity Awareness, Conflict Resolution and Negotiation Skills

Proactive and Reactive Classroom Management Techniques, Preventive Discipline Strategies, Behavioral Contracting and Reinforcement Schedules, Restorative Practices and Peer Mediation, Managing Challenging Behaviors and Disruptions

Reflective Teaching and Relationship Enhancement; Self-Reflection and Professional Growth, Teacher Resilience and Emotional Self-Care, Maintaining Long-Term Positive Teacher-Student Relationships, Role of Technology in Managing Classrooms and Relationships

Recommended Books:

Marzano, R. J., & Marzano, J. S. (2022). *Classroom Management That Works: Research-Based Strategies for Every Teacher (2nd ed.)*. ASCD.

Pianta, R. C., Hamre, B. K., & Mintz, S. (2023). *Enhancing Teacher-Student Interactions: A Developmental Perspective*. Guilford Press.

Suggested Readings:

Jennings, P. A., & Greenberg, M. T. (2023). *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. Review of Educational Research.

Specialization 5: BS Forensic Psychology Course Outlines

Specialization 5: Forensic Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and

- a) Correctional Psychology
- b) Criminal Profiling & Crime Linkage
- c) Ethics in Forensic Psychology
- d) Forensic Assessment & Evaluation
- e) Interpersonal Violence
- f) Juvenile Delinquency & Rehabilitation
- g) Police Psychology
- h) Terrorism and War
- i) Theoretical Perspectives in Crime
- j) Theories of Crime



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PSYC-6184

Correctional Psychology

3(3-0)

Course Description:

This course will provide you with an introduction to correctional psychology, a subfield of psychology in which basic and applied psychological science or scientifically-oriented professional practice is applied to the justice system to inform the classification, treatment, and management of offenders to reduce risk and improve public safety. Any type of psychologist (e.g., clinical, counseling, developmental, social, cognitive, community) can engage in correctional psychology by applying the scientific, technical, or specialized knowledge of psychology to reduce offender risk and improve public safety.

Course Outcomes:

By the end of this course students will be able to:

1. Demonstrate independent, articulate, creative thinking about the challenges associated with the criminal justice system's use of science generally, and psychology in particular, to reduce offender risk and prevent crime.
2. Describe the unique challenges of conducting research in correctional settings.
3. Identify and discuss landmark cases that demonstrate the practical role of correctional psychology (such as prisoners' rights to mental health treatment in *Bowring v. Gamble*).
4. Analyze how social and public policy contexts influence justice practices.

Course Contents:**1. Intro to Corrections and What do Correctional Psychologists do?**

- I. Define "Correctional Psychology" and differentiate it from criminology and criminal justice.
- II. Explain the changing incarceration trend in the Pakistan over the past several decades.

2. Behavioral Science Research in Corrections

- I. Explain the challenges of and opportunities for conducting research in correctional settings.
- II. Describe the ethical issues that arise for correctional research.

3. Treating Criminality

- I. Explain how psychological treatment can reduce the risk of future criminal behavior.
- II. Describe the Risk-Need-Responsivity (RNR) model of correctional rehabilitation

4. Analyze the issue of mentally disordered offenders and the criminalization of mental illness.

- I. Explain how people with mental illness disproportionately end up in jails and prisons.
- II. Define and describe the "Sequential Intercept Model."
- III. Demonstrate familiarity with famous cases in the history of corrections that have shaped this area of the law.

5. Evaluate the role of public policy in reducing recidivism among offenders.**6. Explore various career paths and professional roles within the field of correctional psychology.****SUGGESTED READINGS**

1. Cullen, F. T., & Jonson, C. L. (2017). *Correctional theory: Context and consequences* (2nd ed.). SAGE Publications.
2. Gendreau, P., & Andrews, D. A. (2023). *The psychology of criminal conduct* (5th ed.). Routledge.
3. Weiss, E. L., & Morrison, M. E. (2021). *The psychology of criminal behavior: A multidisciplinary approach*. Wiley-Blackwell.

PSYC-6185

Criminal Profiling and Crime Linkage

3(3-0)

Course Description:

This course explores criminal behavior, its motivation, and the environmental influences and patterns of offending. Other topics examined are the approaches to profiling and how these investigative techniques are applied to helping solve crimes. This course will address aspects of behavior, taking into consideration the definition of criminal profiling as the inference of offender traits from physical and/or behavioral evidence. Evaluations will be made of the history, theories, and investigative techniques regarding profiling crime offenders, using a unique blend of both social science, as well as psychological and legal research.

Course Outcomes:

By the end of this course students will be able to:

1. Students will understand the differences between deductive (evidence-based) and inductive (data-driven) profiling methods.
2. Student's will distinguish between an offender's routine behaviors (modus operandi) and unique, ritualistic behaviors (signature).
3. Students will learn how criminal profilers contribute to investigations by creating profiles and advising on trial strategies.
4. Students will explore the psychological traits of offenders with sadistic tendencies and how these relate to different criminal behaviors.
5. students will understand how blending forensic science and psychological analysis aids in investigating serial killers through crime scene evidence.

Course Contents:

1. Induction and Deduction in Criminal Profiling.
2. Behavioral Consistency, the Homology Assumption, & the Problem of Induction.
3. Criminal Profiling Methods.
4. Criminal Profiling: Real Science or Just Wishful Thinking?
5. Staged Crime Scenes, Literature & Types.
6. Criminal Profiling as Expert Evidence.
7. Serial Harassment and Bullying.
8. Serial Rape, Understanding Serial Sexual Murder: A Biopsychosocial Approach.
9. Motivations: Offender and Victim Perspectives.

SUGGESTED READINGS

1. Criminal Profiling: International Theory, Research, and Practice. Richard N. Kocisis, editor. Humana Press, 2020.
2. Criminal Profiling: An Introduction to Behavioral Evidence Analysis. 2nd Edition. Brent E. Turvey. Elsevier Academic Press, 2021.

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PSYC-6186

Ethics in Forensic Psychology

3(3-0)

Course Description:

This course explores the ethical challenges and considerations in the practice of forensic psychology. Students will learn the ethical principles and guidelines governing forensic psychological assessments, evaluations, and interventions within the legal system. Topics will include confidentiality, informed consent, professional conduct, and the intersection of psychology and law.

Course Outcomes:

By the end of this course, students will be able to:

1. Understand the ethical principles and standards that guide forensic psychology practice.
2. Apply ethical guidelines when conducting forensic evaluations and assessments.
3. Identify ethical dilemmas in forensic settings and create strategies to resolve them.
4. Understand the role of forensic psychologists in the courtroom and other legal environments.
5. Assess ethical issues in various legal contexts, including criminal, civil, and family law.

Course Contents:

1. Introduction to Ethics in Forensic Psychology
2. Ethical Principles and Guidelines
3. Confidentiality and Informed Consent
4. Competence in Forensic Psychology
5. Dual Relationships and Conflicts of Interest
6. Ethical Dilemmas in Forensic Assessments
7. Forensic Psychology and the Legal System
8. Child Custody Evaluations and Family Law
9. Psychological Evaluations in Criminal Cases
10. Ethics in Civil and Disability Cases
11. Legal and Ethical Case Studies
12. Professionalism and Ethical Decision-Making

SUGGESTED READINGS

1. Reid, S. T. (2022). *Crime and criminology* (9th ed.), NY: McGraw-Hill.
2. Wrightsman, L. S. (2021). *Forensic Psychology*, London: Thomson-Wadsworth.

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PSYC-6187

Forensic Assessment and Evaluation

3(3-0)

Course Description:

This course is designed to provide students with an overview of the basic knowledge and skills required to select appropriate assessment instruments used in the field of forensic psychology with children and adults. Types of assessments include child custody evaluations, juvenile assessment, expert witness assessment, fitness to stand trial, civil commitment assessment, and substance abuse assessment.

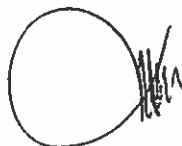
Course Outcomes:

By the end of this course, students will be able to:

1. Communicate concepts around the framework of psychometric principles and theories underlying standardized psychological testing methodology.
2. Apply knowledge of psychological testing in order to evaluate the utility of individual tests and their use in the forensic context at an individual and group level.
3. Competently administer and score Wechsler Scales, MMPI, and other cognitive and psychological tests with adequate standardization.
4. Evaluate the limitations of psychological test measurement and how limitations are communicated and integrated in the context of a forensic assessment.
5. Interpret the validity of test results and individual test profiles
6. Communicate effectively and accurately in a written report the results of test scores for a forensic audience.

