DEPARTMENT OF PSYCHOLOGY

Faculty of Social Sciences

Academic Programs Offered:

1. BS Psychology
2. MSc Psychology
3. Advance Diploma in Clinical Psychology
4. MPhil Psychology
5. MS Industrial-Organizational Psychology
6. Ph.D. Psychology

BS Psychology

Eligibility: At least 45% marks in intermediate or equivalent (equivalence certificate is a must) with psychology as an elective subject of FSc (Pre-medical / Pre-Engineering / ICS)
Duration: 04 Year Program (08 Semesters)
Degree Requirements: 131 Credit Hours

Semester-1

Course Code	Course Title	Credit Hours
URCE-5101	Grammar	3(3+0)
PSYC-5101	Introduction to Psychology	4(4+0)
URCP-5106	Pakistan Studies	3(3+0)
URCM-5101	Mathematics	3(3+0)
URCI-5109	Introduction to Information and Communication Technologies	3(3+0)

Semester-2

URCE-5102	Language Comprehension & Presentation Skills	3(3+0)
PSYC-5102	History and Systems of Psychology	4(4+0)
URCI-5105	Islamic Studies	3(3+0)
URCS-5108	Introduction to Statistics	3(3+0)
PSYC-5103	Everyday Science	3(3+0)
URCC-5110	Citizenship Education & Community Engagement	3(1+2)

Semester-3

URCE-5103	Academic Writing	3(3+0)

PSYC-5104	Sports Psychology	3(3+0)
PSYC-5105	Experimental Psychology	3(3+0)
ZOOL-6141	Introduction to Biology-I	3(3+0)
BUSB-5104	Introduction to Management	3(3+0)

Semester-4

URCE-5104	Introduction to English Literature	3(3+0)
PSYC-5106	Social Psychology	3(3+0)
PSYC-5107	Educational Psychology	3(3+0)
ZOOL-6142	Introduction to Biology-II	3(3+0)
ULAW-5132	Introduction to Human Rights	3(3+0)

Semester-5

PSYC-6108	Introduction to Research Methodology	3(3+0)
PSYC-6109	Cross-Cultural Psychology	3(3+0)
PSYC-6110	Computer Application in Psychology	3(3+0)
PSYC-6111	Principals of Psychological Assessment	3(3+0)
PSYC-6112	Fundamental Statistics in Psychology	3(3+0)
PSYC-6113	Historical Perspectives in Abnormal Psychology	3(3+0)

Semester-6

PSYC-6114	Advance Research Methodology	3(3+0)
PSYC-6115	Neurological Basis of Behavior	3(3+0)
PSYC-6116	Applications of Statistics in Psychology	3(3+0)
PSYC-6117	Applications of Psychological Assessment	3(3+0)
PSYC-6118	Personality Psychology	3(3+0)
PSYC-6119	Psychopathology	3(3+0)

Semester-7

PSYC-6120	Clinical Psychology	3(3+0)
PSYC-6121	Neurological Dysfunctions	3(3+0)
PSYC-6122	Health Psychology	3(3+0)
PSYC-6123	Developmental Psychology	3(3+0)
PSYC-6124	Gender Issues in Psychology	3(3+0)
PSYC-6125	Project (with PSYC-6125 b) (Compulsory) Thesis (Research Proposal, including proposed methodology, literature review expected results, discussion & implications)	3(3+0)

Semester-8

PSYC-6126	Counseling Psychology	3(3+0)
PSYC-6127	Cognitive Psychology	3(3+0)
PSYC-6128	Psychology of Advertising & Marketing Research	3(3+0)

PSYC-6125 (b)	Project (with PSYC-6125 a) (Compulsory) Thesis (Final draft submission & oral defense)	3(3+0)

Optional Courses

PSYC-6129	Consumer Psychology	3(3+0)
PSYC-6130	Organizational Behavior	3(3+0)
PSYC-6131	Psychology of Motivation	3(3+0)
PSYC-6132	Forensic Psychology	3(3+0)
PSYC-6133	Para Psychology	3(3+0)
PSYC-6134	Positive Psychology	3(3+0)
PSYC-6135	Human Resource Management	3(3+0)
PSYC-6136	Military Psychology	3(3+0)

MSc Psychology

Eligibility: At least 45% marks in Graduation or equivalent equivalence certificate is a must) with Psychology as an elective subject in BA/BSc.
Duration: 02 Year Program (04 Semesters)
Degree Requirements: 72 Credit Hours

Semester-1

PSYC-6201	Report Writing & Presentation Skills	3(3+0)
PSYC-6202	History and Systems in Psychology	3(3+0)
PSYC-6203	Sports Psychology	3(3+0)
PSYC-6204	Computer Applications in Psychology	3(3+0)
PSYC-6205	Fundamental Statistics in Psychology	3(3+0)
PSYC-6206	Introduction to Research Methodology	3(3+0)

Semester-2

PSYC-6207	Advance Research Methodology	3(3+0)
PSYC-6208	Principles of Psychological Measurement	3(3+0)
PSYC-6209	Historical Perspective in Abnormal Psychology	3(3+0)
PSYC-6210	Social Psychology	3(3+0)
PSYC-6211	Application of Statistics in Psychology	3(3+0)
PSYC-6212	Health Psychology	3(3+0)

Semester-3

PSYC-6213	Clinical Psychology	3(3+0)
PSYC-6214	Applications of Psychological Measurement	3(3+0)
PSYC-6215	Cognitive & Experimental Psychology	3(3+0)
PSYC-6216	Psychopathology	3(3+0)
PSYC-6217	Neurological Bases of Behavior	3(3+0)

PSYC-6218	Gender Issues in Psychology	3(3+0)
	OR	
PSYC-6219 (a)	Thesis (Research Proposal, including proposed methodology, literature review expected results, discussion & implications)	3(3+0)

Semester-4

PSYC-6220	Counseling Psychology	3(3+0)
PSYC-6221	Developmental Psychology	3(3+0)
PSYC-6222	Neurological Dysfunctions	3(3+0)
PSYC-6223	Organizational Behavior	3(3+0)
PSYC-6224	Personality Psychology	3(3+0)
	OR	
PSYC-6219 (b)	Thesis (Final draft submission & oral defense)	3(3+0)

Optional Courses

PSYC-6225	Consumer Behavior	3(3+0)
PSYC-6226	Cross-cultural Psychology	3(3+0)
PSYC-6227	Educational Psychology	3(3+0)
PSYC-6228	Forensic Psychology	3(3+0)
PSYC-6229	Human Resource Management	3(3+0)
PSYC-6230	Leadership and Motivation	3(3+0)
PSYC-6231	Environmental Psychology	3(3+0)
PSYC-6232	Mass Communication Management	3(3+0)
PSYC-6233	Military Psychology	3(3+0)
PSYC-6234	Positive Psychology	3(3+0)
PSYC-6235	Para Psychology	3(3+0)

Advance Diploma in Clinical Psychology

Eligibility: second division or CGPA-2.00 out of 4.00 in MSc/BS in Psychology / Applied Psychology from HEC recognized institutions + Department Test + interview.
Duration: 01 Year Program (02 Semesters)
Degree Requirements: 30 Credit Hours Course Work + Internship + Research Project

Semester-1

PSYC-7301	Adult psychopathology	3(3+0)
PSYC-7302	Psycho-diagnosis & Clinical Assessment	3(3+0)
PSYC-7303	Therapeutic Interventions	3(3+0)
PSYC-7304	Internship+ Report Writing	5(3+2)

Semester-2

PSYC-7305	Psycho-pharmacology & Neurophysiology	4(4+0)

PSYC-7306	Advanced Research Methods in Clinical Research	3(3+0)
PSYC-7307	Child Development and Psychopathology	3(3+0)
PSYC-7308	Clinical Research project	6(0+6)

MPhil Psychology

Eligibility: Second Division or CGPA 2.00 out of 4.00 in MSc/BS 4-Year Psychology or Applied Psychology or any other relevant discipline from HEC recognized institutions + Departmental Test (at least 50% marks) + Interview.
Duration: 02 Year Program (04 Semesters)
Degree Requirements: 30 Credit Hours

Semester-1

PSYC-7101	Advanced Statistics and Computers (SPSS)	3(3+0)
PSYC-7102	Qualitative and Quantitative Research Methods	3(3+0)
PSYC-7103	Psychological Assessment	3(3+0)
PSYC-7104	Contemporary Issues, Theory, and Studies in Psychology	3(3+0)

In the second semester, students will select optional courses of 12 credit hours from 4 specializations.
Area of Specialization I: Clinical Psychology

Core Courses in Semester-2

PSYC-7105	Advanced Clinical Psychology and Psychopathology	3(3+0)
PSYC-7106	Clinical Psycho diagnosis & Assessment	3(3+0)
PSYC-7109	Clinical Psychotherapies: Theory and Practice	3(3+0)

Optional Courses in Semester-2

PSYC-7107	Developmental Psychopathology	3(3+0)
PSYC-7108	Psychology of Individual Differences	3(3+0)
PSYC-7110	Neurological Bases of Behavior	3(3+0)

Area of Specialization II: Social Psychology
Core Courses in Semester-2

PSYC-7111	Advances in Social Psychology	3(3+0)
PSYC-7112	Psychology of Attitude and Opinion	3(3+0)
PSYC-7113	Psychology of Self	3(3+0)

Optional Courses in Semester-2

PSYC-7114	Media, Culture and Society	3(3+0)
PSYC-7115	Group Processes and Leadership	3(3+0)

PSYC-7116	Socio-pathology: Identification and Treatment	3(3+0)

Area of Specialization III: Community Psychology
Core Courses in Semester-2

PSYC-7117	Community Psychology	3(3+0)
PSYC-7118	Cross-Cultural Psychology	3(3+0)
PSYC-7119	Psychology of Gender	3(3+0)
PSYC-7120	Crime and Deviance	3(3+0)

Area of Specialization IV: Counseling Psychology
Core Courses in Semester-2

PSYC-7121	Psychology of Lifespan Development	3(3+0)
PSYC-7122	Personality and Individual Differences	3(3+0)
PSYC-7123	Family Science	3(3+0)
PSYC-7124	Counseling: Theory and Practice	3(3+0)

Semester 3-4: Students will undertake a research project and will write a thesis equivalent to 6 credit hours with their opted fields of specialization.

PSYC-7125	Dissertation	6(0+6)

MS Industrial-Organizational Psychology

Eligibility: Second Division or CGPA 2.00 out of 4.00 in MSc/BS 4-Year Psychology or Applied Psychology or any other relevant discipline from HEC recognized institutions + Departmental Test (at least 50% marks) + Interview.
Duration: 02 Year Program (04 Semesters)
Degree Requirements: 36 Credit Hours

Semester-1

PSYC-7201	Advanced Research Methods	3(3+0)
PSYC-7202	Advanced Statistics	3(3+0)
PSYC-7203	Introduction to Organizational Behavior	3(3+0)
PSYC-7204	Organizational Design and Culture	3(3+0)

Semester-2

PSYC-7205	Effective Leadership and Strategic Decision Making	3(3+0)
PSYC-7206	Psychology of Advertising and Marketing Research	3(3+0)
PSYC-7207	Consumer Behavior	3(3+0)

Semester-3

PSYC-7208	Human Resource Management	3(3+0)
PSYC-7209	Psychology of Work Environment and Work Motivation	3(3+0)
PSYC-7210	Internship and Research Proposal	3(2+1)

Semester-4

PSYC-7211	Dissertation	6(0+6)

Ph.D. Psychology

Eligibility: MPhil/MS Psychology or Applied Psychology or any other relevant discipline from HEC recognized institutions with at least CGPA 3.00 out of 4.00 + Departmental Test (at least 50% marks) + Interview.
Duration: 03 Year Program (06 Semesters)
Degree Requirements: 18 Credit Hours Course Work + Dissertation

Semester-1

PSYC-8101	Research Methods in Psychology	3(3+0)
PSYC-8102	Seminars in Theories of Psychology	3(3+0)
PSYC-8103	Psychometrics	3(3+0)
PSYC-8104	Health Psychology	3(3+0)
PSYC-8105	School Psychology	3(3+0)
PSYC-8106	Assessment, Evaluation, and Intervention	3(3+0)
PSYC-8107	Psychology of Communication	3(3+0)
PSYC-8108	Data Analysis	3(3+0)
PSYC-8109	Problems in Human Assessment	3(3+0)
PSYC-8110	Guidance and Counseling	3(3+0)
PSYC-8111	Clinical Psychology Theory and Practice	3(3+0)
PSYC-8112	Psychopharmacology & Neurophysiology	3(3+0)
PSYC-8113	Psychology of Work & Motivation	3(3+0)
PSYC-8114	Cross-Cultural Psychology	3(3+0)
PSYC-8115	Consumer Behavior and Marketing	3(3+0)
PSYC-8116	Industrial and Organizational Psychology	3(3+0)
PSYC-8117	Deviance and Crime	3(3+0)

Semester-2

PSYC-8118	Community Psychology	3(3+0)
PSYC-8119	Military Psychology	3(3+0)
PSYC-8120	Theories of Learning	3(3+0)
PSYC-8121	Clinical Neuropsychology	3(3+0)
PSYC-8122	Psychology of Self and Culture	3(3+0)
PSYC-8123	Psychology of Sports and Exercise	3(3+0)
PSYC-8124	Psychology of Gender	3(3+0)
PSYC-8125	Cognitive Psychology	3(3+0)
PSYC-8126	Psychology of Religion and Spirituality	3(3+0)
PSYC-8127	Family Science	3(3+0)
PSYC-8128	Socio-pathology: Identification and Treatment	3(3+0)
PSYC-8129	Environmental Psychology	3(3+0)

PSYC-8130	Rehabilitation Psychology	3(3+0)
PSYC-8131	Test Construction and Adaption	3(3+0)
PSYC-8132	Assessment under Different Settings	3(3+0)
PSYC-8133	Psychological Warfare	3(3+0)
PSYC-8134	Muslim Contribution to Clinical Psychology	3(3+0)

Semester 3-4

PSYC-8135	Dissertation	

BS Psychology

URCE-5101 **Grammar** **3(3+0)**

The course introduces the students to the underlying rules to acquire and use language in an academic context. The course aims at developing grammatical competence of the learners to use grammatical structures in a context to make the experience of learning English more meaningful enabling the students to meet their real-life communication needs. The objectives of the course are to, reinforce the basics of grammar, understand the basic meaningful units of language, and introduce the functional aspects of grammatical categories and to comprehend language use by practically working on the grammatical aspects of language in academic settings. After studying the course, students would be able to use the language efficiently in academic and real-life situations and integrate the basic language skills in speaking and writing. The students would be able to work in a competitive environment at higher education levels to cater to the long term learners' needs.

Contents

1 Parts of speech
2 Noun and its types
3 Pronoun and its types
4 Adjective and its types
5 Verb and its types
6 Adverb and its types
7 Prepositions and its types
8 Conjunction and its types
9 Phrases and its different types
10 Clauses and its different types
11 A sentence, parts of sentence and types of sentence
12 Synthesis of sentence
13 Conditional sentences
14 Voices
15 Narration
16 Punctuation
17 Common grammatical errors and their corrections

Recommended Texts

1 Eastwood, J. (2011). *Basic English grammar*. Oxford: Oxford University Press.
2 Swan, M. (2018). *Practical English Usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1 Thomson, A. J., & Martinet, A. V. (1986). *A practical English grammar*. Oxford: Oxford University Press
2 Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
3 Hunston, S., & Francis, G. (2000). *Pattern grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: John Benjamins.

PSYC-5101 Introduction to Psychology 4(4+0)

The course is designed to be an introduction to the science and profession of psychology. The course will assist the student in the development of a foundation of basic knowledge to pursue further studies in specific areas of psychology. Introduction to general psychology as the science of the human mind and behavior. The course will examine the different models upon which modern psychology has been built, along with such things as the history and origins of psychology. The course will survey introductory topics such as learning, memory, sensation and perception, personality, lifespan development, the physiological basis of behavior, stress, and health, psychological disorders, social psychology, and research methods. Students explore the key figures, diverse theoretical perspectives, and research findings that have shaped some of the major areas of contemporary psychology. This course also examines the research methods used by psychologists across these areas to study the origins and variations in human behavior.

Contents

1 Introduction to Psychology: Nature and Application of Psychology with special reference to Pakistan
2 Research Enterprise in Psychology (A brief sketch): Goals of Scientific Enterprise; Steps in Scientific Investigation; Advantages of Scientific Approach; types of research.
3 Biological Basis of Behavior: Communication in the Nervous System; Organization of the Nervous System; Brain Research Method
4 Sensation and Perception : Psychophysics: Basic Concepts and Issues: Our senses of Sight: The Visual System: Our Senses of Hearing: The Auditory System: Our Senses of Touch: Sensory Systems in the Skin: The other Senses: The Kinesthetic System & The Vestibular System
5 Motivation and Emotion. The Motivation of Hunger and Eating; Affiliation: Theories of Emotion (James Lange Theory & Cannon-Bard Theory; Schachter's Two Factor Theory & Evolutionary Theories of Emotion)
6 Learning: Definition of Learning; Types of Learning (Classical Conditioning &. Operant Conditioning)
7 Human Memory: Encoding: Storage: Retrieval; Forgetting: When Memory Lapses; In Search of Memory Trace: The Physiology of Memory; Are There Multiple Memory Systems?
8 Language, Thinking & Decision making: The Cognitive revolution In Psychology; Language: Turning Thoughts into Words; Problem Solving: In Search of Solutions; Decision Making: Choices and Chances
9 Personality: Theory, Research, and Assessment: The Nature of Personality; Psychodynamic Perspectives; Behavioral Perspectives; Humanistic Perspectives; Biological Perspectives; Contemporary Empirical Approaches to Personality Traits; Culture and Personality

Recommended Text

1 Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.
2 Kalat, J. W. (2013). *Introduction to psychology* (10th ed.). New Delhi: Cengage Learning.
3 Nolen-Hoeksema, S., Hilgard, E. R. (2014). *Atkinson & Hilgard's introduction to psychology* (16th ed.). New Delhi: Cengage Learning.

Suggested Readings

1 Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology* (10th ed.). Boston: Cengage Learning.
2 Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology*. Cheltenham: Illuminate Publishing.

URCP-5106 **Pakistan Studies** **3(3+0)**

The course is designed to acquaint the students of BS Programs with the rationale of the creation of Pakistan. The students would be apprised of the emergence, growth, and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. While highlighting the main objectives of national life, the course explains further the socio-economic, political, and cultural aspects of Pakistan's endeavors to develop and progress in the contemporary world. For this purpose, the foreign policy objectives and Pakistan's foreign relations with neighboring and other countries are also included. This curriculum has been developed to help students analyze the socio-political problems of Pakistan while highlighting various phases of its history before and after the partition and to develop a vision in them to become knowledgeable citizens of their homeland.

Contents

1 Contextualizing Pakistan Studies
2 Geography of Pakistan: Geo-Strategic Importance of Pakistan
3 Freedom Movement (1857-1947)
4 Pakistan Movement (1940-47)
5 Muslim Nationalism in South Asia
6 Two Nations Theory
7 Ideology of Pakistan
8 Initial Problems of Pakistan
9 Political and Constitutional Developments in Pakistan
10 The economy of Pakistan: Problems and Prospects
11 Society and Culture of Pakistan
12 Foreign Policy Objectives of Pakistan and Diplomatic Relations
13 Current and Contemporary Issues of Pakistan
14 Human Rights: Issues of Human Rights in Pakistan

Recommended Texts

1 Kazimi, M. R. (2007). *Pakistan studies.* Karachi: Oxford University Press.
2 Sheikh, J. A. (2004). *Pakistan's political economic and diplomatic dynamics.* Lahore: Kitabistan Paper Products.

Suggested Readings

1 Hayat, S. (2016). *Aspects of Pakistan movement.* Islamabad: National Institute of Historical and Cultural Research.
2 Kazimi, M. R (2009). *A concise history of Pakistan.* Karachi: Oxford University Press.
3 Talbot, I. (1998). *Pakistan: A modern history*. London: Hurst and Company.

URCM-5101 **Introduction to Mathematics** **3 (3+0)**

This course is built upon the mathematical concepts, principles, and techniques that are useful in almost all undergraduate programs. The main objectives of the course are to enhance student's competency in the application of mathematical concepts in solving problems and to improve their level of quantitative approach. Upon the successful completion of this course, students would be able to develop understanding: Mathematical functions, Building and solving linear and quadratic equations, Matrices and Determinants with an application, sequences, and series, and basic Financial Mathematics. To prepare the students, not majoring in mathematics, with the essential tools of financial, algebra, and geometry to apply the concepts and the techniques in their respective disciplines.

Contents

1 Linear Equations and Quadratic Equations: Formation of Linear equation
2 Solving a Linear equation involving one variable
3 The solution of Quadratic equation by factorization method
4 The solution of quadratic equation by square completion methods
5 The solution of quadratic equation by quadratic formula
6 Application of quadratic equation
7 Sequences and Series
8 Matrices and Determinants: Introduction of matrices
9 Types of matrices
10 Matrix operations
11 Inverse of matrix
12 The determinants and its properties
13 The solution of a system of linear equations by determinants: Cramer's rule, Inverse Matrices Method
14 Mathematics of Finance: Simple interest
15 Compound interest
16 Annuities
17 Sets and Sets Operations
18 Permutation and combinations
19 Introduction to mathematical induction and binomial theorem
20 Basic Concepts of Trigonometry
21 Fundamental Identities of Trigonometry

Recommended Texts

1 Frank, S. B. (1993). *Applied mathematics for business, economics, and the social sciences* (4th ed.). New York: McGraw-Hill publisher.
2 Nauman, K. (2019). *Basic mathematics-I: algebra and trigonometry* (2nd ed.). Lahore: Al-Hassan Pub.

Suggested Readings

1 Kaufmann, J. E. (1994). *College algebra and trigonometry* (3rd ed.). Boston: PWS-Kent Pub. Co.
2 Swokowski, E. W. (1993). *Fundamentals of algebra and trigonometry* (8th ed.). Boston: PWS-Kent Pub. Co.

URCI-5109 Introduction to Information & Communication Technologies 3 (2+1)

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include a basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefits related to their study domain. Students can learn how the Information and Communications systems can improve their workability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of the semester, students will get a basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, PowerPoint, Excel. They will also learn Open office being used on other operating systems and platforms. Specific software is related to specialization areas and is also part of the course. The course will also cover Computer Ethics and related Social media norms and cyber laws.

Contents

1 Introduction, Overview, and types.
2 Hardware: Computer Systems & Components, Storage Devices, and Cloud Computing.
3 Software: Operating Systems, Programming, and Application Software,
4 Introduction to Programming Language
5 Databases and Information Systems Networks
6 The Hierarchy of Data and Maintaining Data,
7 File Processing Versus Database Management Systems
8 Data Communication and Networks.
9 Physical Transmission Media & Wireless Transmission Media
10 Applications of smartphone and usage
11 The Internet, Browsers, and Search Engines.
12 Website Concepts, Mobile Computing, and their applications.
13 Collaborative Computing and Social Networking
14 E-Commerce & Applications.
15 IT Security and other issues
16 Cyber Laws and Ethics of using Social media
17 Use of Microsoft Office tools (Word, PowerPoint, Excel), mobile apps, or other similar tools depending on the operating system.
18 Other IT tools/software specific to the field of study of the students if any

Recommended Texts

1 Vermaat, M. E. (2018). *Discovering computers: digital technology, data, and devices.* Boston: Course Technology Press.

Suggested Readings

1 Timothy, J. O'Leary., & Linda I. (2017). *Computing essentials* (26th ed.). San Francisco: McGraw Hill Higher Education.
2 Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science*. Boston: Cengage Learning.

URCE-5102 Language Comprehension & Presentation Skills 3(3+0)

The course aims at developing linguistic competence by focusing on basic language skills in integration to make the use of language in context. It also aims at developing students' skills in reading and reading comprehension of written texts in various contexts. The course also assists in developing students' vocabulary building skills as well as their critical thinking skills. The contents of the course are designed based on these language skills: listening skills, pronunciation skills, comprehension skills, and presentation skills. The course provides practice inaccurate pronunciation, stress and intonation patterns, and critical listening skills for different contexts. The students require a grasp of the English language to comprehend texts as an organic whole, to interact with reasonable ease in structured situations, and to comprehend and construct academic discourse. The course objectives are to enhance students' language skill management capacity, to comprehend text(s) in context, to respond to language in context, and to write a structured response(s).

Contents

1 Listening skills
2 Listening to isolated sentences and speech extracts
3 Managing to listen and overcoming barriers to listening
4 Expressing opinions (debating current events) and oral synthesis of thoughts and ideas
5 Pronunciation skills
6 Recognizing phonemes, phonemic symbols, and syllables, pronouncing words correctly
7 Understanding and practicing stress patterns and intonation patterns in simple sentences
8 Comprehension skills
9 Reading strategies, summarizing, sequencing, inferencing, comparing and contrasting
10 Drawing conclusions, self-questioning, problem-solving, relating background knowledge
11 Distinguishing between fact and opinion, finding the main idea, and supporting details
12 Text organizational patterns, investigating implied ideas, purpose and tone of the text
13 Critical reading, SQ3R method
14 Presentation skills, features of good presentations, different types of presentations
15 Different patterns of introducing a presentation, organizing arguments in a presentation
16 Tactics of maintaining the interest of the audience, dealing with the questions of the audience
17 Concluding a presentation, giving suggestions and recommendations

Recommended Texts

1 Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster*. New York: Pearson.
2 Helgesen, M., & Brown, S. (2004). *Active listening: Building skills for understanding*. Cambridge: Cambridge University Press.

Suggested Readings

1 Roach, C. A., & Wyatt, N. (1988). *Successful listening*. New York: Harper & Row.
2 Horowitz, R., & Samuels, S. J. (1987). *Comprehending oral and written language*. San Diego: Academic Press.

PSYC-5102 History and Systems in Psychology 4(4+0)

This course provides learners an overview of the background of present-day psychology. The main objectives are to: develop a basic understanding of the various processes of scientific development and transformation, become familiar with the chronological history of ideas that contribute to the field of psychology, and learn about the major figures and schools of thought in psychology's history. The emphasis of the course will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, ps ychoanalysis, and Gestalt psychology. This context will help us to examine the antecedents and development of psychology as a science and come to a systematic understanding of t he various perspectives in psychology. We will examine the persistent problems or questions of interest to psychologists, and the dominant paradigms and models operating in contemporary psychology. Throughout the course, we will emphasize methods of invest igation, the historical figures and forces (Zeitgeist) that shaped the theories and methods, and relevance to current conceptions of mind and behavior.

Contents

1 Introduction, The Ancient World, Rome, and the Middle Ages.
2 Renaissance Science and Philosophy.
3 Empiricism, Sensationalism, and Positivism.
4 Rationalism, Romanticism, and Existentialism.
5 Physiology and Psychophysics.
6 Early Approaches to Psychology, Evolution, and Individual Differences.
7 American Psychology and Functionalism.
8 Behaviorism, Neo-behaviorism.
9 Gestalt psychology, Early Considerations of Mental Illness.
10 Psychoanalysis, Humanistic (Third-Force) Psychology.
11 Psychobiology, Cognitive Psychology.
12 Psychology Today, Status and Scope of Psychology in Pakistan in a contemporary context.

Recommended Text

1 Hergenhahn. B.R.,& Henley, T. (2013). *An introduction to the history of psychology,* (7th ed.*).* Canada: Pearson Ltd.