Course Contents:

1. Introduction to Forensic Assessment
2. MMPI
3. Weschler testing
4. Psychometric interpretation
5. Cognitive and Adaptive Testing
6. Performance and Symptom Validity Testing
7. Psychological Tests within a Forensic Battery
8. Communicating results/Additional considerations in Assessment
9. Polygraph



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SUGGESETD READINGS

1. Psychological Assessment in a Forensic Context. (2022). In Howard, D., & Westmore, B. (Eds), Crime and mental health law in New South Wales: A practical guide for lawyers and health care professionals (3rd ed, pp.821-849). Australia: LexisNexis Butterworths.
2. Browne, K., Beech, A.R., Craig, L.A., Cou, S (Eds). (2021). Assessments in forensic practice: A handbook. West Sussex, UK: Wiley & Sons.

PSYC-6188

Interpersonal Violence

3(3-0)

Course Description:

A course on interpersonal violence typically covers the definition, different forms, causes, consequences, and interventions related to various types of violence, including domestic violence, child abuse, elder abuse, and sexual assault. It also examines legal issues, safety planning, and the role of professionals in addressing this issue.

Course Outcomes:

By the end of this course, students will be able to:

1. Understand trauma-informed practice in relation to interpersonal violence and abuse in Indigenous communities.
2. Recognize how intergenerational trauma increases risks for interpersonal violence and abuse.
3. Describe preventive measures for interpersonal violence and abuse in Indigenous communities.
4. Outline an integrated approach to addressing interpersonal violence and abuse.

Course Contents:

1. Definition and types of interpersonal violence
2. Historical influences on interpersonal violence and abuse in Indigenous communities.
3. Causes and consequences of interpersonal violence
4. Identify psychological characteristics and dynamics of victims and offenders in family violence.
5. Cycle of interpersonal violence and abuse.
6. Legal and interventional aspects
7. Systemic influences affecting the vulnerability of Indigenous women and girls.
8. Roles of professionals

SUGGESTED READINGS

1. Irlbacher-Fox, S. (2024). Decolonizing trauma work: Indigenous stories and strategies. University of British Columbia Press.
2. Herman, J. L. (2000). Trauma and recovery: The aftermath of violence – From domestic abuse to political terror. Basic Books.
3. Ross, R. (2021). Indigenous healing: Exploring traditional paths. Penguin Canada.
4. Blackstock, C. (2021). The legacy of trauma: Intergenerational effects of trauma on Indigenous populations. First Nations Child & Family Caring Society of Canada.

PSYC-6189

Juvenile Delinquency & Rehabilitation

3(3-0)

Course Description:

This course focuses on the functioning and process of the juvenile justice system and explores the historical foundations and contemporary juvenile justice system. We will assess how juvenile crime is measured, examine various theories of delinquency, and identify pathways and risk factors of delinquency. Finally, we will review potential solutions to delinquency, weigh the costs and benefits of these various actions, and discuss how to rehabilitate both low-level and serious and chronic youthful offenders.

Course Outcomes:

Upon successful completion of this course, you will be able to:

1. Describe and apply key operational terms and concepts of the juvenile justice courts and the juvenile justice process.
2. Understand the theoretical issues and differences used in explaining crime and delinquency.
3. Describe the common risk factors that increase a youth's likelihood of delinquency and becoming involved with the juvenile court.
4. Evaluate the effectiveness of preventative programming for key delinquency risks and the desired outcomes

Course Contents:

1. The Functioning of the Juvenile Justice System
2. The History of Juvenile Justice and Today's Juvenile Courts
3. The Measurement of Juvenile Crime
4. Classical, Biological, and Psychological Theories of Crime
5. Modern Sociological Theories of Crime
6. Delinquency Risks, Disproportionate Impact
7. Punitive Juvenile Justice Policies
8. School Violence, Zero Tolerance, and School Exclusion
9. Trauma and Delinquency
10. Mental Health Difficulties, Special Education Disabilities, and Delinquency
11. Evidence-based Delinquency Risk Prevention
12. School Safety and Inclusion Policies
13. Rehabilitation of Low-Level Youthful Offenders
14. Rehabilitation of Serious and Chronic Youthful Offenders

SUGGESTED READINGS

1. Mallett, C.A., & Tedor, M.F. (2018). Juvenile Delinquency: Pathways and Prevention. SAGE Publications. ISBN: 978- 1506361024

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PSYC-6190

Police Psychology

3(3-0)

Course Description:

This course provides an overview of the application of psychological principles to law enforcement. Students will be introduced to techniques used in the assessment of police personnel and will develop a deeper understanding of the psychological impact of police work, including exposure to trauma, stress, and the unique organizational culture. Emphasis will be placed on understanding the importance of mental health, stress management, and fit-for-duty considerations within the policing profession.

Course Outcomes:

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

1. Demonstrate knowledge of the effects and consequences of experiencing trauma and critical incidents on a police officer's psyche.
2. Adopt strategies for critical incident stress management and understand how fit-for-duty evaluations are conducted.
3. Critically assess how the socialization process within a police force may contribute to the development of a "police personality" and is a hegemonic force on non-mainstream police officers.

Course Contents:**1: Introduction to Police Psychology**

- Defining Police Psychology: Scope and Applications
- The Role of Psychologists in Law Enforcement
- Ethical Considerations in Police Psychology
- Overview of Psychological Assessment in Policing

2: Psychological Assessment of Police Personnel**3: Pre-Employment Screening:**

- Intelligence Testing: Purpose and Common Measures
- Personality Testing: Identifying Relevant Traits and Risk Factors
- Integrity and Background Checks (Psychological Aspects)

4: In-Service Assessment:

- Fitness-for-Duty Evaluations: Purpose, Process, and Legal Considerations (Addresses Learning Outcome 2)
- Performance Evaluations: Psychological Factors Influencing Performance

5: The Psychological Impact of Police Work**6: Exposure to Trauma and Critical Incidents (Addresses Learning Outcome 1):**

- Types of Traumatic Events Encountered by Police Officers
- Understanding Acute Stress Disorder (ASD) and Post-Traumatic Stress Disorder (PTSD)
- Vicarious Trauma and its Impact

7: Compassion Fatigue and Burnout:

- Understanding the Concepts and Their Manifestations in Policing
- Contributing Factors and Consequences

8: Stress Management and Self-Care:

- Identifying Sources of Stress in Law Enforcement



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- Coping Mechanisms and Resilience Building
- Importance of Self-Care Strategies for Police Officers (Addresses Learning Outcome 2)

9: Organizational Culture and the "Police Personality"

- The Socialization Process in Law Enforcement (Development and Characteristics of the "Police Personality": Myth or Reality?)
- Impact of Organizational Culture on Officer Well-being and Behavior
- Hegemonic Influences on Non-Mainstream Police Officers (e.g., gender, race, ethnicity, sexual orientation) (Addresses Learning Outcome 3)
- Challenges and Opportunities for Diversity and Inclusion in Policing

SUGGESTED READINGS

1. Bartol, C. R., & Bartol, A. M. (Current Edition). *Criminal and forensic psychology*. Pearson. (Relevant chapters on police psychology).
2. Gilmartin, K. (2002). *Emotional survival for law enforcement: A guide for officers and their families*. E-S Press.
3. Van Hasselt, V. B., & Wexler, D. B. (Eds.). (Current Edition). *Handbook of forensic psychology*. Academic Press. (Relevant chapters on police psychology).

PSYC-6191

Terrorism & War

3(3-0)

Course Description:

The basic objective of this course is an in-depth study of the phenomenon of terrorism, its root causes, forces behind it, types of terrorism, and efforts for containing terrorism. The course is divided into two parts: The First Part deals with the basic concepts of terrorism, the dynamics of terrorism, the barriers to understanding the Phenomenon of terrorism. The second part focuses on counter terrorism, its definition, meanings, and war against terrorism. It will also examine the international community's response in containing it, as well as the root causes of terrorism.

Course Outcomes:

Upon completion of this course, Students will be able to

1. Define the phenomenon of terrorism and its key characteristics.
2. Analyze the root causes and underlying forces that contribute to the emergence of terrorism.
3. Differentiate between various types of terrorism.
4. Evaluate different efforts and strategies aimed at containing terrorism.
5. Explain the basic concepts and dynamics associated with terrorism.
6. Identify and analyze the barriers that hinder a comprehensive understanding of the phenomenon of terrorism.

Course Contents:

1. Definitional problems of terrorism
2. Evolution of modern terrorism
3. Factor in the risk of terrorism
4. Terrorism: A threat to Nation – state system?
5. Counter – Terrorism: Theoretical Explanation
6. Counter Terrorism strategies
7. Global War on Terror
8. Nuclear / Bio Terrorism



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SUGGESTED READINGS

1. Hoffman, B. (2017). *Inside terrorism* (Rev. ed.). Columbia University Press.
2. Richardson, L. (2006). *What terrorists want: Understanding the terrorist threat*. John Murray.
3. Townshend, C. (2018). *Terrorism: A very short introduction* (3rd ed.). Oxford University Press.
4. Combs, C. C., & Slann, M. (2019). *Counterterrorism* (5th ed.). Routledge.

PSYC-6192

Theoretical Perspective of Crimes

3(3-0)

Course Description:

This course explores the diverse nature of theory within the field of crime and deviance by focusing on modern, post-modern and post-critical theories. The selected paradigms are studied with regard to their explanatory domain, role in examining social and criminological problems and research implications.


Course Outcomes:

Upon completion of this course, students will be able to

1. Define and explain key sociological paradigms and concepts.
2. Describe the function of law, define crime, and characterize the social construction of the criminal.
3. Critically assess and evaluate criminological research articles.
4. Apply advanced theoretical concepts to understand crime, the Canadian criminal justice system, and real-world events.

Course Contents:

1. Introduction and Overview
 - Reviewing sociological paradigms and concepts
 - Human nature and human behaviour
 - Society and social order
 - The role of law, the definition of crime, and the image of the criminal
 - Social context and theories
 - Determining what is good theory
 - Theoretical diversity
2. Theories and Perspectives
 - Phenomenology
 - Conflict theories of crime
 - Marxist theories of crime
 - Feminist theories of crime
 - Masculinist theories of crime
 - Left Realism
 - Modern Strain Theory
 - Modern Social Control Theory
 - Integrative theories
 - Peace-making criminology
 - Post-modernist theories of crime
3. Theoretical Issues
 - Criminal justice and public policy


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SUGGESTED READINGS

1. Williams, F. & McShane, M. (2013). *Criminological Theory*, 6th ed. Pearson, Boston.
2. Einstadter, W.J. & Henry, S. (2006) *Criminological Theory: An Analysis of Its Underlying Assumptions*, 2nd ed. Rowman & Littlefield, Lanhan.
3. Garland, D. (1993). *Punishment and Modern Society: A Study in Social Theory*. Chicago: University of Chicago Press.
4. Foucault, M. (1977). *Discipline and Punish: The Birth of Prison*. USA: Pantheon Christie, N. (2004). *A Suitable Amount of Crime*. London: Routledge.

PSYC-6193

Theories of Crimes

3(3-0)

Course Description:

The goal of this subject is to help one gain an understating of crime and criminal justice. Theories cover the making and the breaking of the law, criminal and deviant behavior, as well as patterns of criminal activity. Individual theories may be either macro or micro. Criminological theories cover all questions regarding causes of crimes and help in making apt decisions. The objectives of the course are to introduce students to the major themes of contemporary criminology theory and current criminological concerns.

Course Outcomes:

Upon completion of this course, students will be able to

1. Examine and compare different learning perspectives in criminology.
2. Analyse societal reactions to crime and deviance from a sociological perspective.
3. Explain the core tenets of critical criminology and conflict theory.
4. Analyse crime and the criminal justice system through the lens of feminist criminology.
5. Apply various theoretical perspectives to analyse and understand important current criminal problems.

Course Contents:

1. Introduction: What is theory, historical context.
2. Choice Theories: Rational choice, deterrence, routine activity.
3. Biological/Psychological: Early and modern biological, psychodynamic, behavioral, cognitive, personality.
4. Sociological (Macro): Social disorganization, strain, subcultural.
5. Sociological (Micro): Social learning, control, neutralization.
6. Critical Criminology: Labeling, conflict, peacemaking, restorative justice.
7. Feminist Criminology: Gender and crime.
8. Contemporary Theories: Developmental, environmental, integrated.
9. Application: Using theory to understand crime and policy.

SUGGESTED READINGS

1. Adler, F., Mueller, G. O. W., & Laufer, W. S. (2018). *Criminology* (10th ed.).
2. Lilly, J. R., Cullen, F. T., & Ball, R. A. (2019). *Criminological theory: Context and consequences* (7th ed.).
3. Walklate, S. (2017). *Criminology: The basics* (4th ed.).
4. Siegel, L. J. (2007). *Criminology: Theories, patterns, and typologies* (9th ed.).
5. Thomson/Wadsworth.

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Specialization 6: BS Health Psychology Course Outlines

Specialization 6: Health Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a) Behavioral Medicine
- b) Chronic illness & Pain Management
- c) Community, Culture & Public Health
- d) Health Behavior Change Models
- e) Health Promotion & Prevention
- f) Healthcare Systems & Sustainability
- g) Lifestyle Medicine
- h) Mental Health in Healthcare Settings
- i) Nutrition & Mental Health
- j) Psychological Interventions for Health Conditions



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PSYC-6194

Behavioral Medicine

3(3-0)

Course Description:

Behavioral medicine is an interdisciplinary field that integrates behavioral and biomedical science to understand the role of behavior in health and disease. This course will provide students with a comprehensive understanding of the behavioral and psychological factors that contribute to health and disease, including the development of interventions to promote health and prevent disease. Students will learn about the application of behavioral principles to various health conditions, including chronic diseases, mental health disorders, and health promotion.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply behavioral principles to promote health and prevent disease.
2. Develop and implement behavioral interventions for various health conditions.
3. Evaluate the effectiveness of behavioral interventions in healthcare settings.
4. Collaborate with healthcare professionals to provide comprehensive care.

Course Content:

1. Introduction to Behavioral Medicine
 - Definition and scope of behavioral medicine
 - History and development of behavioral medicine
 - Key concepts and theories in behavioral medicine
2. Behavioral Risk Factors for Chronic Diseases
 - Smoking and tobacco use
 - Physical inactivity and sedentary behavior
 - Unhealthy diet and nutrition
 - Stress and stress management
3. Behavioral Interventions for Health Promotion and Disease Prevention
 - Health behavior change models (e.g. Transtheoretical Model, Health Belief Model)
 - Behavioral interventions for smoking cessation
 - Behavioral interventions for increasing physical activity
 - Behavioral interventions for healthy eating
4. Behavioral Treatment of Chronic Illnesses
 - Behavioral treatment of diabetes
 - Behavioral treatment of hypertension
 - Behavioral treatment of chronic pain
5. Health Behavior Change in Diverse Populations
 - Health behavior change in children and adolescents
 - Health behavior change in older adults
 - Health behavior change in diverse cultural populations

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Suggested Readings:

1. Behavioral Medicine: A Guide for Healthcare Professionals" by Lee M. Cohen (2020)
2. Behavioral Medicine: A Primary Care Approach" by Barbara G. Melamed (2019)

PSYC-6195

Chronic Illness and Pain Management

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of chronic illness and pain management, including the psychological, social, and behavioral factors that contribute to chronic illness and pain. Students will learn about the various types of chronic illnesses, pain management strategies, and interventions to improve quality of life for individuals with chronic illnesses.


Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply evidence-based interventions to manage chronic illness and pain.
2. Develop and implement pain management plans for various health conditions.
3. Evaluate the effectiveness of chronic illness and pain management interventions.
4. Collaborate with healthcare professionals to provide comprehensive care.

Course Content:

1. Introduction to Chronic Illness and Pain Management
 - Definition and scope of chronic illness and pain management
 - Key concepts and theories in chronic illness and pain management
2. Psychological and Behavioral Aspects of Chronic Illness and Pain
 - Psychological factors that contribute to chronic illness and pain
 - Behavioral factors that contribute to chronic illness and pain
 - Cognitive-behavioral therapy for chronic illness and pain
3. Evidence-Based Interventions for Managing Chronic Illness and Pain
 - Pharmacological interventions for chronic illness and pain
 - Non-pharmacological interventions for chronic illness and pain (e.g. physical therapy, occupational therapy)
 - Behavioral interventions for chronic illness and pain (e.g. cognitive-behavioral therapy, relaxation techniques)
4. Pain Management in Healthcare Settings
 - Pain assessment and diagnosis
 - Pain treatment options (e.g. medication, physical therapy)
 - Pain management in diverse healthcare settings (e.g. hospitals, clinics)
5. Chronic Illness and Pain Management in Diverse Populations
 - Chronic illness and pain management in children and adolescents
 - Chronic illness and pain management in older adults
 - Chronic illness and pain management in diverse cultural populations


 Chairperson
 Department of Psychology
 University of Saskatchewan

Suggested Readings:

1. "Chronic Illness and Pain Management: A Guide for Healthcare Professionals" by Debra K. Weiner (2020)
2. "Pain Management: A Comprehensive Review" by Steven P. Stanos (2019)
3. Journal of Pain and Symptom Management
4. Chronic Illness

PSYC-6196

Community, Culture and Public Health

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of the role of community and culture in public health, including the development of culturally sensitive public health interventions. Students will learn about the cultural and community factors that influence public health, including health disparities and health inequities.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply cultural competence in public health practice.
2. Develop and implement culturally sensitive public health interventions.
3. Evaluate the effectiveness of public health interventions in diverse cultural settings.
4. Collaborate with community stakeholders to promote public health.