2 Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Boston: Cengage Learning publisher.

Suggested Readings

1 Leahey, T. H. (2012). *A history of psychology: From antiquity to modernity* (7th ed.). Canada: Pearson Education.

URCI-5105 **Islamic Studies** **3(3+0)**

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history, and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture, and theology through the textual study of Qur'an and Sunnah.
Islamic Studies is the academic study of Islam and Islamic culture. It majorly comprises of the importance of life and that after death. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammadﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully.

Contents

1 Study of the Qur'an (Introduction to the Qur'an, Selected verses from *Surah Al-Baqarah, Al-Furqan, Al-Ahzab, Al-Mu'minoon, Al-An'am, Al-Hujurat, Al-Saff*)
2 Study of the Hadith (Introduction to Hadith literature, Selected Ahadith (Text and Translation)
3 Introduction to Qur'anic Studies
4 Basic Concepts of Qur'an
5 History of the Quran
6 Basic Concepts of Hadith
7 History of Hadith
8 Kinds of Hadith
9 Uloom –ul-Hadith
10 Sunnah & Hadith
11 Seerat ul-Nabi (PBUH), necessity and importance of Seerat, the role of Seerah in the development of personality, Pact of Madinah, Khutbah Hajjat al-Wada' and ethical teachings of Prophet (PBUH).
12 Legal Position of Sunnah
13 Islamic Culture & Civilization
14 Characteristics of Islamic Culture & Civilization
15 Historical Development of Islamic Culture & Civilization
16 Comparative Religions and Contemporary Issues
17 Impact of Islamic civilization

Recommended Text

1 Hassan, A. (1990). *Principles of Islamic jurisprudence*. New Dehli: Adam Publishers.
2 Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication.

Suggested Readings

1 Hameedullah, M. (1957). *Introduction to Islam*. Lahore: Sh M Ashraf Publisher.
2 Hameedullah, M. (1980). *The emergence of Islam*. New Dehli: Adam Publishers.
3 Hameedullah, M. (1942). *Muslim conduct of the state.* Lahore: Sh M Ashraf Publisher.

URCS-5108 Introduction to Statistics 3(3+0)

This is the general Statistics course designed for undergraduate programs of arts and social sciences. Statistics is an integral part of arts and social science research. We live in a world where there is no shortage of numerical data and there is an increasing demand for people who know how to make sense of it independent of the field of work. The goal of this course is to turn the students into one of such category. In this course, students will learn the basics of descriptive and inferential statistics and the most commonly used statistical techniques found in arts and social science research. The course is designed to give the students an in-depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software e.g. SPSS and Excel. Moreover, the teacher will also focus on the interpretation of statistical data results which are obtained from the statistical software. So these activities will improve the analytical and research activities of arts and social science students.

Contents

1 Introduction to Statistics: Descriptive and Inferential Statistics, Limitations of Statistics, Scope of Statistics, Variable, Data, Types of Variable and Data, Scales of Measurements.
2 Display of Data: Tabulation of Data, Graphical Display, Histogram, Bar Charts, Pie Chart, Stem, and Leaf Plots.
3 Measures of Central Tendency: Mean Median, Mode, Box Plot, and Application in Real Life.
4 Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Variance and Standard Deviation, Coefficient of Variation, Z-score, and their Application.
5 Normal Distribution: Normal Distribution and its Application,
6 Sampling and Sampling Distribution.
7 Hypothesis Testing: z test, t-test, Chi-square test
8 Regression Analysis: Simple Linear Regression, Multiple Regression.
9 Correlation Analysis: Simple correlation, multiple correlations, partial correlation, partial correlation.
10 Test of independence between qualitative variables
11 All the observational analyses will be carried out using MS Excel and SPSS.

Recommended Texts

1 Weiss, N. A. (2017). *Introductory statistics* (10th ed.). England: Pearson Education.
2 Mann, P. S. (2016). *Introductory statistics* (9th ed.). New York: John Wiley & Sons.

Suggested Readings

1 Ross, S. M. (2010). *Introductory statistics* (3rd ed.). New York: Academic Press.
2 Dunn, D. S. (2001). *Statistics and data analysis for the behavioral sciences.* New York: McGraw Hill.
3 Chaudhry, S. M., & Kamal, S. (2010). *Introduction to statistical theory part I &II*. Lahore: Ilmi Kutab Khana.

PSYC-5103 **Everyday Science** **3(3+0)**

Everyday Science is an interdisciplinary subject covering various disciplines of science like chemistry, biology, geology, astronomy, computer science, physiology, food nutrition, etc. This subject is for those students who have not a scientific background. Students should be aware of the global dimension of science, as a universal activity with consequences for our lives and subject to social, economic, political, environmental, cultural, and ethical factors. This course offers to familiarize students with the essentials of physical and biological sciences. The main purpose of the teaching and study of sciences is to encourage and enable students to: develop analytical minds and curiosity about science and the natural world, get knowledge, conceptual understanding, and skills to solve problems and make informed decisions in scientific and other contexts. The main objectives of this subject are to orient students towards the significance of science in everyday life, to understand the nature of science and the interdependence of science, technology, and society including the benefits, limitations, and implications and to appreciate the benefits and limitations of science and its applications in technological developments with essentials of physical and biological sciences.

Contents

1 Introduction: Nature of Science; Brief History of Science with special reference to the contribution of Muslims in the evolution and development of science; Impact of science on society
2 The Physical Sciences
3 *Constituents & Structure*: Universe, Galaxy, Solar System, Sun, Earth, Minerals
4 *Processes of Nature:* Solar & Lunar Eclipses; Day & Night & their variation
5 *Energy*, sources, and resources of Energy; Energy conservation
6 Ceramics, Plastics, Semiconductors, Radio, Television, Telephones, Camera, Laser, Microscope, Computers, Satellites
7 Antibiotics, Vaccines, Fertilizers, Pesticides
8 Biological Sciences: The basis of life, the cell, chromosomes, genes, nucleic acids; the building blocks, Protein. Hormones and other nutrients; Concept of balanced diet Metabolism
9 Survey of Plant and Animal Kingdom: A brief survey of plant and animal kingdom to pinpoint similarities and diversities in Nature
10 The Human body. A brief account of Human Physiology & Human Behavior

Recommended Texts

1 Daniel, H. P. (2018). *When: The scientific secrets of perfect timing.* New York: Riverhead Books.
2 Zimmer, C. (2018). *She has her mother's laugh: The powers, perversions, and potential of heredity.* New York: Dutton An Imprint of Penguin House.

Suggested Readings

1 Gleick, J. (1987). *Chaos: Making a new science*. New York: Viking Press.
2 Shippey, T. (1992). *The Oxford book of science fiction stories*. New York: Oxford University Press.

URCC-5110 Citizenship Education and Community Engagement 3 (1+2)

In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, the tension between local and professional knowledge in policymaking. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policymaking. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, to secure the future of society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Contents

1 Introduction to Citizenship Education and Community Engagement: Orientation
2 Introduction to Active Citizenship: Overview of the ideas, Concepts, Philosophy, and Skills
3 Identity, Culture, and Social Harmony: Concepts and Development of Identity
4 Components of Culture and Social Harmony, Cultural & Religious Diversity
5 Multi-cultural society and inter-cultural dialogue: bridging the differences, promoting harmony
6 Significance of diversity and its impact, Importance, and domains of inter-cultural harmony
7 Active Citizen: Locally active, Globally connected
8 Importance of active citizenship at the national and global level
9 Understanding community, Identification of resources (human, natural and others)
10 Human rights, Constitutionalism and citizens' responsibilities: Introduction to human rights
11 Universalism vs relativism, Human rights in the constitution of Pakistan
12 Public duties and responsibilities
13 Social Issues in Pakistan: Introduction to the concept of the social problem, Causes, and solutions
14 Social Issues in Pakistan (Poverty, Equal and Equitable access to resources, unemployment)
15 Social Issues in Pakistan (Agricultural problems, terrorism & militancy, governance issues)
16 Social action and project: Introduction and planning of social action project
17 Identification of problem, Ethical considerations related to project
18 Assessment of existing resources

Recommended Text

1 Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge Falmer.
2 Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

Suggested Readings

1 British Council. (2017). *Active citizen's social action projects guide.* Scotland: British Council
2 Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives.* New York: Routledge

URCE-5103 Academic Writing 3 (3+0)

Academic writing is a formal, structured, and sophisticated writing to fulfill the requirements for a particular field of study. The course aims at providing an understanding of the writer's goal of writing (i.e. clear, organized, and effective content) and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to the content logically to add specific details on topics such as facts, examples, and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas objectively and persuasively. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting, and referencing the sources as well as the technical aspects involved in referencing.

Contents

1 Academic vocabulary
2 Quoting, summarizing and paraphrasing texts
3 Process of academic writing
4 Developing an argument
5 Rhetoric: persuasion and identification
6 Elements of rhetoric: Text, author, audience, purposes, setting
7 Sentence structure: Accuracy, variation, appropriateness, and conciseness
8 Appropriate use of active and passive voice
9 Paragraph and essay writing
10 Organization and structure of paragraph and essay
11 Logical reasoning
12 Transitional devices (word, phrase, and expressions)
13 Development of ideas in writing
14 Styles of documentation (MLA and APA)
15 In-text citations
16 Plagiarism and strategies for avoiding it

Recommended Texts

1 Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
2 Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.

Suggested Readings

1 Craswell, G. (2004). *Writing for academic success*. London: SAGE.
2 Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3 Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

PSYC-5104 **Sports Psychology** **3(3+0)**

This course provides an overview of team spirit and group dynamics. The course will help students understand various modes of exercises (mental and physical) for ensuring optimal morale and the role of the psychologist in initiating and sustaining optimal motivation on and off ground. Sport Psychology is the scientific study of how individuals behave in sport and exercise and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings. An overview of the principles of psychology as applied to sport, exercise, and recreational activity for enhanced interactions and performance. This course will examine elements of sport psychology such as anxiety, self-confidence, motivation and goal setting, leadership, and group dynamics with sport and recreational activities. This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area.

Contents

1 Introduction to Sports Psychology: Definition, history, and role of sport psychologist?
2 Personality characteristics and sporting behavior: Trait theories, Narrow-band theories, Attentional style, Situational and interactional approaches
3 Personality Development and Sport: Social learning theory, Sources of influence on social development and sport, Gender and sport, Sport as an influence on social development, The psychodynamic approach to personality development
4 Attitudes to Sport: The nature, formation, and measurement of attitudes to sport, Attitudes to competition, sport and sporting behavior, Changing people's attitudes to sport
5 Aggression and Sport: Definition & link between aggression and performance, Theories of aggression, Individual differences & Situational factors affecting aggression, The reduction of aggression
6 Social factor in sporting performance: Groups and teams, Social facilitation, Negative effects of team membership, Leadership
7 Arousal, anxiety and sporting performance: Definitions and factors of arousal, anxiety, and stress, The relationship between arousal and performance, The relationship between anxiety and performance, Stress management
8 Motivation and Sports: Intrinsic and extrinsic motivation, Theories of motivation, Self-efficacy, Counterfactual thinking, Pathological motivation and sport

Recommended Text

1 Zoltan, A. (2016). *The invisible game: The mindset of a winning team.* (1st ed.). Amazon Digital Service: Independent Publishing Platform.
2 Jarvis, M. (2006). *Sports psychology: A revised student's handbook.* London: Taylor & Francis Library.

Suggested Readings

1 Lavallee, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary themes*. Houndmills, Basingstoke, Hampshire, New York: Macmillan International Higher Education.
2 Andersen, B. M., & Hanrahan, S. J. (2015). *Doing sport psychology*. Washington, DC: Human Kinetics.

PSYC-5105 Experimental Psychology 3(3+0)

This course provides students a coherent overview of both classic and contemporary data on the nature of experimental psychology. Experimental psychology is an applied research course for psychology majors. Basic research methods and terminology presented and practiced in the classroom and then the same basic research principles practiced and applied in a laboratory setting. This, course Introduces research methods employed in the study of the cognitive and social determinants of thinking and decision-making. Students gain experience in the conduct of research, including design of simple experiments; observation and preference elicitation techniques; the analysis of behavioral data, considerations of validity, reliability, and research ethics; and preparation of written and oral reports. Students will learn how to plan, conduct, and analyze their experimental research, and how to communicate the results of their research to others. To familiarize the students with the critical evaluation of experimental data and their relations to current models of the human psyche.

Contents

1 Introduction: Development of Experimental Psychology
2 Psychophysics: Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection
3 Learning: Simple Learning and Conditioning; Classical versus instrumental conditioning; Basic factors in learning and performance; Role of reinforcement in learning; Contemporary theories of Learning; Transfer of training
4 Memory: Theories of Memory; Compartments of Memory; The storage and retrieval process; Transplantation of Memory; Memory Experiments; Mnemonics: ways of improving memory (Devices Mnemonics)
5 Thinking and Problem-Solving: Nature of Thinking; Concept formation; Imageless thought Controversy; Set and attitude as factors in Thinking; Creative Thinking; Theories of Thinking
6 Practical Work: Ten experiments out of the following list shall be performed by the students:
7 Meaningful vs. Nonsense Learning;
8 Retroactive Inhibition
9 Simple Reaction Time; Judgment of Time
10 Transfer of Training; Whole vs. Part Learning
11 Trial Position Effect under Massed and Distributed Practice
12 Retention for Complete and Interrupted Task
13 Mapping Cutaneous Sense Spot
14 Mental Fatigue; Negative After Image
15 Thermal Adaptation

Recommended Text

1 Martin, D. W. (2008). *Doing psychology experiments.* Belmont, CA: Thomson-Wadsworth.
2 Postman, L., & Egan J. P. (2001). *Experimental psychology*. New Delhi: Kalyan Publishers.
3 Stevens, S. S. (2002). *Handbook of experimental psychology* (3rd ed.). London: John Wiley& sons.