Course Content:

1. Introduction to Community, Culture, and Public Health
 - Definition and scope of community, culture, and public health
 - Key concepts and theories in community, culture, and public health
2. Cultural and Community Factors that Influence Public Health
 - Cultural factors that influence public health (e.g. health beliefs, health practices)
 - Community factors that influence public health (e.g. social support, community resources)
3. Designing and Implementing Culturally Sensitive Public Health Interventions
 - Cultural competence in public health
 - Designing culturally sensitive public health interventions
 - Implementing culturally sensitive public health interventions
4. Community-Based Approaches to Public Health Issues
 - Community-based participatory research
 - Community-based interventions for public health issues (e.g. health education, health promotion)
5. Public Health in Diverse Cultural Settings
 - Public health in diverse cultural settings (e.g. international health, refugee health)
 - Cultural differences in public health (e.g. health disparities, health inequities)



Chairperson
Department of
University of

Suggested Readings:

1. "Community, Culture, and Public Health" by Barbara A. Israel (2020)
2. "Cultural Competence in Public Health" by National Association of County & City Health Officials (2019)
3. Journal of Community Health
4. Health Education Research

PSYC-6197

Health Behavior Change Models

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of health behavior change models, including the application of these models to promote health and prevent disease. Students will learn about the various health behavior change models, including the Transtheoretical Model, Health Belief Model, and Social Cognitive Theory.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply health behavior change models to various health conditions.
2. Develop and implement health behavior change interventions.
3. Evaluate the effectiveness of health behavior change interventions.
4. Collaborate with healthcare professionals to promote health behavior change.

Course Content:

1. Introduction to Health Behavior Change Models
 - Definition and scope of health behavior change models
 - Key concepts and theories in health behavior change models
2. Major Health Behavior Change Models
 - Transtheoretical Model (TTM)
 - Health Belief Model (HBM)
 - Social Cognitive Theory (SCT)
 - Theory of Planned Behavior (TPB)
3. Applying Health Behavior Change Models to Promote Healthy Behaviors
 - Applying health behavior change models to promote physical activity
 - Applying health behavior change models to promote healthy eating
 - Applying health behavior change models to prevent substance abuse
4. Evaluating the Effectiveness of Health Behavior Change Interventions
 - Evaluating the effectiveness of health behavior change interventions
 - Methods for evaluating health behavior change interventions (e.g. randomized controlled trials, surveys)
5. Health Behavior Change in Diverse Populations
 - Health behavior change in children and adolescents
 - Health behavior change in older adults
 - Health behavior change in diverse cultural populations

Suggested Readings:

1. "Health Behavior Change Models: A Guide for Healthcare Professionals" by Karen Glanz (2020)
2. "Health Behavior Change: A Guide to Promoting Healthy Behaviors" by Susan J. Bartlett (2019)
3. Health Psychology
4. Journal of Health Behavior

PSYC-6198

Health Promotion & Prevention

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of health promotion and disease prevention, including the development of interventions to promote health and prevent disease. Students will learn about the principles of health promotion and disease prevention, including health education, health protection, and disease prevention.


Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply health promotion and disease prevention principles in practice.
2. Develop and implement health promotion and disease prevention interventions.
3. Evaluate the effectiveness of health promotion and disease prevention interventions.
4. Collaborate with healthcare professionals to promote health and prevent disease.

Course Content:

1. Introduction to Health Promotion and Disease Prevention
 - Definition and scope of health promotion and disease prevention
 - Key concepts and theories in health promotion and disease prevention
2. Health Promotion Strategies
 - Health education and health promotion
 - Social marketing and health promotion
 - Community-based health promotion
3. Disease Prevention Strategies
 - Primary prevention (e.g. vaccination, healthy lifestyle)
 - Secondary prevention (e.g. screening, early detection)
 - Tertiary prevention (e.g. treatment, rehabilitation)
4. Health Promotion and Disease Prevention in Diverse Populations
 - Health promotion and disease prevention in children and adolescents
 - Health promotion and disease prevention in older adults
 - Health promotion and disease prevention in diverse cultural populations
5. Evaluating the Effectiveness of Health Promotion and Disease Prevention Interventions
 - Evaluating the effectiveness of health promotion and disease prevention interventions
 - Methods for evaluating health promotion and disease prevention interventions (e.g. randomized controlled trials, surveys)


 Chairperson
 Department of Psychology
 University of Saskatchewan

Suggested Readings:

1. "Health Promotion and Disease Prevention: A Guide for Healthcare Professionals" by Karen Glanz (2020)
2. "Health Promotion: A Guide to Developing Effective Health Promotion Programs" by Susan J. Bartlett (2019)
3. Health Promotion International
4. American Journal of Health Promotion

PSYC-6199

Healthcare Systems & Sustainability

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of healthcare systems and sustainability, including the role of healthcare systems in promoting health and well-being. Students will learn about the various healthcare systems, including public, private, and mixed models, and the challenges and opportunities in healthcare sustainability.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Understand the key concepts and theories of healthcare systems and sustainability
2. Apply healthcare systems and sustainability principles
3. Evaluate the effectiveness of healthcare systems and sustainability interventions

Course Content:

1. Introduction to Healthcare Systems and Sustainability
 - Definition and scope of healthcare systems and sustainability
 - Key concepts and theories in healthcare systems and sustainability
2. Healthcare Systems
 - Types of healthcare systems (e.g. public, private, mixed)
 - Healthcare financing and reimbursement
 - Healthcare delivery and access
3. Sustainability in Healthcare
 - Environmental sustainability in healthcare
 - Economic sustainability in healthcare
 - Social sustainability in healthcare
4. Healthcare Systems and Sustainability in Diverse Contexts
 - Healthcare systems and sustainability in low-income countries
 - Healthcare systems and sustainability in high-income countries
 - Healthcare systems and sustainability in diverse cultural contexts
5. Evaluating the Sustainability of Healthcare Systems
 - Evaluating the sustainability of healthcare systems
 - Methods for evaluating the sustainability of healthcare systems (e.g. life cycle assessment, cost-benefit analysis)

Chairperson
Department of Sustainability
University of Sargodha

Suggested Readings:

1. "Healthcare Systems and Sustainability: A Guide for Healthcare Professionals" by World Health Organization (2020)
2. "Sustainability in Healthcare: A Guide to Developing Sustainable Healthcare Systems" by National Academy of Medicine (2019)
3. Journal of Healthcare Management
4. Healthcare Sustainability

PSYC-6401

Lifestyle Medicine

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of lifestyle medicine, including the role of lifestyle factors in promoting health and well-being. Students will learn about the various lifestyle factors that contribute to health and disease, including nutrition, physical activity, stress management, and sleep.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Understand the key concepts and theories of lifestyle medicine
2. Apply lifestyle medicine principles
3. Evaluate the effectiveness of lifestyle medicine interventions

Course Content:

1. Introduction to Lifestyle Medicine
 - Definition and scope of lifestyle medicine
 - Key concepts and theories in lifestyle medicine
2. Lifestyle Factors and Health
 - Nutrition and health
 - Physical activity and health
 - Stress management and health
 - Sleep and health
3. Lifestyle Medicine Interventions
 - Lifestyle medicine interventions for chronic diseases (e.g. diabetes, heart disease)
 - Lifestyle medicine interventions for mental health (e.g. depression, anxiety)
 - Lifestyle medicine interventions for obesity and weight management
4. Lifestyle Medicine in Diverse Populations
 - Lifestyle medicine in children and adolescents
 - Lifestyle medicine in older adults
 - Lifestyle medicine in diverse cultural populations
5. Evaluating the Effectiveness of Lifestyle Medicine Interventions
 - Evaluating the effectiveness of lifestyle medicine interventions
 - Methods for evaluating lifestyle medicine interventions (e.g. randomized controlled trials, surveys)