Suggested Readings

1 Galotti, K. M. (2004). *Cognitive psychology in and out of laboratory* (3rd ed.). Belmont, CA: Vicki Knight.
2 Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7th ed.). Boston: Cengage Learning.

ZOOL-6141 Introduction to Biology I 3(3+0)

This subject aims to yield students with a sense of practical relevance of biology to everyday life. This will make students comprehend life by understanding some of the molecular processes that occur in and around cells, to make students cognizant of biologic phenomenon (nature, body, etc.) on an evolutionary, ecological, behavioral, physiologic, tissue, cellular, and molecular level. In this subject, students will examine how life is organized into hierarchical levels; how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment. Moreover, it will also enable them to investigate the biological molecules, homeostasis invertebrates, and the influence of hormones on the coordination and control systems of the animal body. Upon completion of this subject students will behave an enhanced knowledge and appreciation of the basics of growth and development plans of animals and can develop cogent and critical arguments based on the course material.

Contents

1 Introduction to biology
2 Nature and scope of biology
3 Branches of biology
4 Relationship between biology and psychology
5 Biological molecules & their Functions
6 Carbohydrates
7 Proteins
8 Fats
9 Nucleic acids
10 Water
11 The cell: Structure and function
12 Cell organelles
13 Different types of cells
14 Homeostasis: Osmoregulation
15 Structure and functions of Nephron
16 Thermoregulation
17 Coordination and control: Structure and physiology of Neuron
18 Introduction to the central and peripheral nervous system
19 Hormones
20 Basics of growth and development
21 Embryonic and post-embryonic development

Recommended Texts

1 Snow, A. L., & Lenardo, M. J. (2013). *Immune homeostasis: Methods and protocol*. New York: Humama press.
2 Campbell, M.., & Christopher J. P. (2016). *Organismal homeostasis*. USA: Momentum press.

Suggested Readings

1 Lisa A. U., Michael L. C., Steven A. W., Peter V. M., Jane B. R., & Neil A. C. (2016). *Campbell biology (11th ed.)*. Netherland: Pearson.
2 Campbell, N. A., Mitchell, l. G., & Reece, J. B. (2009). *Biology: Concepts and connections* (6th ed.). San Francisco: Addison Wesley, Longman.
3 Anna A. S., & Richard B. P. (2019). *An introduction to conservation biology* (2nd ed.). Sunderland: Sinauer Associates.

BUSB -5104 **Introduction to Management** **3(3+0)**

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. Have you ever wondered what qualities billionaire Warren Buffet, visionary Steve Jobs, or Jeff Bezos all have in common? After you finish studying business practices in this course, you may discover that you have some of the same qualities as other successful entrepreneurs. This course is designed as a survey course that will expose you to business terminology, concepts, and current business issues. The intent is to develop a viable business vocabulary, foster critical and analytical thinking, and refine your business decision-making skills. These skills will be acquired by the reading materials, exercises, and research assignments in this course that simulates the workplace today. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire about the applicability of western management principles and theories in local settings.

Contents

1 Introduction to management of the management process
2 Importance of management for a business
3 Organizational theories
4 Nature and types of organizations
5 The organizational culture and the management
6 The external environment and the manager
7 The internal environment and the manager
8 The manager's role as decision-maker
9 Decision-making process
10 Type of decision-making processes
11 Basics of strategic management
12 Organizational structure, types of organizational structure,
13 Human Resource Management
14 Important of human resource for a business
15 Motivation its theories, teamwork and group behavior,
16 Leadership and its characteristics, leadership style and behavior,
17 The process of control, case of controlling

Recommended Text

1. Robbins, S. P., Coulter, M., & Langton, N. (2007). *Fundamentals of management*. Pearson Prentice Hall.

Suggested Readings

1. Hannaway, J. (1989). *Managers managing: The workings of an administrative system* (3rd ed.) New York: Oxford University Press.
2. Eccles, R. G. & Nohria, N. (1992). *Beyond the hype: Rediscovering the essence of management.* Boston: The Harvard Business School Press

URCE-5104 ` Introduction to English Literature 3 (3+0)

The course is designed to provide the familiarity and comprehension of English literary pieces. The students may not be familiar or well-versed in the various genres of literature before taking this course. The course provides the training and skills necessary to engage, understand, critically analyze, and enjoy the literary genres of literature: short story, poetry, novel, and drama. The students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures and innovations to engage with the more advanced cognitive aspects of literature. In addition to these theoretical skills, students will also read below the surface of the texts for their historical, ethical, psychological, social, and philosophical value by developing insights in how literature gives us a window into both the experiences of others and wider appreciation for the human condition. The course explores literary production in English against the local context in particular, by emphasizing shifts in thought as well as genre innovation, i.e. medieval to modern. It provides an introduction to key texts, authors, and literary periods, exploring the relationship of texts to their contexts and considering multiple perspectives in the different literary genres.

Contents

1 Poems, Milton: *Book IX,* lines 897–959.
2 Shakespeare: All the World is a Stage.
3 Browning: My Last Duchess
4 Wordsworth: The Leech Gatherer
5 Keats: Ode to Autumn
6 Walter De La Mare: Tartary
7 Short Stories, *The Necklace*
8 The Woman Who had Imagination
9 Shadow in the Rose Garden
10 Essays, *My Tailor*
11 The whistling of the Birds
12 One-Act Play, *Riders to the Sea*
13 The novel, *Animal Farm*

Recommended Readings

1 Kennedy, X. J. & Gioia, D. (2014). *Literature: An introduction to fiction, poetry, drama, and writing*. Boston: Pearson.
2 Mays, K. J. (2014). *The Norton introduction to literature*. New York: Norton.

Suggested Readings

1 Bausch, R & Cassill, R.V. (2006). *The Norton anthology of short fiction*. New York: Norton & Company.
2 Gardner, J. E., Lawn, B., Ridl, J., & Schakel, p. (2016). *Literature: A portable anthology*. Boston: Bedford St. Martins.

PSYC- 5106 **Social Psychology** **3(3+0)**

This course offers to review theory and research in social psychology and to apply its major principles to situations encountered in everyday life. This course will also help to familiarize you with the field of social psychology by discussing classic topics of study and experiments that have defined the field. You will be able to recognize and evaluate social, cultural, spiritual, and other types of diversity and discuss scientific research methods commonly used to investigate social psychological phenomena. You will engage in critical thinking regarding the merits of research findings, theories, and conclusions and will gain an informed perspective on how social situations influence behavior in everyday settings. It will discuss the relevance of social psychological research for informing an understanding of human social behavior and apply that knowledge to one's own personal growth and development. It will also demonstrate the utility of applying social psychological theory and research to real-world problems and issues for the benefit of society.

Contents

1 The Field of Social Psychology: Introduction, Current trends and future scope Conducting research in social psychology
2 Self-Presentation and Social Perception: Non-verbal behavior, Attribution, Impression management
3 Social Cognition: Schemas, Heuristics, Affect and Cognition
4 Behavior and Attitudes, Cognition & attitude
5 Aspects of Social Identity: The self: Nature of the self, Self-concept, Social diversity, Self-esteem; Self-focusing, Self Monitoring, Self Efficacy; Gender: Maleness or femaleness
6 Social Influence: Conformity, Compliance, Obedience
7 Pro-social Behavior
8 Aggression /hurting others,
9 Prejudice and Discrimination
10 Interacting with others: Interpersonal Attraction - need, characteristics of other situation and problems; Intimacy — Parent-child
11 Group Influence
12 Facilitation, Social loafing; Coordination in groups; Cooperation or conflict;
13 Leadership
14 Role of Media in Social Psychology: Perception, Persuasion, Propaganda, Portrayal of Role Models & Media and Agent of change
15 Social Psychology in action
16 War against terrorism, Safety issues, and the role of media in society

Note: Each student shall prepare a report on any one issue concerning humanity e. g. i) Stereotypes ii) Health, iii) Law

Recommended Text

1 Branscombe, N. R., & Baron, R. A. (2017). *Social psychology* (14th ed.). Canada: Pearson education.
2 DeLamater, J. D., & Myers, D. J., & Collett, J. L. (2015). *Social psychology* (8th ed.). New York: Westview Press.

Suggested Readings

1 Crisp, R. J. & Turner, R. N. (2014) *Essential social psychology* (3rd ed.). New York: SAGE Publications Ltd.
2 Myers, D. G. & Twenge, J. (2019). *Social psychology* (13th ed.). New York: McGraw-Hill.

PSYC-5107 **Educational Psychology** **3 (3+0)**

This course provides intellectual, moral, and social instructions to students. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. This course will help to provide a balanced view of educational psychology that blends theory and research about human learning and development and the implications for instructional methods and teacher behavior. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences. It is designed to give you a basic understanding of human nature as it applies to education and should provide insights into further education courses in content, methodology, and practice. You will be able to conduct an original research project or research on a current theory in Educational Psychology that includes strategies for critical thinking and problem-solving.

Contents

1 Introduction to Educational Psychology
2 Nature & Definition
3 The Role of Educational Psychologist
4 Teaching an Art, a Science, and a lot of Work
5 Individual Differences:
6 Learning Theories and Practical Application of Behavioral & Cognitive Approaches
7 Behavioral Views
8 Application in Classroom
9 Instructional Objectives
10 Teacher's Objectives, Student's Objectives, and Kind of Behavioral Objectives through:
11 Designs of Evaluation: Formulating Evaluation & its Stages and Summative Evaluation & its Methods
12 Exceptional Children (Special Problems): Education for Exceptional Children and Problems of Slow & Fast Learner
13 Psychological Services; Guidance Specialist; School Counselor; Medical Specialist; Administrative personnel, Information and Occupational Services for Choosing a Career

Recommended Text

1 Salvin, R. E. (2018). *Educational psychology: Theory and practice*. (12th ed.). New York: Pearson Publishers
2 Ornstein, A. C., & Levine, D. U. Gutek, G., & Vocke, D. E. (2017). *Foundation of education* (13th ed.). London: Cengage Learning.

Suggested Readings

1 Derksin, J. (2015). *Design for how people learn* (12th ed.). Cambridge: New Riders.
2 Vassalo, S. (2017). *Critical educational psychology*. Hopkins: Johns Hopkins University Press.
3 Eggan, P., & Kauchak, D. (2016). *Educational psychology: windows on classrooms* (10th ed.). Upper Saddle River, N.J: Merrill Prentice Hall.

ZOOL-6142 **Introduction to Biology II** **3(3+0)**

This subject aims to yield students with a sense of practical relevance of biology to everyday life. This will make students comprehend life by understanding some of the molecular processes that occur in and around cells, to make students cognizant of biologic phenomenon (nature, body, etc.) on an evolutionary, ecological, behavioral, physiologic, tissue, cellular, and molecular level. In this subject, students will examine how life is organized into hierarchical levels; how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment. Moreover, it will also enable them to investigate the mechanism of Evolution and physiological mechanisms invertebrates along with the study of animal behavior. Upon completion of this subject, students will have an enhanced knowledge of mechanisms of heredity and appreciation of the physiology of organisms and can develop cogent and critical arguments based on the course material.

Contents

1 Mechanisms of Heredity
2 Cell Division
3 Laws of Inheritance
4 Structure of Chromosome
5 Genes, Transcription, Translation, Mutation, Linkage, Crossing over
6 Blood groups
7 Sex-Linked Inheritance
8 Sex Determination
9 Genetic Disorders
10 Introduction to Biotechnology
11 Cloning
12 Techniques in Biotechnology
13 Evolution: Darwinism. Lamarckism
14 Mechanism of Evolution
15 Animal Behavior: Learning & Conditioned Behavior
16 Habituation & Imprinting of social behavior
17 Physiology of Various Systems in Humans
18 Digestion
19 Respiration
20 Transportation
21 Excretion

Recommended Texts

1 Snow, A. L., & Lenardo, M. J. (2013). *Immune homeostasis: Methods and protocol*. UK: Humama press.
2 Campbell, M., & Christopher J. P. (2016). *Organismal homeostasis*. New York: Momentum press.

Suggested Readings

1 Lisa A. U., Michael L. C., Steven A. W., Peter V. M., Jane B. R., & Neil A. C. (2016). *Campbell* b*iology* (11th ed.). Netherland: Pearson.
2 Campbell, N. A., Mitchell, l. G., & Reece, J. B. (2009). *Biology: Concepts and connections* (6th ed.). San Francisco: Addison Wesley, Longman
3 Anna A. S., & Richard B. P. (2019). *An Introduction to conservation biology* (2nd ed.). Sinauer Associates is an imprint of Oxford University Press.

ULAW-5132 Introduction to Human Rights 3(3+0)

This course defines and explains human rights and distinguishes between various types of human rights i.e. economic, social, and cultural rights. Certain objectives of this course are: to understand how human rights are monitored and enforced, to understand the national and international legal documents of human rights and the work of various international organizations in the field of human rights & acquaint students with national and international legal documentation on human rights. The course examines and raises several challenging questions for students: the implementation of human rights, universality, and cultural debate, etc. The focus of the course would be on the Universal Declaration of Human Rights, the enforcement mechanism both under the UN Chartered based bodies and the treaty-based system. National Human Rights Law as contained in the Constitution and other statutes and its enforcement mechanisms. The course will also examine major human rights issues in Pakistan and the region.

Contents

1 Introduction to Human Rights: Basic vocabulary and core concepts
2 Short History and Origins: The Greek, the Roman foundations and the Islamic foundations of
3 human rights, English traditions, and modern human rights
4 United Nations and Human Rights: The Universal Declaration of Human Rights, the foundation of human rights law, the nature of the declaration, how the concept of human rights works?
5 Universal Declaration of the Human Rights
6 European Convention on Human Rights
7 Selected Contemporary Human Rights Issues: Ongoing Controversies, human rights
8 movements, Human rights as a Western imperial legacy, Cultural differences and the Human rights
9 International Human Rights Regimes: International Organizations
10 Human Rights and the Constitution of Pakistan 1973
11 National Commission for Human Rights Act,2012

Recommended Text

1 Shelton, D. (2015). *Remedies in international human rights law*. New York: Oxford University Press.
2 Loveland, I. (2018). *Constitutional law, administrative law, and human rights: A critical introduction*. London: Oxford University Press.

Suggested Readings

1 Ghandhi, P. R., & Ghandhi, S. (2012). *Blackstone's international human rights documents.* London: Oxford University Press.
2 Smith, R. K. (2013). *Texts and materials on international human rights*. London: Routledge-Cavendish.
3 Hocking, B., & Smith, M. (2014). *World politics: An introduction to international relations*. London: Routledge.

PSYC-6108 Introduction to Research Methodology 3(3+0)

This course provides an introduction to research methods in the field of psychology. The following topics will be emphasized: the role of scientific inquiry in psychology, research questions, ethics in research, writing in psychology, reliability, validity, and research designs. The main purpose of this class is to provide you with a broad introduction to the tools and methodological foundations to study different research methods. The language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches have been introduced in this course. Many of the methodologies discussed in this course would be similar to those deployed in professional research environments in addition to their application in an academic setting. Upon completion of the course, you should possess an understanding of the fundamental principles and procedures of psychological research. The goal is that you leave with an understanding of how to design, analyze, and effectively communicate good research in psychology.

Contents

1 Introduction to Science and Scientific Research: Scientific and non-scientific approaches to knowledge, definition, features, goals, and steps.
2 Identifying problems for research, reviewing the literature, exploring new ideas for research
3 The Research Process: Formulating a research problem, conceptualizing a research design, searching instruments for data collection, selecting a sample, writing a research proposal, collecting data, processing and displaying data, writing a research report
4 Theories in Scientific Research: Attributes of a good theory, approaches to theorizing, social science theories
5 Basics of Empirical Research
6 Research Design: Qualitative, Quantitative & Mixed Methods research
7 Measurement of Constructs: Quantitative and qualitative measurement, scales of measurement, Scale Reliability and Validity
8 Sampling: Sampling techniques & types, issues, selecting a sample.
9 Data Collection methods: Survey Research (Types of surveys, biases in survey research), Experimental Research (Basic concepts, factorial designs, quasi-experimental designs), Case study
10 Interpretive Research: Benefits and challenges of interpretive research, interpretive research designs
11 Epilogue: Research Ethics according to APA manual (Latest edition)

Recommended Text

1 Neuman, W. L. (2012). *Social research methods: Qualitative and quantitative approaches. (7th ed.).* New York: Princeton University Press.
2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). Singapore: McGraw-Hill.

Suggested Readings

1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). New York: John Wiley & Sons.
2 Nicholas Walliman (2017). *Research methods: The basics* (2nd ed.). Routledge: Taylor & Francis Group.
3 American Psychological Association (2019). *Publication manual of APA* (7th ed.). Washington DC: APA.

PSYC-6109 **Cross-Cultural Psychology** **3(3+0)**

This course will comprehensively review important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. The course examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. The main purpose of this class is to provide you with a broad introduction to the methodological foundations and tools to study mass communications. It will help students apply an awareness of global issues to a consideration of individual or collective responsibilities within a global society. Students will participate in projects that explore the concept of culture and its relationship to psychological development. Students will learn to appreciate how one's behavior, thinking, emotion, language, health/ resilience, and development are cultural products.

Contents

1 Introduction to cross-cultural psychology: What is cross-cultural psychology?
2 Goals of cross-cultural psychology
3 Relationships with other disciplines
4 Ethnocentrism in psychology
5 A general framework for cross-cultural psychology
6 Similarities and differences in behavior across cultures
7 Cultural transmission and individual development
8 Social behavior, Personality, Cognition, Language, Emotion, Perception
9 Pursuing relationships between behavior and culture research strategies
10 Approaches from cultural anthropology
11 Biology and culture
12 Methodological concerns
13 Theoretical issues in cross-cultural psychology
14 Applying research findings across cultures
15 Acculturation and intercultural relations
16 Organizations and work
17 Communication and training
18 Health behavior
19 Psychology and the majority world

Recommended Text

1 Matsumoto, D. & Juang, L. (2017). *Culture and psychology* (6th ed.). New York: Cengage Learning.
2 Shiraev, E. B., & Levy, D. A. (2017). *Cross-cultural psychology: Critical thinking and contemporary application* (6th ed.). New York: Routledge.

Suggested Readings

1 Dasen, P. R. (2012). Emics and ethics in cross-cultural psychology: Towards convergence in the study of cognitive styles. In T.M.S. Tchombe, A. B. Nsamenang, H. Keller & M. Fülöp (Eds.), *Cross-cultural psychology: An Africentric perspective* . Cameroon: Design house.

PSYC-6110 Computer Applications in Psychology 3(3+0)

This subject introduces and makes the students familiar with, the personal computer (PC) & information technology, including the word-processor & spreadsheet packages. This course gives the students practical knowledge of a powerful programming language with application to computational and research elements important to the field of psychology. Topics include complex searches, image and audio manipulation, data analysis, all in the context of using a variety of software tools and packages. Application of computer technology to psychology. In particular, the course will focus on using a word processor (MS-Word), a spreadsheet program (MS-Excel, and a presentation program (MS-PowerPoint). Special emphasis will be placed on the use of computer statistical packages to analyze psychological data (SPSS). They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas is also part of the course. The course will also cover Computer Ethics and related Social media norms and cyber laws

Contents

1 Introduction: Computer technology and its role in psychology, Advantages , and disadvantages of computer

2 Introduction to MS Office: MS Word, MS Excel, MS PowerPoint

3 Basic features, short keys, page setup (page size and margins), table and APA-VI formatting, formatting of references, formatting of the overall thesis according to APA-VI, Introduction to a spreadsheet; Creating charts; formatting of Graphs according to APA-VI, Computer-assisted Presentation tactics, Layouts, and designs of slides, fonts, and themes

4 Efficient Use of Cyberspace: Defining Internet; Defining Web; Intranet and Internet, Advantage of the Internet; Some limitations of the Internet, Surfing and Browsing, e-mail; positive use of social media websites

5 Use of Turnitin Software: Introduction to plagiarism, similarity index, interpreting the Turnitin reports, reducing similarity index

6 Introduction to SPSS: Data Entry; Cleaning Data; Data Manipulation; Data Transformation; Graphical Representation of Data; Statistical Analyses; Interpretation of SPSS Outputs; Reporting the Results in APA-VI Format, Frequency analysis, Psychometric properties analyses, Correlation analysis, Regression analyses, Independent Sample *t*-test analysis, table, ANOVA (One Way, Two Way) analyses table and description according to APA-VI

Recommended Text

1 Gravetter, F. J. & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.

2 O" Leary, T. O" Leary, L. & O" Leary, D. (2019). *Computing essentials* (7th ed.). New York: McGraw-Hill Inc.

Suggested Readings

1 Wempen, F. (2014). *Computing fundamentals: Introduction to computers*. New York: Wiley.

2 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Boston: Sage Publications.

PSYC-6111 Principles of Psychological Assessment 3(3+0)

This course focuses to learn fundamental assessment skills in administration, scoring, and 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 issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references, and criterion-referenced test scores. Consideration will also be given to interviewing as an assessment tool and to tests the environment and organizational culture. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. You will learn not only how to evaluate psychological tests and measures, but also how to construct and refine your own. This knowledge is invaluable in both research and applied settings, as our research results and clinical/applied evaluations are dependent on the tests and measures we use.

Contents

1 Psychological tests: Definition, nature, uses, types
2 Psychological test vs. psychological assessment
3 Ethics of psychological testing, Standards of testing
4 History of psychological testing: Antecedents; Rise of modern psychological testing
5 Test construction: Introduction; Steps of test construction.
6 Characteristics of a good psychological test
7 Item writing: Types of items; guidelines for writing items
8 Item analysis: Item difficulty, Item discrimination
9 Item response theory
10 Item characteristic curves
11 Reliability of test scores: Types of reliability, factors influencing the reliability of test scores; how to improve the reliability of test scores
12 The standard error of measurement
13 Validity: Types of validity: Face, Content, Criterion, and Construct validity.
14 Factors influencing validity.
15 The error of estimate. Relation of validity & reliability.
16 Test norms: Steps in developing norms
17 Relativity of norms
18 Cut-off scores
19 Norm-referenced and criterion-referenced testing
20 Response sets; Types of response sets
21 Methods to eliminate response sets

Recommended Text

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-6112 Fundamental Statistics in Psychology 3(3+0)

This course will provide a theoretical background and practical experience to statistics for psychology and other behavioral sciences. Statistics are the tools we use to summarize and describe the world around us and to explore the causal processes at work. The course is designed to give the students an in-depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software SPSS, Excel, etc. Understanding statistics and how they are used and misused is vital to assimilating information as an informed citizen, as well as pursuing a career in the behavioral sciences or similar fields. This course will cover topics including principles of measurement, measures of central tendency and variability, probability and distributions, correlation and regression, hypothesis testing, t-tests, analysis of variance, and chi-square tests. You will learn and use a computer program, SPSS, to help you understand and perform select statistical analyses.

Contents

1 Introduction: Basic Terms
2 Importance of Statistics in Psychology
3 Limitations of Statistics
4 Frequency Distribution
5 Graphic Representation of Data
6 Measurement of Central Tendency
7 Measurement of Variability
8 Standardized Distributions
9 Probability
10 Sampling Distribution & Estimation
11 Correlation

Note: Practical exercises to be given by the end of each topic/ chapter.

Recommended Text

1 Kirpatrick, L. A., & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0.* Belmont: Wadsworth Inc.
2 Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). New Delhi: Pearson Education
3 Zikmund, W. G., Babbin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Canada: Erin Joyner.

Suggested Readings

1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). London: Sage Publications.
2 Gravetter, F. J., & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.

PSYC-6113 Historical Perspectives in Abnormal Psychology 3(3+0)

This course describes the historical emergence of Abnormal Psychology as a concept and as an area of clinical practice. This course provides an introduction to the concepts of abnormality, mental health, and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. This course describes how culture impacts the expression of psychiatric conditions and also treatment and prevention strategies for specific mental disorders. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, assessment, treatment, and possible prevention of mental disorders; including historical and current theoretical perspectives, classification systems, cultural perspectives , and ethical issues. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques

Contents

1 Introduction to Abnormal Psychology
2 Concept of Abnormality; Criteria of Normality and Abnormality
3 Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger)
4 Historical Background of Modern Abnormal Psychology
5 Ancient views and treatment
6 Greek & Roman views
7 Europe in the Middle Ages
8 Renaissance, 19th Century
9 Modern view
10 Models of Psychopathology: Biological Model, The Psychodynamic Model, Behavioral Model, Cognitive Model, The Humanistic Model, The Sociocultural Model
11 Eclectic Approach
12 Clinical Assessment of Abnormality
13 A brief overview of clinical observation, tests, and interviews
14 Diagnostic Classification Systems: Latest versions of DSM and ICD
15 An overview of DSM-V

Recommended Text

1 Comer, R. J., & Comer, J. S. (2018). *Abnormal psychology* (10th ed.). New York: MacMillan Higher Education.
2 Butcher, N. J., Mineka, S., & Hooley, N. L. (2017). *Abnormal psychology* (15th ed.). New Delhi: Pearson.

Suggested Readings

1 Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2015). *Understanding abnormal behavior*. Canada: Cengage Learning.
2 Durand, V. M., & Barlow, D. H. (2016). *Essentials of abnormal psychology* (7th ed.). New York: Thomson.
3 Davidson, G. C., & Neale, J. M. (2014). *Abnormal psychology* (12th ed.). New York: Wiley Wadsworth.

PSYC-6114 Advance Research Methodology 3(3+0)

In this course, students will learn the critical skills to evaluate others' research and conduct their scientific research in psychology. In other psychology courses, they may learn what different behaviors are or why they occur. This course is much more important because students will learn how to conduct research about behavior and arrive at those conclusions, and how to think like a psychologist. It is concerned with the formulation of research questions or hypotheses and the design of the research process and the ensuing process of investigation. This course is essential for becoming a wise consumer of information from sources such as the media, the government, and corporations. This course is also essential for becoming a wise producer of research in psychology. However, all of the material covered in this course applies beyond psychology and the university setting, so the course will improve the ability to think critically and logically about any topic that students may encounter in other courses, in job settings, and their daily life.

Contents

1 Correlational research: The nature and logic of correlations, Correlation versus causality, Measures in correlational research, Interviews and questionnaires, Margin of error, Reliability and validity, Predictions and decisions
2 Surveys: Nature, goals, and, basic steps, mail surveys, personal interviews, telephone surveys, Survey Research Designs, Cross-sectional design, Successive independent samples design, Longitudinal design
3 Experimental Research Methods: Control and variability, logic, characteristics, Independent measure designs/Between-group design, Random group design, Alternative independent groups design,
4 Repeated Measures designs/Within-group design, Advantages and methodological issues: Differential carry-over effect, and general practice effect, Complex designs,
5 Small N designs, Classical, After–only, Before –after no control group, Crossover,
6 Solomon four-group, and Factorial designs
7 Applied Research, Single Case research designs
8 Quasi-Experimental Designs, Retrospective \ Ex Post Facto Designs, Prospective, Time Series Designs, Event – Specific Alignment Designs,
9 Reporting writing as per APA standards
10 Research Project: The students shall carry out small research projects either individually or in groups (preferably two students per group), and submit formal research reports. The final evaluation will be based on the report as well as individual viva voce. APA protocol of report writing will be required.

Recommended Text

1 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Princeton University Press.
2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015*). Research methods in psychology* (10th ed.). Singapore: McGraw-Hill.