Suggested Readings:

1. "Lifestyle Medicine: A Guide for Healthcare Professionals" by James M. Rippe (2020)
2. "Lifestyle Medicine: The New Medicine" by Dean Ornish (2019)
3. American Journal of Lifestyle Medicine
4. Journal of Lifestyle Medicine

PSYC-6402

Mental Health in Healthcare Settings

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of mental health in healthcare settings, including the development of interventions to promote mental health and well-being. Students will learn about the various mental health conditions, including anxiety, depression, and trauma, and the interventions to promote mental health.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Understand the key concepts and theories of mental health in healthcare settings
2. Apply mental health principles
3. Evaluate the effectiveness of mental health interventions

Course Content:

1. Introduction to Mental Health in Healthcare Settings
 - Definition and scope of mental health in healthcare settings
 - Key concepts and theories in mental health in healthcare settings
2. Mental Health Assessment and Diagnosis
 - Mental health assessment tools and techniques
 - Mental health diagnosis and classification
3. Mental Health Interventions
 - Pharmacological interventions for mental health
 - Non-pharmacological interventions for mental health (e.g. cognitive-behavioral therapy, relaxation techniques)
4. Mental Health in Diverse Populations
 - Mental health in children and adolescents
 - Mental health in older adults
 - Mental health in diverse cultural populations
5. Evaluating the Effectiveness of Mental Health Interventions
 - Evaluating the effectiveness of mental health interventions
 - Methods for evaluating mental health interventions (e.g. randomized controlled trials, surveys)



Department of Psychology
University of Saskatchewan

Suggested Readings:

1. "Mental Health in Healthcare Settings: A Guide for Healthcare Professionals" by National Institute of Mental Health (2020)
2. "Mental Health: A Guide to Diagnosis and Treatment" by American Psychiatric Association (2019)
3. Journal of Mental Health
4. Mental Health Services Research

PSYC-6403

Nutrition and Mental Health

3(3-0)

Course Description:

This course will provide students with a comprehensive understanding of the relationship between nutrition and mental health, including the role of nutrients and dietary patterns in promoting mental well-being and preventing mental health disorders.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Understand the key concepts and theories of nutrition and mental health
2. Apply nutrition principles
3. Evaluate the effectiveness of nutrition interventions.

Course Content:

1. Introduction to Nutrition and Mental Health
 - Definition and scope of nutrition and mental health
 - Key concepts and theories in nutrition and mental health
2. Nutrition and Mental Health
 - Nutrition and depression
 - Nutrition and anxiety
 - Nutrition and cognitive function
3. Nutrition Interventions for Mental Health
 - Nutrition interventions for depression
 - Nutrition interventions for anxiety
 - Nutrition interventions for cognitive function
4. Nutrition and Mental Health in Diverse Populations
 - Nutrition and mental health in children and adolescents
 - Nutrition and mental health in older adults
 - Nutrition and mental health in diverse cultural populations
5. Evaluating the Effectiveness of Nutrition Interventions for Mental Health
 - Evaluating the effectiveness of nutrition interventions for mental health
 - Methods for evaluating nutrition interventions for mental health (e.g. randomized controlled trials, surveys)

Chair, Department of Psychology
University of Guelph

Suggested Readings:

1. "Nutrition and Mental Health: A Guide for Healthcare Professionals" by Drew Ramsey (2020)
2. "Nutrition and Mental Health: A Comprehensive Review" by Journal of Nutrition and Metabolism (2019)
3. Journal of Nutrition and Mental Health
4. Nutrition and Mental Health

PSYC-6404

Psychological Interventions for Health Conditions

3(3-0)

Course Description:

This course provides students with an in-depth understanding of psychological interventions for various health conditions, including chronic illnesses, mental health disorders, and health behaviors. Students will learn about evidence-based psychological interventions and develop skills to apply these interventions in real-world settings.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Apply psychological principles to promote health and well-being.
2. Develop and implement evidence-based psychological interventions for health conditions.
3. Evaluate the effectiveness of psychological interventions on health outcomes.
4. Collaborate with healthcare professionals to provide comprehensive care.

Course Content:

1. Introduction to Psychological Interventions for Health Conditions
 - Definition and scope of psychological interventions for health conditions
 - Key concepts and theories in psychological interventions for health conditions
2. Psychological Interventions for Chronic Diseases
 - Psychological interventions for diabetes
 - Psychological interventions for heart disease
 - Psychological interventions for chronic pain
3. Psychological Interventions for Mental Health
 - Psychological interventions for depression
 - Psychological interventions for anxiety
 - Psychological interventions for trauma
4. Psychological Interventions in Diverse Populations
 - Psychological interventions in children and adolescents
 - Psychological interventions in older adults
 - Psychological interventions in diverse cultural populations
5. Evaluating the Effectiveness of Psychological Interventions
 - Evaluating the effectiveness of psychological interventions
 - Methods for evaluating psychological interventions (e.g. randomized controlled trials, surveys)



Ching-chen
Department of Psychology
University of Southern California

Suggested Readings:

1. Psychological Interventions for Health Conditions: A Guide for Healthcare Professionals" by American Psychological Association (2020)
2. Psychological Interventions for Chronic Diseases: A Comprehensive Review" by Journal of Clinical Psychology (2019)
3. Journal of Clinical Psychology
4. Health Psychology

Specialization 7: BS Industrial & Organizational Psychology Course Outlines

Specialization 7: Industrial & Organizational Psychology

Below is the recommended list of courses within the given specialization. The concerned department may offer courses from the following list or any other course as elective(s) relevant to the given specialization keeping in view its available academic, human and infrastructural resources.

- a) Career Development & Training
- b) Conflict Management in Organization
- c) Consumer & Marketing Psychology
- d) Diversity & Inclusion at Workplace
- e) Ethical Issues in Organizational Setting
- f) Human Resource Management
- g) Leadership in Organizations
- h) Occupational Health & Safety
- i) Organizational Behavior & Work Motivation
- j) Organizational Culture & Climate



Department of
Industrial & Organizational Psychology
University of Jammu

COURSE DESCRIPTION

This course provides a structured approach to understanding career development and the strategic role of training in personal and organizational success. It focuses on the lifecycle of career planning, skill development, and the design and evaluation of effective training programs. Emphasis is placed on personal self-assessment, market research, training methodologies, performance appraisal, and career transition strategies. The course is ideal for individuals seeking to enhance their career trajectory and for HR professionals aiming to build impactful development programs.

COURSE LEARNING OUTCOMES

By the end of this course, learners will be able to:

1. Analyze the stages of career development and apply models to real-life scenarios.
2. Conduct self-assessment to align strengths, interests, and career goals.
3. Design and implement effective employee training and development programs.
4. Evaluate the impact of training on individual and organizational performance.
5. Navigate career transitions and understand strategies for upward mobility.
6. Utilize tools such as resumes, personal branding, and networking to enhance career growth.

SYLLABUS

1. Introduction to Career Development
 - Definitions, historical evolution, career vs. job, importance of lifelong learning
2. Career Theories and Models
 - Super's Life-Span, Holland's Typology, Krumboltz's Happenstance Theory
3. Self-Assessment and Career Planning
 - SWOT analysis, personality tests (MBTI, Big Five), values clarification
4. Exploring the Labor Market
 - Industry trends, future work skills, gig economy, job market analysis
5. Goal Setting and Career Pathing
 - SMART goals, career ladders, mentorship and coaching
6. Introduction to Training and Development
 - Needs analysis, types of training (technical, soft skills, compliance)
7. Designing Training Programs
 - Instructional design (ADDIE, Bloom's Taxonomy), learning styles'
8. Training Delivery Methods
 - In-person, e-learning, blended learning, gamification
9. Evaluating Training Effectiveness
 - Kirkpatrick's Four Levels, ROI of training, feedback mechanisms
10. Organizational Development and Succession Planning
 - Talent pipelines, leadership development, HR's strategic role
11. Career Resilience and Transitions

- Burnout, mid-career change, re-skilling, returnships
- 12. Personal Branding and Career Tools
 - Resume/CV writing, LinkedIn, digital portfolios, networking
- 13. Interviewing and Negotiation
 - Behavioral interviews, salary negotiation, job offer evaluation
- 14. Capstone Project Presentations
 - Personalized career development plans or training program design
- 15. Course Review and Future Directions
 - Final assessment, reflection, lifelong learning strategies

SUGGESTED READINGS

1. Werner, J. M., & DeSimone, R. L. (2021). *Human Resource Development* (8th ed.). Cengage Learning. [ISBN: 9780357033860]
2. Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Career Management* (4th ed.). SAGE Publications. [ISBN: 9781412978262]
3. Gunz, H., Lazarova, M., & Mayrhofer, W. (Eds.). (2019). *The Routledge Companion to Career Studies*. Routledge.
4. Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education.
5. Hall, D. T. (2002). *Careers In and Out of Organizations*. SAGE Publications.
6. Ibarra, H. (2003). *Working Identity: Unconventional Strategies for Reinventing Your Career*. Harvard Business Review Press.
7. Lent, R. W., & Brown, S. D. (2012). *Career Development and Counseling: Putting Theory and Research to Work* (2nd ed.). Wiley.