Suggested Readings

1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). New York: John Wiley & Sons.
2 Kerlinger, F. N., & Lee, B. H. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.
3 American Psychological Association (2019). *Publication Manual of APA* (7th ed.). Washington DC: APA.

PSYC-6115 Neurological Bases of Behavior 3(3+0)

This course provides an understanding of the elements of biology that influence the way we think, feel, & act. The objectives of this course are to comprehend the elements of psychology that are affected by biological factors and to understand the interaction of psychological and biological factors in our experience of life. This course presents the fundamentals of the physiology of behavior. This course presents the fundamentals of the physiology of behavior. Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbooks as well as source materials. After the course, you will understand basic neural processing. Special importance is placed on the information - processing properties of the nervous system to provide a uniform framework for the understanding of such topics as sensory perception, attention, movement, emotion , and language with experimental examples from the lab and clinical studies illustrating the effects of brain traumas.

Contents

1 Origins of Physiological Psychology (Neurophysiology)
2 Neurological explanation of behavior
3 Historical roots of Physiological Psychology, Evolution of brain,
4 Genetics and evolution of behavior,
5 Chromosomal disorders
6 Ethical issues in Neurophysiologic research,
7 Careers in Physiological Psychology
8 Physiology of Neural Cell
9 Neurons, Types of neurons, Nerve impulse,
10 Communication within a neuron
11 Communication between neurons
12 Physiology of Nervous System
13 Basic features of the nervous system
14 The central nervous system, peripheral nervous system,
15 Investigating how does the brain control behavior
16 Development of the brain
17 Psychopharmacology
18 Principles of Psychopharmacology
19 Categorization of drugs, Sites, and mechanisms of drug action
20 Drug addiction, Neurotransmitters, and neuromodulators

Recommended Text

1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). Massachusetts: Pearson Education Ltd.
2 Pinel, John P. J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). Chicago: Pearson Education Ltd.

Suggested Readings

1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). USA: Cengage Learning Inc.

PSYC-6116 Applications of Statistics in Psychology 3(3+0)

This course provides students an overview of the terms and concepts to learn scientific methods. To introduce statistical techniques employed within contemporary psychology. Main objectives of this course are: To learn basic data analysis techniques using statistics, to have a broad view of the application of computers in a wide range of areas, to learn database management using MS Excel, MS Access, to introduce the efficient cyberspace, to make them capable for doing statistical analysis of data of their research through SPSS-20.0. The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. In comparison to Quantitative Methods (a prerequisite), this course will cover some more advanced techniques including exploratory data analysis, nonparametric methods, multiple regression, model fitting, and modern Monte Carlo and bootstrap resampling techniques.

Contents

1 Regression:
2 Linear Regression, Scatter Diagram, Standard Error of Estimation, Estimation of measures of association
3 Inferential Statistics: Parametric Tests (Hypothesis Testing)
4 The logic of hypothesis testing in psychological research
5 Types of hypothesis
6 Assumptions underlying the parametric tests
7 Level of confidence
8 Statistical power,
9 Practical and statistical significance, Type I & Type II Errors in Research
10 Tests of Significance; (Z tests, t-test, One & Two Tail)
11 Analysis of Variance (ANOVA):
12 Nature and purpose of ANOVA, Basic assumptions underlying ANOVA,
13 One-way ANOVA, Two-way ANOVA
14 Inferential Statistics: Non-parametric Tests
15 Chi-square Tests of Association, Chi-square Goodness of Fit Test,
16 Chi-square with Two-way Classification (Contingency Table Analysis), Mann Whitney U test, Wilcoxon test, Kruskal-Wallis H Test

Recommended Text

1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Sage Publications.
2 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). USA: Pearson Education Ltd.

Suggested Readings

1 Zikmund, W. G., Babbin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Erin Joyner, Canada.
2 Kirpatrick, L. A. & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0.* Belmont CA: Wadsworth Inc.
3 Gravetter, F. J. &Wallnau, L. B. (2014). *Essentials of statistics for behavioral sciences* (8th ed.). New York: Thomson/Wadsworth.

PSYC-6117 Applications of Psychological Assessment 3(3+0)

This course offers students some experience in developing their tests and evaluating their statistical properties. Orientation into the rudiments of psychological testing. The principles, methods, and uses of psychological testing are tackled. The course will focus on a small number of widely used norm-referenced 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 in organizations. Consideration will also be given to interviewing as an assessment tool and to tests the environment and organizational culture. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations. Opportunities for practice administration of assessment tools will be provided.

Contents

1 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
2 Tests for special populations: Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
3 Group testing: Groups vs. Individual tests
4 Adaptive Testing, Computer-Based Administration, Multilevel batteries, Educational Testing; Career guidance; Aptitude testing; Achievement testing; and Learning disabilities
5 Personality Testing: Meaning & purpose of personality measurement; Tools of personality assessment. Some representative personality inventories based upon content, criterion, and factor analysis; Current status of personality inventories
6 Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
7 Projective Techniques: Nature of Projective Techniques: Types of projective techniques, Evaluation & Criticism of Projective Techniques
8 Occupational & Organizational Testing: Criteria for occupational testing, Career assessment; Test applied to the organizational setting, Important areas and tests used in an organization
9 Tests in Clinical & Counseling Settings, Psycho Neurological tests, Behavioral assessment, and clinical judgment

Recommended Text

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. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.

Suggested Readings

1 Gregory, R. J. (2014). *Psychological testing, history principles & applications. (7 th ed.).* new Delhi: Pearson Education.
2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). New York: McGraw-Hill Education.
3 Aiken, L. R. (1997). *Psychological testing and assessment*. Boston: Allyn & Bacon.

PSYC-6118 Personality Psychology 3(3+0)

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. On completion of the course, the student should - be able to account for central personality theories and place these in a context regarding psychological theorizing - be able to account for relevant arguments in the discussion regarding if and how personality can be measured - be able to account for methodological methods in the study of personality, for example within biological personality research and employing personality tests.

Contents

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.

Suggested Readings

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

PSYC-6119 Psychopathology 3(3+0)

This course is designed to provide students an introduction to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders to facilitate the development of the basic mechanics of making psychological diagnoses as often required by employers and third-party payers. Additionally, this course will provide students an overview of the presumed etiology of various psychological disorders. This information is crucial to help clinicians recognize and appreciate how psychopathology may develop, is maintained, and responds to treatment. Recognizing variables associated with the onset and maintenance of psychological disorders may also help students differentiate amongst various psychological disorders. At the end of this course, students will be equipped with mental disorders and classification of them. Symptoms required for diagnosis and cluster of similar disorders will be learned by students. The comparison of DSM IV-TR and DSM 5 will be discussed by students. Some movies about psychological disorders will be discussed within the scope of this course.

Contents

1 Introduction and basic concept of Psychopathology
2 Different Diagnosis and Etiological Factor described in DSM-V
3 Neurodevelopmental Disorders
4 Schizophrenia Spectrum and Other Psychotic Disorders
5 Bipolar and Related Disorders
6 Depressive Disorders
7 Anxiety Disorders
8 Obsessive-Compulsive and Related Disorders
9 Trauma- and Stressor-Related Disorders
10 Dissociative Disorders, Somatic Symptom, and Related Disorders
11 Feeding and Eating Disorders
12 Elimination Disorders
13 Sleep-Wake Disorders
14 Sexual Dysfunctions
15 Gender Dysphoria
16 Disruptive, Impulse-Control, and Conduct Disorders
17 Substance-Related and Addictive Disorders
18 Neurocognitive Disorders
19 Personality Disorders
20 Paraphilic Disorders

Recommended Text

1 Ronald J. Comer & Jonathan, S. Comer (2018). *Abnormal psychology* (10th ed.). MacMillan, Higher Education.
2 James N. Butcher, Susan Mineka, & Jill M. Hooley (2017). *Abnormal psychology* (15th ed.). India: Pearson.

Suggested Readings

1 Whitbourne, S. K. (2017*). Abnormal psychology: Clinical perspectives on psychological disorders (8th ed.)*. Mcgraw Hill Education.
2 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
3 Davidson, G. C. & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). New York: Wiley.

PSYC-6120 Clinical Psychology 3(3+0)

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 psychotherapeu tic strategies used by clinical psychologists in their daily practice. By the end of the course, students will have an in-depth understanding of the range of assessment and psychotherapeutic services that clinical psychologists provide to patients of all a ges across multiple settings.

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

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.

Suggested Readings

1 Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). California: Wadsworth.
2 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). Boston: Cengage learning.
3 Carr, A. & McNulty, M. (2016). *The handbook of adult clinical psychology*. London: Routledge, Taylor & Francis Group.

PSYC-6121 **Neurological Dysfunctions** **3(3+0)**

This course is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological bases of nervous system dysfunction. This course aims to provide students with an understanding of a range of diseases and conditions affecting the central and peripheral nervous systems. General topics covered include the causes and consequences of raised intracranial pressure, headache, infections, tumors, and dementia, as well as more specific disorders such as epilepsy and multiple sclerosis. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, the biological mechanisms underlying dysfunction (including still-unanswered questions), and current efforts to develop effective treatments (translational research). With this approach, students will gain an understanding of disease presentation, how animal models and human studies are being used to elucidate pathophysiological mechanisms and opportunities and challenges in the development of new therapies.

Contents

1 Neurological Disorders: Defining neurological disorders, Affective disorders, Epilepsy, Mental Retardation, Anxiety disorders, sleep disorders, Degenerative disorders

2 Sensation and Perception: Anatomy of the visual system, visual coding, and the retinal receptors, neural basis of visual perception, Anatomy of Auditory system, the neural basis of auditory perception, Somato-senses, Gestation, Olfaction

3 Learning and Memory: Nature of Learning, Learning and synaptic plasticity, Neurological basis of perceptual learning, instrumental and classical conditioning, motor learning, Localized representations of memory, types of memory and amnesia, Brain damage and LTM, Hippocampus functioning and memory

4 Language: Functional lateralization and the corpus callosum, Brain mechanisms in speech production and comprehension, Evolution of language capacities, effects of brain damage on human language, Genetic abnormalities of language & intellect, Dyslexia

5 Emotions & Regulations of Internal Body States: Neural control of emotional response patterns, Role of orbit frontal cortex in social judgment and emotions, Neural basis of the communication of emotions, Endocrine system and emotions, Homeostasis, The Psychology and Biology of thirst. The multiple control of hunger, Physiological mechanisms of sleep & waking

6 Practical Work: Dissection of Animal Brain; Location of Brain Areas

Recommended Text

1 Carlson, N. R. & Birkett, M. A. (2016). *Physiology of Behavior* (12th ed). Pearson Education Ltd.
2 Pinel, John P. J. & Barnes, S. J. (2017). *Biopsychology* (10th ed.). Pearson Education Ltd.

Suggested Readings

1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). Cengage Learning Inc.
2 Sporns, O. (2011). *Networks of the brain.* Cambridge: Massachusetts Inst. of Technology.

PSYC-6122 **Health Psychology** **3 (3+0)**

This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on the psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognition, emotions, and behaviors within the reviewed topics, areas, and/or persons. This course will examine various medical conditions from the etiology, prevention, and treatment. Psychological treatments for persons with disorders and physical limitations will be introduced. It covers those aspects of the social environment that influence health and illness outcomes including the interactions amongst family members and between healthcare consumers and healthcare providers. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nutrition, and exercise. Such methods of treatment will include biofeedback, relaxation, and behavioral goal setting.

Contents

1 Historical Background: The changing field of medicine; the involvement of psychology
2 The modem concept of health and illness; Behavioral medicine and behavioral health; Definition, development, and scope of Health Psychology
3 Behavioral Medicine and psychological principles: The conditioning models; Observational learning; Cognitive learning
4 The biology of health and illness: The endocrine system; The reproductive system; The digestive and excretory system; The nervous system; The respiratory system; The cardiovascular system; The immune system
5 Psychological interventions in Health Psychology
6 The psychology of sickness and well-being
7 Stress, coping, and health
8 Application of Health Psychology: Coronary heart disease (CHD); Cancer; Pain; AIDS; Diabetes Mellitus; Problems associated with women's reproductive health; Infertility; Obesity; Eating disorders: Bulimia and Anorexia Nervosa; Habit disorders: smoking and drinking; Sleep disorders
9 Health Psychology for better hospital/ clinic setting: The hospital environment; Doctor-patient communication

Recommended Text

1 Taylor, S. E. (2018). *Health psychology* (10th ed.). New York: McGraw-Hill.
2 Dimatteo M. R., & Martin, L. R., & Zolnierik, K.B. (2010). *Health behavior change and treatment adherence: Evidence-based guidelines for improving healthcare.* New York: Oxford University Press.

Suggested Readings

1 Friedman, H. S. (2011). *The oxford handbook of health psychology*. New York: Oxford University Press.
2 Ghane, A., & Sweeny, K. (2012). *Embodied health: A guiding perspective for research in health psychology*. Department of Psychology, University of California, Riverside, CA, USA.
3 Ogden, J. (2012). *Health psychology* (5th ed.). UK: Mcgraw-Hill Education.

PSYC-6123 **Developmental Psychology** **3 (3+0)**

The course gives a general introduction to the area of developmental psychology and contains the following parts: Central developmental theories intend to focus on theories of human development from maturational, learning theory, cognitive, evolutionary, and psychodynamic perspectives. Functional development reflects aspects of human development and gives basic knowledge about individual predispositions, about the interplay between heredity and environment, and sensorimotor, cognitive, language, personality-related, and socio-emotional development. On completion of the course, the student will acquire awareness about and an understanding of central developmental theories, and be able to account for and compare these - will acquire awareness about human development, particularly during childhood and adolescence, and be able to account for the fundamental features in sensorimotor, cognitive, language, personality-related and socio-emotional development - have acquired awareness of how individual development is dependent on cultural and social relations and be able to account for the importance of cultural and social factors for individual development - be able to account for research within developmental problem areas.