DESCRIPTION

This course explores the nature, sources, and dynamics of conflict within organizational settings and provides students with the knowledge and tools to manage and resolve conflict effectively. Emphasizing both interpersonal and organizational perspectives, the course covers conflict resolution theories, negotiation strategies, mediation techniques, and the development of communication and emotional intelligence skills. Through case studies, simulations, and self-assessments, students will enhance their ability to identify, address, and transform conflicts constructively in the workplace.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Understand the causes and types of conflict within organizations.
2. Analyze the impact of conflict on individuals, teams, and organizational performance.
3. Apply key theories and models of conflict management and negotiation.
4. Develop effective communication and emotional intelligence skills for conflict resolution.
5. Design and implement conflict resolution strategies and policies in organizational settings.
6. Critically assess real-world conflict situations and propose ethical and practical solutions.

SYLLABUS

1. Introduction to Conflict in Organizations
 - Nature of conflict, myths about conflict, functional vs. dysfunctional conflict
2. Sources and Types of Conflict
 - Intrapersonal, interpersonal, intragroup, intergroup, organizational conflict
3. Theories of Conflict
 - Conflict spiral, social interdependence theory, dual concern theory
4. Conflict Styles and Assessment
 - Thomas-Kilmann Conflict Mode Instrument (TKI), personal conflict style
5. Communication and Emotional Intelligence
 - Active listening, assertiveness, managing emotions during conflict
6. Conflict Diagnosis and Mapping
 - Stakeholder analysis, conflict mapping models, root cause analysis
7. Negotiation Skills
 - Distributive vs. integrative bargaining, BATNA, principled negotiation
8. Mediation and Third-Party Intervention
 - Role of mediator, steps in mediation, arbitration vs. mediation
9. Team Conflict and Resolution
 - Conflict in teams, decision-making styles, virtual team challenges
10. Organizational Conflict and Culture
 - Role of organizational structure and culture, power dynamics

11. Workplace Bullying, Harassment, and Ethics
 - Ethical considerations, legal frameworks, HR policies
12. Conflict Management Systems in Organizations
 - Designing systems, grievance mechanisms, ombuds roles
13. Leadership and Conflict
 - Leader's role in managing and preventing conflict, emotional leadership
14. Global and Cross-Cultural Conflict
 - Cultural dimensions of conflict, intercultural competence
15. Final Projects and Course Wrap-Up
 - Conflict case analysis or conflict management strategy development

SUGGESTED READINGS

1. Wilmot, W. W., & Hocker, J. L. (2017). *Interpersonal Conflict* (10th ed.). McGraw-Hill Education. [ISBN: 9780073523941]
2. Deutsch, M., Coleman, P. T., & Marcus, E. C. (2011). *The Handbook of Conflict Resolution: Theory and Practice* (3rd ed.). Jossey-Bass. [ISBN: 9781118046904]
3. Cloke, K., & Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). Jossey-Bass.
4. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books.
5. Rahim, M. A. (2010). *Managing Conflict in Organizations* (4th ed.). Transaction Publishers.
6. Thomas, K. W. (2002). *Introduction to Conflict Management: Improving Performance Using the TKI Profile*. CPP.
7. Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
8. Mayer, B. (2012). *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*. Jossey-Bass.

PSYC-6407

Consumer and Marketing Psychology

3(3-0)

COURSE DESCRIPTION

This course explores the psychological principles underlying consumer behavior and the strategies marketers use to influence decision-making. It bridges concepts from cognitive psychology, social psychology, and behavioral economics with real-world marketing applications. Students will investigate how consumers think, feel, and act in purchasing contexts, and how marketers can ethically and effectively appeal to these processes through branding, advertising, pricing, and product design. Emphasis is placed on empirical research, case studies, and critical evaluation of marketing tactics.

COURSE LEARNING OUTCOMES

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

1. Analyze psychological theories and models relevant to consumer behavior.
2. Understand how perception, memory, emotions, and motivation influence buying decisions.
3. Evaluate the effects of social influence, culture, and identity on consumer choices.
4. Apply consumer psychology principles to marketing strategies such as advertising and branding.
5. Interpret consumer insights using behavioral and market research tools.
6. Critically assess ethical considerations in manipulating consumer behavior.

SYLLABUS

1. Introduction to Consumer Psychology
 - What is consumer psychology? History, scope, interdisciplinary links
2. Motivation and Needs
 - Maslow's Hierarchy, intrinsic vs. extrinsic motivation, consumer involvement
3. Perception and Attention
 - Sensory marketing, perceptual mapping, attention economy
4. Learning and Memory
 - Classical and operant conditioning, brand recall, priming effects
5. Emotions and Decision Making
 - Emotional branding, affective forecasting, mood and impulse buying
6. Attitudes and Persuasion
 - Theory of planned behavior, ELM model, attitude change
7. Personality and Self-Concept
 - Consumer identity, lifestyle segmentation (VALS), self-image congruence
8. Social Influence and Group Dynamics
 - Conformity, social proof, word-of-mouth, opinion leaders
9. Cultural and Cross-Cultural Influences
 - Hofstede's dimensions, subcultures, global vs. local branding
10. The Consumer Decision-Making Process
 - Problem recognition to post-purchase evaluation, heuristics and biases
11. Branding and Consumer Loyalty

- Brand personality, brand love, customer loyalty programs
- 12. Advertising Psychology
 - Persuasion techniques, message framing, subliminal messaging
- 13. Pricing, Scarcity, and Choice Architecture
 - Anchoring, decoy effect, nudging, behavioral pricing
- 14. Digital Consumer Behavior
 - Online influence, digital nudging, social media marketing psychology
- 15. Ethics and Manipulation in Marketing
 - Dark patterns, ethical advertising, psychological exploitation concerns

SUGGESTED READINGS

1. Solomon, M. R. (2022). *Consumer Behavior: Buying, Having, and Being* (13th ed.). Pearson. [ISBN: 9780135225690]
2. Schiffman, L. G., & Wisenblit, J. L. (2019). *Consumer Behavior* (12th ed.). Pearson. [ISBN: 9780134734827]
3. Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion* (Rev. ed.). Harper Business.
4. Ariely, D. (2008). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*. HarperCollins.
5. Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
6. Martin, D., & Morich, K. (2011). *Unconscious Branding: How Neuroscience Can Empower (and Inspire) Marketing*. Palgrave Macmillan.
7. Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*. Random House.
8. Berger, J. (2013). *Contagious: Why Things Catch On*. Simon & Schuster.
9. Lindstrom, M. (2010). *Buyology: Truth and Lies About Why We Buy*. Crown Business.

COURSE DESCRIPTION

This course provides an in-depth understanding of diversity, equity, and inclusion (DEI) within workplace environments. It explores the historical, psychological, social, and organizational foundations of diversity and inclusion, with a focus on how to build equitable, inclusive, and culturally competent organizations. Students will examine topics such as unconscious bias, intersectionality, inclusive leadership, and the impact of systemic inequality on professional opportunities. Through case studies, self-assessments, group discussions, and organizational audits, students will gain the knowledge and tools necessary to foster inclusive workplace cultures and implement sustainable DEI strategies.

COURSE LEARNING OUTCOMES

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

1. Explain key concepts, frameworks, and theories related to diversity, equity, and inclusion in the workplace.
2. Identify and analyze the impact of individual, structural, and systemic bias on marginalized groups.
3. Critically evaluate organizational practices and policies from a DEI perspective.
4. Develop practical strategies for building inclusive workplaces, including recruitment, retention, and advancement.
5. Apply intersectional approaches to assess how different identities affect workplace experiences.
6. Design and implement initiatives to promote equity and belonging within diverse teams and organizations.