Contents

1 The Life-Span Perspective, Introduction
2 Beginnings: Biological Beginnings, Prenatal Development, and Birth
3 Infancy: Physical Development in Infancy, Cognitive Development in Infancy, Socio-emotional Development in Infancy
4 Early Childhood: Physical and Cognitive Development in Early Childhood, Socio-emotional Development in Early Childhood
5 Middle and Late Childhood: Physical and Cognitive Development in Middle and Late Childhood Socio-emotional Development in Middle and Late Childhood
6 Adolescence: Physical and Cognitive Development in Adolescence, Socio-emotional, Development in Adolescence
7 Early Adulthood: Physical and Cognitive Development in Early Adulthood, Socio-emotional Development in Early Adulthood
8 Middle Adulthood: Physical and Cognitive Development in Middle Adulthood, Socio-emotional Development in Middle Adulthood
9 Late Adulthood: Physical Development in Late Adulthood, Cognitive Development in Late Adulthood, Socioemotional Development in Late Adulthood
10 Endings, Death, Dying, and Grieving

Recommended Text

1 Berk, E. L., & Meyers, A. B. (2018). *Child development* (10th ed.). New York: Pearson Inc.
2 Feldman, R. S. (2017). *Development across the life span.* (8th ed.). California: Pearson Education.

Suggested Readings

1 Zimbardo, P.G., & Gerrig, R.J. (2014). *Psychology and life* (20th ed.). California: Pearson Education Ltd.
2 Bee, H., & Boyd, D. (2018). *Lifespan development- loose-leaf edition* (8th ed.). Boston: Pearson Publishers.
3 Santrock, J. W. (2015). *Lifespan development* (15th ed.). New York: McGraw Hill. ISBN: 978-0-07-786182-7

PSYC-6124 Gender Issues in Psychology 3 (3+0)

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. After finishing this course, students are expected to be able to explain the theories in psychology that explain and discuss gender for multi perspectives. Also, 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.

Contents

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
4 Physiological and psychological issues in development, Gender Discrimination,
5 Adolescence and menstruation along with Myths and Taboos across-cultures
6 Pregnancy, Motherhood, Menopause, and related issues
7 Marriage and Family System
8 Impacts of marriage on women, System of subordination and status of women, Gender role expectation and behavior patterns
9 Perception of Self, Self-esteem
10 Factors governing gender differences in self-esteem, self-perception and self- efficacy
11 Gender, Employment, and the economy, Achievement motivation and attitudes; Bridging the gap
12 Culture-specific practices and female psyche
13 Women and Psychopathologies, Women and Laws of Pakistan, Violence against women and other issues in Pakistan and global arena;
14 The feministic perspective of Gender, Feministic movement in various periods

Recommended Text

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-6125(a) **THESIS** **3 (3+0)**

Psy-6219 (a) and Psy-6219 (b) (Thesis) aim to provide students with the opportunity to: Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology

Thesis as course Psy-6219 (a) and Psy-6219 (b) in the third and fourth semester will be assigned only if the student fulfills the eligibility criteria , defined by the *departmental thesis committee*, which includes:

1. Academic merit/ GPA in 1st and 2nd Semesters
2. Library Work
3. Attendance
4. Classroom Presentations and Assignments
5. Thesis Proposal of 600 words/ Interview
6. Availability of an appropriate supervisor

PSYC-6126 **Counseling Psychology** **3 (3+0)**

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. In generally presented approaches keep historical order of their development, addressing differences and similarities between them, finishing with the idea of integration in counseling. Students begin developing their model of counseling. We discuss specific settings and principles of family, couple, and group counseling with their use in rehabilitation and prevention counseling.

Contents

1 An overview of counseling: Definitions of counseling; goals of counseling; historical development of counseling, do's and don'ts 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.

PSYC-6127 Cognitive Psychology 3(3+0)

This course provides students a coherent overview of both classic and contemporary data on the nature of cognition that spans a broad spectrum of subjects. The main objectives are to familiarize the students with the critical evaluation of experimental data and their relations to current models of human cognition, prepare the students for advanced study in specialized areas of cognitive psychology. This course provides an overview of cognitive psychology, which is a laboratory-based science investigating the mental processes that allow us to perceive the world around us, attend to certain parts of it, store information for later retrieval, interact with other human beings through the use of language, and make decisions before performing actions. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes, and we will explore both behavioral and neuropsychological approaches to data and theory. Topics will include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.

Contents

1 Orientation to Cognitive Psychology
2 Antecedents of cognitive psychology, Emergence of cognitive psychology, Research methods, key issues and paradigms within cognitive psychology, Computer models of information processing and human cognition
3 Attention and Consciousness
4 Stages of processing, models of attention, Selective and divided attention, Attention models and consciousness, Preconscious processes, Controlled versus autonomic processes, Habituation, Cognitive neuroscientific approach towards attention and consciousness
5 Perception
6 From sensation to representation, Classic models of perception, Contemporary theoretical approaches to perception, Bottom-down approaches, Top-down approaches, Computational theory, spatiotemporal boundary formation theory, Marr's theory, Object recognition processes, Deficits in perception.
7 Knowledge
8 The mental representation of knowledge, Mental manipulation of images, Synthesizing images and propositions, Spatial cognition and cognitive maps, organization of declarative knowledge, Representation of procedural knowledge, Integrative models of declarative and procedural knowledge.
9 Problem Solving and Creativity
10 Analyses of the problem-solving, problem-solving cycle, Types of Problems, Obstacles, and aids in problem-solving, Expertise, knowledge, and problem solving, Creativity, Structures of problems involving creativity, Process of creative problem-solving.
11 Decision Making and Reasoning
12 Judgment and decision making, Types of reasoning, Inductive reasoning, Deductive reasoning, approaches to the study of reasoning and decision making, Cognitive illusions in decision making.
13 Note: The students have to perform experiments as prescribed by the teacher concerned.

Recommended Text

1 Galotti, K. M. (2013). *Cognitive psychology in and out of laboratory* (5th ed.). Publisher: Vicki Knight.
2 Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7th ed.). Nelson Education, Ltd.

Suggested Readings

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

PSYC-6128 Psychology of Advertising and Marketing Research 3(3+0)

This course offers the students a comprehensive introduction to understanding the manipulation of the target population's psychographics in advertising. Advertising is an everyday and significant phenomenon. Sponsors hire agencies to inform us about, and persuade us to buy, innumerable branded products and services on the market, though a variety of mass media. Advertisements also urge us to donate to charity, vote for candidates, or adopt particular lifestyles. Furthermore, advertising may be blatant or subtle, inoffensive or controversial, conventional, or ground-breaking. It may succeed, fail, or backfire. It is partly an intuitive art and partly an empirical science. The course will initially address advertising from the perspective of the psychology of attitude change, seeking to understand it better through the lens of several classic and contemporary theories that are informed by empirical evidence. Students will also be taught how to produce a print advertisement, following the principles recommended by famous and contemporary advertisers.

Contents

1 An orientation towards marketing research
2 Research designs in marketing
3 Qualitative Techniques Vs. Quantitative Techniques
4 Cross-sectional; Longitudinal
5 Market Segmentation: Demographic Segmentation
6 Psychographic Segmentation
7 Implications of Market Segmentation
8 Promotional Strategies: Selection of Media
9 Types of Promotional Strategies
10 Mode of Advertisement; Publicity
11 Psychology of Advertisement
12 Creating Effective Advertisement
13 Contemporary trends in advertising and marketing research
14 Scope of marketing and advertising field in the Pakistani context

Recommended Text

1 Fennis, B. M., & Stroebe, W. (2015). *The psychology of advertising* (2nd ed.). London: Routledge
2 McDaniel, C. Jr., & Gates, R. (2012). *Marketing research essentials* (8th ed.). New Jersy: John Wiley & Sons.

Suggested Readings

1 Hoyer, W., & MacInnis, D. (2009). *Consumer behavior* (5thed). South-Western Cengage Learning
2 Crawford, C. M., & DiBenedetto, C. A. (2005). *New product management* (7th ed.). New York: McGraw-Hill.

PSYC-6125(b) **THESIS** **3 (3+0)**

Psy-6219 (a) and Psy-6219 (b) (Thesis) aim to provide students with the opportunity to: Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology

Thesis as course Psy-6219 (a) and Psy-6219 (b) in the third and fourth semester will be assigned only if the student fulfills the eligibility criteria, defined by the *departmental thesis committee*, which includes:

1 Academic merit/ GPA in 1st and 2nd Semesters
2 Library Work
3 Attendance
4 Classroom Presentations and Assignments
5 Thesis Proposal of 600 words/ Interview
6 Availability of an appropriate supervisor
7 Thesis (Final draft submission & oral defense)

PSYC-6129 **Consumer Psychology** **3 (3+0)**

This course offers the students to develop an appreciation for the influence consumer behavior has on marketing activities. The main objectives of this course are; to apply psychological, social, and cultural concepts to marketing decision making. The study of consumer behavior is about understanding what leads to the individual purchase decisions that are so important to business profitability, and to personal prosperity. The major goal of the course is to investigate how consumers make their choices and respond to marketing campaigns and government policies. To understand individual purchases, we must understand basic psychological processes (such as memory, habit, identity, preference, and intuition). We must also understand specific behaviors at different stages of the consumer journey: from pre-purchase search to moment-of- purchase deliberation, to post-purchase user experience and word-of-mouth. This course will examine all of these concepts, drawing both on academic research, and on industry practice. Students will be encouraged to apply the course concepts to cases that are of particular interest to them.

Contents

1 Introduction to Consumer Behavior and Consumer Research
2 Consumer Behavior and Marketing Strategy
3 Internal Influences on Consumer Behavior
4 Motivation and Involvement; Personality
5 Self-Image, and LifeStyle
6 Consumer Perception
7 Consumer Learning
8 Consumer Attitude Formation and Change
9 Communication and Consumer Behavior
10 External Influences on Consumer Behavior
11 The Influences of Culture on Consumer Behavior
12 Subcultures and Consumer Behavior
13 Social Class and Consumer Behavior
14 Reference Groups and Family
15 Consumer Influence and the Diffusion of Innovations
16 Consumer Decision Making
17 Process & Outcomes

Recommended Text

1 Schiffman, L. G., & Wisenblit, J. (2018). *Consumer behavior* (12th ed.). New York: Pearson Prentice Hall.
2 Hawkins, D. I., & Motherbaughs, D. I. (2016). *Consumer behavior: Building a marketing strategy* (13th ed.). McGraw-Hill Ed, Boston.

Suggested Readings

1 Solomon, M. R. (2016). *Consumer behavior*: *Buying, having and being* (12th ed.). California: Pearson Publications.

PSYC-6130 Organizational Behavior 3 (3+0)

This course focuses on the application of behavioral science theory and concepts to individual, interpersonal and group processes in a diverse workforce. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work life. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness, and conflict. The course makes extensive use of individual and group experiential exercises and case analysis. Understanding human behavior at work is an essential aspect of successful management. Most management programs require an Organizational Behavior class. Organizational Behavior focuses on improving productivity, quality, and assisting managers to design more positive organizations. The course is an introduction to the interaction between people, structure, and environment. The course provides a micro-level analysis of the behavior of individuals and groups within their organizations and the influence of the environment on behavior patterns.

Contents

1 Introduction to Organizational Behavior
2 Organizations
3 Scope of studying OB
4 OB related fields of study; Research in OB
5 Individual-level of study: Perception, Personality, Emotions
6 Work Motivation
7 Organizational socialization
8 Stress management
9 Groups level of study, Leadership, Decision making
10 Conflict management
11 Power and politics
12 Organizational level of study; Business communication
13 Organizational culture & Organizational structure
14 Organizational Behavior in the Indigenous Context

Recommended Text

1 Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence-based approach.* (13th ed.). California: Information Age Publishing.
2 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (8th ed.). New Delhi: Pearson Education Ltd.

Suggested Readings

1 Peeter, M. (2013). *An introduction to contemporary work psychology* . Veldhoven, M. V. (2013). Quantitative job demands. Research gate: https://www.researchgate.net/publication/259922267
2 Bowling, N., & Kirkendall, C. (2012). Workload: A review of causes, consequences, and potential interventions. In J. Houdmont, S. Leka, & R. Sinclair (Eds.), *Contemporary occupational health psychology: Global perspectives on research and practice* (Vol. 2, pp. 221–238). Chichester: John Wiley & Sons.

SPSYC-6131 Psychology of Motivation 3(3+0)

In this course, we will cover the fundamental theories and research conducted related to learning and motivation within psychology. This course will also introduce you to the processes and principles in understanding motivation and emotion. This course reviews research on the psychological and physiological aspects of motivation and emotion in human and animal behavior. There is a particular focus on social-cognitive processes and how situational factors trigger various emotions and corresponding motives that can then drive behavior. This course will introduce you to the principles of intrinsic motivation and their relationship to your everyday behaviors. This course is an active learning course that provides an interactive, social learning environment that encourages group discussions, teamwork, independent study, and creative learning. This course will present current scientific theory and research related to formal learning environments. Individual differences in cognitive, social, and emotional development and the implications for the teaching/learning process will be explored

Contents

1 Definition, Nature, and Scope
2 Historical Background
3 Motivated behavior characteristics and determinants
4 Methods used to assess human motivation
5 Projective techniques
6 Theories of Human Motivation:
7 Behavior theory
8 Cognitive theory
9 Need-drive-incentive theory
10 Stimulus-Cue theory
11 Motivational Theory of Emotion
12 Theories of reinforcement
13 Theories of Achievement
14 Motivation: Expectancy theory. Equity Theory
15 Incentive Motivation, Tendency to achieve success, tendency to avoid failure.
16 Fear of success in women.