SYLLABUS

1. Introduction to Diversity, Equity, and Inclusion
 - Definitions, scope, business and ethical case for DEI
2. Historical and Legal Foundations
 - Civil rights, affirmative action, global DEI movements
3. Identity, Privilege, and Intersectionality
 - Social identity theory, intersectionality, microaggressions
4. Unconscious Bias and Stereotyping
 - Implicit bias, stereotype threat, bias in decision-making
5. Structural Inequality and Workplace Disparities
 - Pay gaps, glass ceiling, institutional racism, ableism
6. Inclusive Recruitment and Hiring
 - Bias-free job descriptions, diverse talent pipelines, equitable hiring
7. Inclusive Leadership and Allyship
 - Characteristics of inclusive leaders, allyship, psychological safety
8. Managing Diverse Teams
 - Cultural intelligence, conflict resolution, communication styles

9. Gender and LGBTQ+ Inclusion
 - Gender equity, LGBTQ+ rights, inclusive language and policies
10. Racial and Ethnic Diversity
 - Anti-racism in the workplace, representation, cultural celebration
11. Disability and Neurodiversity Inclusion
 - Accessibility, universal design, neurodivergent-friendly workplaces
12. Global and Cross-Cultural Inclusion
 - Global DEI practices, cross-cultural competence, localization strategies
13. Measuring Inclusion and Impact
 - DEI metrics, employee resource groups (ERGs), engagement surveys
14. Designing DEI Strategy and Change Management
 - Building a DEI roadmap, resistance to change, long-term integration
15. Capstone Presentations and Reflection
 - DEI audit or project presentations, reflective journaling, course wrap-up

SUGGESTED READINGS

1. Roberson, Q. M. (Ed.). (2021). *Diversity in the Workplace: A Review, Synthesis, and Future Research Agenda*. Oxford University Press.
2. Shore, L. M. et al. (2018). *Inclusive Workplaces: A Review and Model*. *Journal of Management*, 44(5), 1884–1921. Link
3. Thomas, D. A., & Ely, R. J. (1996). *Making Differences Matter: A New Paradigm for Managing Diversity*. *Harvard Business Review*.
4. Myers, V. W. (2016). *What If I Say the Wrong Thing? 25 Habits for Culturally Effective People*. Chicago Review Press.
5. Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden Biases of Good People*. Bantam Books.
6. Roberts, L. M., Mayo, A. J., & Thomas, D. A. (2019). *Race, Work, and Leadership: New Perspectives on the Black Experience*. Harvard Business Review Press.
7. Catalyst (2020). *Why Diversity and Inclusion Matter: Quick Takes*. Link
8. Eberhardt, J. L. (2019). *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*. Penguin Books.
9. Ferdman, B. M., & Deane, B. R. (2014). *Diversity at Work: The Practice of Inclusion*. Jossey-Bass.

PSYC-6409

Ethical Issues in Organizational Settings

3(3-0)

COURSE DESCRIPTION

This course provides an in-depth exploration of ethical challenges in contemporary organizational environments. Students will examine ethical theories, decision-making models, and the role of personal and corporate values in shaping ethical behavior. Topics include ethical leadership, organizational justice, whistleblowing, corporate social responsibility, and ethical dilemmas in global business. Through case studies, debates, and ethical audits, students will develop the analytical skills and ethical sensitivity needed to identify, assess, and respond to moral issues in the workplace.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Understand and apply key ethical theories and frameworks to organizational contexts.
2. Identify and analyze common ethical dilemmas faced by individuals and organizations.
3. Evaluate the ethical implications of organizational policies, practices, and cultures.
4. Assess the role of leadership, governance, and accountability in promoting ethical behavior.
5. Understand the impact of cultural, legal, and global factors on ethical decision-making.
6. Design strategies and interventions to foster ethical climates and responsible business conduct.

SYLLABUS

1. Introduction to Ethics in Organizations
 - Definitions, ethics vs. compliance, moral awareness
2. Ethical Theories and Frameworks
 - Utilitarianism, deontology, virtue ethics, justice theory
3. Ethical Decision-Making Models
 - Rest's model, Kidder's framework, rationalizations
4. Corporate Culture and Ethical Climate
 - Organizational values, codes of ethics, tone at the top
5. Leadership and Ethics
 - Ethical leadership, role modeling, moral courage
6. Organizational Justice
 - Distributive, procedural, interactional justice
7. Whistleblowing and Retaliation
 - Reporting mechanisms, legal protections, case studies
8. Conflicts of Interest and Accountability
 - Nepotism, insider trading, transparency
9. Diversity, Equity, and Ethics
 - Fair treatment, inclusion, bias in ethical decisions
10. Ethics in Human Resources
 - Hiring, performance evaluation, termination, surveillance
11. Marketing and Consumer Ethics

- Deceptive advertising, data privacy, product safety
- 12. Financial and Environmental Ethics
 - Sustainability, fraud, stakeholder accountability
- 13. Global Business Ethics
 - Cultural relativism vs. ethical universalism, labor ethics
- 14. Ethics in Technology and AI
 - Surveillance ethics, data ethics, algorithmic fairness
- 15. Final Presentations and Reflections
 - Organizational ethical audits or scenario-based simulations



SUGGESTED READINGS

1. Trevino, L. K., & Nelson, K. A. (2021). *Managing Business Ethics: Straight Talk About How to Do It Right* (8th ed.). Wiley. [ISBN: 9781119711009]
2. Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2021). *Business Ethics: Ethical Decision Making and Cases* (13th ed.). Cengage Learning.
3. Velasquez, M. G. (2017). *Business Ethics: Concepts and Cases* (8th ed.). Pearson.
4. Donaldson, T., & Dunfee, T. W. (1999). *Ties That Bind: A Social Contracts Approach to Business Ethics*. Harvard Business Review Press.
5. Ciulla, J. B. (2004). *Ethics, The Heart of Leadership* (2nd ed.). Praeger.
6. Jennings, M. M. (2020). *Business Ethics: Case Studies and Selected Readings* (10th ed.). Cengage Learning.
7. Gini, A., & Green, R. M. (2013). *10 Virtues of Outstanding Leaders: Leadership and Character*. Wiley-Blackwell.
8. Crane, A., & Matten, D. (2016). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (4th ed.). Oxford University Press.
9. Schwartz, M. S. (2017). *Business Ethics: An Ethical Decision-Making Approach*. Wiley.

PSYC-6410

Human Resource Management

3(3-0)

DESCRIPTION

This course offers a comprehensive overview of Human Resource Management (HRM) and its strategic importance in achieving organizational goals. It focuses on the key functions of HRM including recruitment and selection, training and development, performance management, compensation, labor relations, and employee engagement. The course also addresses emerging issues such as diversity and inclusion, HR analytics, and ethical challenges. Students will gain both theoretical knowledge and practical tools to manage human capital effectively in dynamic organizational environments.

COURSE LEARNING OUTCOMES

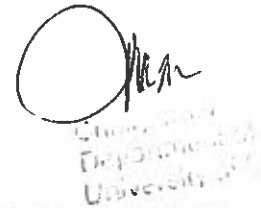
By the end of the course, students will be able to:

1. Understand the fundamental principles, functions, and roles of HRM within organizations.
2. Analyze the impact of HR practices on organizational effectiveness and employee performance.
3. Apply best practices in recruitment, selection, training, and development.
4. Design performance appraisal and reward systems aligned with strategic goals.
5. Navigate legal, ethical, and diversity-related issues in HRM.
6. Utilize HR data and analytics to inform decision-making and workforce planning.

SYLLABUS

1. Introduction to Human Resource Management
 - Role of HR, HRM vs. personnel management, strategic HRM
2. HR Planning and Job Analysis
 - Workforce planning, job descriptions, job specifications
3. Recruitment and Selection
 - Sourcing, interviewing, selection tools, legal considerations
4. Onboarding and Orientation
 - Employee socialization, induction programs, early performance
5. Training and Development
 - Needs analysis, learning styles, e-learning, development plans
6. Performance Management
 - Appraisal methods, feedback, performance improvement
7. Compensation and Benefits
 - Total rewards, salary structure, incentives, equity
8. Employee Relations and Labor Law
 - Unions, collective bargaining, labor regulations
9. Health, Safety, and Wellbeing
 - OSHA, mental health, stress management, wellness programs
10. Diversity and Inclusion in HR
 - Bias, inclusive hiring, equity programs, D&I metrics

11. Talent Management and Succession Planning
 - High-potential employees, career pathing, talent retention
12. HR Metrics and Analytics
 - KPIs, dashboards, predictive analytics, HRIS systems
13. Technology in HRM
 - AI in HR, remote work management, digital tools
14. Global HRM
 - Expatriate management, cross-cultural HR practices, global mobility
15. Ethics and Future Trends in HR
 - Data privacy, ethical hiring, future of work, sustainability in HR



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SUGGESTED READINGS

1. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson. [ISBN: 9780135172789]
2. Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2020). *Human Resource Management* (16th ed.). Cengage Learning. [ISBN: 9780357033853]
3. Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). Kogan Page.
4. Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2008). *HR Competencies: Mastery at the Intersection of People and Business*. Society for Human Resource Management.
5. Boxall, P., Purcell, J., & Wright, P. (2007). *The Oxford Handbook of Human Resource Management*. Oxford University Press.
6. Sims, R. R. (2006). *Human Resource Development: Today and Tomorrow*. IAP Publishing.
7. Stone, R. J. (2017). *Human Resource Management* (9th ed.). Wiley.
8. Harvard Business Review Press (2015). *HBR Guide to Managing People*. Harvard Business Review Press.

COURSE DESCRIPTION

This course explores leadership theories and practices that impact organizational effectiveness. Students will engage with both classical and contemporary leadership models, focusing on how leaders influence teams, drive change, and create ethical and inclusive environments. The course integrates theoretical knowledge with real-world applications to help students develop their own leadership potential.

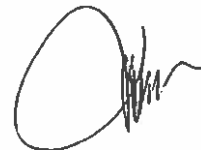
COURSE LEARNING OUTCOMES

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

1. Compare and contrast major leadership theories and their applications.
2. Evaluate leadership effectiveness in case study scenarios.
3. Demonstrate basic leadership competencies in team settings.
4. Reflect on their own leadership style and development goals.

SYLLABUS

1. Introduction to Leadership: Definitions and Evolution
2. Trait and Behavioral Theories
3. Contingency and Situational Leadership
4. Transformational vs. Transactional Leadership
5. Servant, Authentic, and Ethical Leadership
6. Strategic Leadership in Organizations
7. Leadership and Emotional Intelligence
8. Leadership: Power and Influence Tactics
9. Leadership in Teams and Decision Groups
10. Leadership and Organizational Change
11. Gender and Cultural Issues in Leadership
12. Leadership Development and Assessment
13. Cross-cultural Leadership and Diversity
14. Developing leadership Skills

**SUGGESTED READINGS**

1. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Sage Publications.
2. Yukl, G. A. (2012). *Leadership in Organizations* (8th ed.). Pearson.
3. Goleman, D. (2011). *The New Leaders: Transforming the Art of Leadership*. Little, Brown.
4. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior*. (19th ed.). Pearson.

PSYC-6412

Occupational Health and Safety

3(3-0)

COURSE DESCRIPTION

This course provides students with foundational knowledge of occupational health and safety (OHS) principles, policies, and regulatory frameworks. It covers hazard identification, risk management, and accident prevention strategies. The course also emphasizes creating a culture of safety and promoting physical and mental well-being in the workplace.

COURSE LEARNING OUTCOMES

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

1. Apply risk assessment techniques in workplace simulations.
2. Analyze case studies of workplace incidents.
3. Recommend control measures for workplace hazards.
4. Demonstrate awareness of both physical and psychological safety factors.

SYLLABUS

1. Introduction to Occupational Health and Safety: Concepts and History
2. Safety Legislation
3. Legal and Regulatory Frameworks (ILO, OSHA)
4. Hazard Identification and Risk Assessment
5. Workplace Accidents and Incident Investigation
6. Workplace Violence
7. Ergonomics and Workplace Design
8. Occupational Diseases and Preventive Measures
9. Psychological Health and Stress at Work
10. Compare the Four Major Stress and Health theories
11. Sleep, Illness, And Injury Affect Physical Health At Work
12. Safety Culture and Employee Participation
13. Emergency Planning and Response
14. Health Promotion and Wellness Programs



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SUGGESTED READINGS

1. Friend, M. A., & Kohn, J. P. (2007). *Fundamentals of occupational safety and health* (4th ed.). Government Institutes.
2. Goetsch, D. L. (2018). *Occupational Safety and Health for Technologists, Engineers, and Managers* (9th ed.). Pearson.
3. International Labour Organization (ILO) Guidelines and Reports.
4. Reese, C. D. (2015). *Occupational Health and Safety Management: A Practical Approach* (3rd ed.). CRC Press.
5. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior*. (19th ed.). Pearson.

PSYC-6413

Organizational Behavior and Work Motivation

3(3-0)

COURSE DESCRIPTION

This course introduces students to the psychological and behavioral dynamics in the workplace. It covers individual, group, and organizational-level behavior, with a special focus on theories and applications of motivation. Through case studies, discussions, and activities, students learn how to influence performance, engagement, and satisfaction in organizational settings.

COURSE LEARNING OUTCOMES

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

1. Analyze the role of motivation in individual and organizational performance.
2. Apply OB concepts to real-world work situations.
3. Identify effective communication and teamwork strategies.
4. Recommend interventions to improve motivation and job satisfaction.

SYLLABUS

1. Introduction to Organizational Behavior (OB)
2. Personality, Values, and Attitudes
3. Perception and Attribution in the Workplace
4. Management and *Organizational Behavior*
5. Disciplines That Contribute to OB: Psychology, Social Psychology, Sociology, Anthropology
6. Challenges and Opportunities: Workforce Diversity and Inclusion, Continuing Globalization, Technology and Social Media, (Un)ethical Behavior, Corporate Social Responsibility (CSR)
7. Contemporary Theories of Motivation
8. Cross-Cultural Organizational Behavior (OB)
9. Implementing Diversity Management
10. Job Design and Goal Setting
11. Group Dynamics and Teamwork
12. Communication and Conflict Resolution
13. Decision-Making and Organizational Politics
14. Leadership and Power in Organizations
15. Organizational Commitment and Job Satisfaction

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SUGGESTED READINGS

1. Latham, G. P. (2011). *Work Motivation: History, Theory, Research, and Practice* (2nd ed.). Sage.
2. Miner, J. B. (2005). *Organizational Behavior: Essential Theories of Motivation and Leadership*. M.E. Sharpe.
3. Pinder, C. C. (2008). *Work motivation in organizational behavior* (2nd ed.). Psychology Press.
4. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson.

PSYC-6414

Organizational Culture and Climate

3(3-0)

COURSE DESCRIPTION

This course examines how organizational culture and climate influence employee behavior, organizational effectiveness, and change initiatives. Students will learn to assess and manage organizational values, norms, and environments. It also emphasizes strategies for shaping positive climates and aligning culture with strategic goals.

COURSE LEARNING OUTCOMES

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

1. Analyze organizational culture using established frameworks.
2. Identify components of organizational climate and their impact on morale.
3. Design strategies for cultural alignment and transformation.
4. Evaluate real-world cases of successful and failed cultural change.

SYLLABUS

1. Introduction to Organizational Culture and Climate
2. Theories and Models of Culture (Schein, Hofstede, Competing Values)
3. Elements of Culture: Symbols, Values, Rituals, and Myths
4. Dimensions of Organizational Climate: Support, autonomy, structure, reward, risk, warmth, clarity, Safety climate, ethical climate, service climate
5. Measuring Organizational Climate: Qualitative vs. quantitative approaches
6. Organizational Climate and Performance
7. Emerging Issues and Future Trends: Climate and remote work, Diversity and inclusion climate, Climate in digital/tech-driven organizations
8. Approaches to Managing Organizational Change: Lewin's Three-Step Model, Kotter's Eight-Step Plan, Action Research, Organizational Development, The Change Paradox
9. The Role of Leadership in Shaping Culture
10. Creating and Sustaining Culture
11. Organizational Culture and Employee Behavior
12. Cultural Fit and Employee Engagement
13. Influencing Organizational Cultures: Developing a Positive Culture, Developing an Ethical Culture, Developing an Innovative Culture
14. Subcultures and Multicultural Organizations
15. Organizational Culture and Performance

SUGGESTED READINGS

1. Ashkanasy, N. M., Wilderom, C. P. M., & Peterson, M. F. (Eds.). (2011). *The handbook of organizational culture and climate* (2nd ed.). SAGE.
2. Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and Changing Organizational Culture* (3rd ed.). Jossey-Bass.
3. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson.
4. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). *Organizational Climate and Culture*. Routledge.
5. Schein, E. H., & Schein, P. A. (2017). *Organizational Culture and Leadership* (5th ed.). Wiley.