Recommended Text

1 Coelho, R. (2016). *Psychology of motivation: How your mind influences your behavior*. London: CreateSpace Independent Publishing Platform.
2 Holiday, R. (2014). *The obstacle is the way*. New York: McGraw Hill.
3 Brown, L. V. (2007). *Psychology of motivation*. New Delhi: Nova Publishers.

Suggested Readings

1 Beck, R. C. (2004). *Motivation: Theories and principles* (5th ed.). Singapore: Pearson Education.
2 Petri, G. (2004). Motivation: Theory, research, and application (6th ed.). London: Oxford University Press.

PSYC-6132 **Forensic Psychology** **3 (3+0)**

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 c an inform the criminal justice system and the policies developed by that system. This course is designed to achieve the following goals; to survey the major areas of interests shared by psychology and the law, to become familiar with the types of forensic evaluations conducted in criminal and civil cases, to become familiar with the landmark legal cases that impact forensic psychology

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

1 Weiner, B. A., & Otto, R. K. (2013). *The handbook of forensic psychology* (4th ed.). New York: Wiley.
2 Bartol, C. R., & Bartol, A. M. (2019). *Introduction to forensic psychology* (5th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 9781506387246

Suggested Readings

1 Costanzo, M., & Krauss, D. (2017). *Forensic and legal psychology: psychological science applied to the law* (3rd ed.). Boston: Worth Publishers.
2 Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A psychological approach.* (13th ed.). *New Delhi:* Pearson.
3 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.

PSYC-6133 **Para Psychology** **3(3+0)**

The course begins with a general introduction into parapsychology, including its history and the attitude of science to these anomalous phenomena and some of the key figures involved. The syllabus then moves on to cover the types of phenomena that a parapsychologist might investigate, and how the scientific process can confirm or reject these phenomena. This course offers the students an opportunity to define & evaluate criteria for paranormal phenomena, recognize and categorize common paranormal phenomena, describe common explanations for the etiology of paranormal phenomena course is designed to introduce students to the field of Parapsychology and what parapsychologists study. Topics will include an overview of the phenomena (Telepathy, Clairvoyance, Precognition, Psychokinesis, and Survival Issues), history, research methodologies in the lab, and field investigation, and related issues that make up the vibrant field of scientific parapsychology. Also covered will be the major criticisms and critics of Parapsychology and a look at fraud as it applies to professionals and consumers. Parapsychology uses psychological research methods to explain and further understand such phenomena as telepathy, mind-reading, and psychic healing.

Contents

1 Introduction & Foundations of Parapsychology: Basic branches of parapsychology
2 Psi and Psychology: ESP and Psychic Development
3 World religion and parapsychology
4 Parapsychology and mysticism
5 Holistic health, healing, and survival After Death: The Scientific Evidence
6 Investigating Hauntings and Poltergeists
7 From magic to science
8 Telepathy: Mind to mind communication
9 Extrasensory perception & Telekinesis techniques
10 Mind: A universal phenomenon; How does mind control work? Awakening the third eye; Meditation and concentration; Invisible intelligence civilization; Mind Over matter
11 What is scrying?; The magical power of switch words.; Affirmation; Dowsing; Visualization; Remote Viewing
12 Out of Body Experience; Channeling and Medium ship; Déjà vu; The Clairvoyant and Mystics; The Aura; Hypnotism
13 Current trends and evaluation

Recommended Text

1 Sehraie, A. (2006). *Parapsychology: Theory and practice.* Lahore: Shahrayar Publisher.
2 Cardeña, E., Palmer, J., & Marcusson-Clavertz, D. (Eds.). (2015). *Parapsychology: A handbook for the 21st century*. Boston: McFarland.

Suggested Readings

1 Irwin, H. J., & Watt, C. (2007). *An Introduction to Parapsychology* (4th ed.). New York: Amazon Books Inc.

PSYC-6134 **Positive Psychology** **3(3+0)**

This course offers students a comprehensive history and perspectives of Positive Psychology. Moreover, to gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people's experiences of love, work, and play. Main objectives of this course are to: tell about the attitudes, choices/values of a Positive Psychology lifestyle and will gain a greater understanding of the strengths that characterize the mentally healthy individual, tell how Positive Psychology applies in the workplace, home, schools, and other settings, and gain a greater understanding of the research basis of the efficacy of the characteristics promoted by Positive Psychology. Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. This course will provide an introduction to positive psychology. Students explore the concepts, the research behind the concepts, cognitions, and practices that enhance well-being.

Contents

1 Positive Psychology: An Introduction
2 Subjective Well-being & Happiness
3 Flow & Savoring
4 Character Strengths & Optimism
5 Positive Illusions and Playfulness.
6 Creativity, Giftedness & Industry
7 Judgment, Wisdom & Fairness
8 Emotional Intelligence & Prudence
9 Religion, Spirituality & Transcendence
10 Love, Kindness & Healthy Relationships
11 Gratitude & Zest
12 Hope, Modesty & Forgiveness
13 Altruism & Empathy & Social Intelligence
14 Self -efficacy and Positive Development
15 Cross-cultural Positive Psychology
16 Positive Psychology, Positive Prevention, and Positive Therapy

Note: Students are required to design and conduct a workshop on any aspect of positive psychology.

Recommended Text

1 Seligman, M. (2011). *Flourish.* New York: Free Press.
2 Ilona Boniwell (2008). *Positive psychology in a nutshell: The science of happiness.* London: Personal Well-Being Centre.

Suggested Readings

1 Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. *Handbook of positive psychology*. London: Oxford University Press.
2 Peterson, P. (2006). *A primer in positive psychology*. London: Oxford University Press.
3 Lyubomirsky, S. (2008). *The how of happiness*. New York: The Penguin Press.

PSYC-6135 Human Resource Management 3 (3+0)

This course engenders the students equipped with contemporary human resource management skills for ensuring organizational productivity in applied settings. This course is an introduction to organizational behavior. The course will cover theories and researches done in the area of organizational behavior. It involves leadership, values, employment planning, recruiting and selecting employees, training and compensating them, and evaluating their performance. It also significantly influences the corporate culture and n orms. The topics covered will be The Foundation for Organizational Behavior, Social Cognitive Processes of Organizational Behavior, the individual at the workplace: Learning, Personality and Motivation, Group, and Social Processes. Diverse theories and case studies will be described and discussed. In addition to readings from the textbook, students will read journals related to the current topic and discuss the experimental findings in class. Human Resource Management (HRM) deals with the management of an organizati on's workforce. Organizational success depends upon developing appropriate methods of recruitment and selection; motivation; reward; training and development; grievance and discipline; performance management and career progression.

Contents

1 Human Resource Management: Meaning of Human Resources, Human resource functions, Organization culture, Human resource activities in management, HR specialists, Strategic aspects of HRM, The HR manager, Industrial relations, The role of the HR department, Effects of a good HR policy, Responsibilities of the HR department
2 Manpower planning, recruitment, and selection: Expansion of organization, HR or manpower planning, Self-regulatory manpower control, Problems caused by the expansion of the organization, Scientific management, Organization and Method Studies (O & M Studies), Recruitment, Policy of recruitment, Recruitment process, Selection
3 Induction, Training, and Employee Development: definition, types, methods, needs and benefits, and characteristics of a good training program.
4 Health, Safety, Security and Welfare: HR Responsibilities, Medical facilities, Safety, and security officers, prevention of theft and employee welfare
5 Motivation, Employee Counseling, Resignations, and Retirement: Motivation, Style & attitudes of management, Theories of motivation and HR Strategies to boost motivation and performance
6 Performance Appraisal & Remuneration
7 Personnel Records and Statistics
8 Industrial Relations
9 Overview of HRM Practices in Pakistani Context and Global Arena
10 Practical Exercises at the end of each chapter
11 Two-week Internship in the summer vacations

Recommended Text

1 Angelo, S. DeNisi., & Ricky, W. Griffin. (2018). *Human resource management* (4th ed.). Boston: South-Western College Publication.
2 Whiting, F., & Martin, M. (2016). *Human resource practice* (7th ed.). New York: Chartered Institute of Personnel and Development.

Suggested Readings

1 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (18th ed.). New York: Pearson Education Ltd.

PSYC-6136 Military Psychology 3(3+0)

This course encourages research and the application of psychological research to military problems. The course focuses on the two major areas of military psychology being the clinical and operational components The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity fi lters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with military demands are discussed. Students completing th is course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society.

Contents

1 Introduction: Historical Development of Military Psychology; Nature and Scope and Contribution of Different Psychologists
2 Organization and Role of Military in Pakistan
3 Selection and Placement on Military Service
4 Recruitment of Soldiers and Commissioned Officers in Pakistan; Army Alpha and Beta Tests, their importance and administration in Personnel Selection
5 Role of Psychologists; Education and training of Army Personnel
6 Perception: Geometrical Illusions and Optical Illusions
7 Camouflage & Counter Camouflage
8 Morale and Motivation
9 Stress and Maladjustment in Military Personals
10 Clinical Assessment and Rehabilitation
11 Leadership in Military
12 Theories and models of Leadership and Leadership in the Battlefield
13 Psychological Warfare
14 General Warfare; Basic Concepts
15 Perception, Cognition, Personality, Motivation;
16 Organizational Warfare
17 Concept of Organization & Operational Objectives
18 International Law of Social Warfare
19 Propaganda; Brain Washing; Rumor; Use of Mass Media; Panic as a Psychological Warfare Tool

Recommended Text

1 Kennedy, C. H., & Zilmer, E. A. (2012). *Military psychology: Clinical and operational applications.* London: Guilford Press.
2 Laurance, J. H. (2012). *Military psychology*. New Jersey: Sage Publications.

Suggested Readings

1 Edmonds, B. R. (2015). *God is not here: A soldier's struggle with torture, trauma, and the moral injuries of wa*r. New York: Pegasus Books
2 Smiley, S. (2013). *Dinner with the smileys: One military family, one year of heroes, and lessons for a lifetime*. New York: Hechate Book Group

MSc Psychology

PSYC-6201 Report Writing & Presentation Skills 3 (3+0)

This course trains the students in acquiring all the s tudy skills required to cope efficiently not only with the challenges of the English language but also with the demands of other subjects written in English. The main objective of this course is: to gro om the students linguistically in such a manner that they can operate independently on a reliable communicative competence in the twin productive skills of speech and writing, enable students to give oral presentations well-structured for the audience and to prepare students for writing thesis and academic reports

Contents

1 Language and Communication: Ways of effective communication and How language works?
2 Dictionary Skills
3 Grammar Skills: Sentence Construction, Tenses
4 Direct and Indirect Narration
5 Active Voice & Passive Voice, Parts of Speech, English Usage
6 How to tackle a Book?
7 Reading Skills: Skimming, Scanning, Predicting and Questioning
8 SQRRR, Extensive and Intensive Reading
9 Interpretation & Evaluation
10 How to become a faster and effective reader?
11 Writing Skills: Composition Writing
12 Paragraph Writing, Interpretive Paragraph
13 Analytical Paragraph, Narrative Paragraph
14 Organization of Paragraphs, Notes Taking
15 Listening Skills: Real Listening, Intensive and Extensive
16 Listening Practices, Effective Listening, Listening strategies
17 Oral Skills: Presentation Skills
18 Participating in Discussions, Seminar Skills
19 Interviewing Skills
20 Assignments: Writing Research Papers
21 Letter & Application Writing, CV / *Résumé* Writing, Directed Writing

Recommended Text

1 Sweet, H. (2014). *A new English grammar*. London: Cambridge University Press.
2 Murphy, R. (2015). *Essential grammar in use* (4th ed.). London: Cambridge University Press.

Suggested Readings

1 Pullum, J. K., & Huddleston, H. (2002). *The Cambridge grammar of the English language.* Cambridge University.
2 Mansoor, M., & Irfan (2000). *Skill worker* (1st ed.). Caravan Book House.

PSYC-6202 **History and Systems in Psychology** **3 (3+0)**

This course provides learners an overview of the background of present-day psychology. The main objectives are to: develop a basic understanding of the various processes of scientific development and transformation, become familiar with the chronological history of ideas that contribute to the field of psychology, and learn about the major figures and schools of thought in psychology's history. The emphasis of the course will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psyc hoanalysis, and Gestalt psychology. This context will help us to examine the antecedents and development of psychology as a science and come to a systematic understanding of the various perspectives in psychology. We will examine the persistent problems or questions of interest to psychologists, and the dominant paradigms and models operating in contemporary psychology. Throughout the course, we will emphasize methods of investigation, the historical figures and forces (Zeitgeist) that shaped the theories a nd methods, and relevance to current conceptions of mind and behavior.

Contents

1 Introduction, The Ancient World, Rome, and the Middle Ages.
2 Renaissance Science and Philosophy.
3 Empiricism, Sensationalism, and Positivism.
4 Rationalism, Romanticism, and Existentialism.
5 Physiology and Psychophysics.
6 Early Approaches to Psychology
7 Evolution and Individual Differences.
8 American Psychology and Functionalism.
9 Behaviorism, Neo-behaviorism.
10 Gestalt psychology, Early Considerations of Mental Illness.
11 Psychoanalysis, Humanistic (Third-Force) Psychology.
12 Psychobiology
13 Cognitive Psychology.
14 Psychology Today
15 Status and Scope of Psychology in Pakistan in a contemporary context.

Recommended Text

1 Hergenhahn, B. R., & Henley, T. (2013). *An introduction to the history of psychology* (7th ed.). Pearson Ltd: Canada.

2 Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Cengage Learning Publisher: Boston.

Suggested Readings

1 Leahey, T. H. (2012). *A history of psychology* (7th ed.). Canada: Pearson education.

PSYC-6203 **Sports Psychology** **3 (3+0)**

This course provides an overview of team spirit and group dynamics. The course will help students understand various modes of exercises (mental and physical) for ensuring optimal morale and the role of the psychologist in initiating and sustaining optimal motivation on and off ground. Sport Psychology is the scientific study of how individuals behave in sport and exercise and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings. An overview of the principles of psychology as applied to sport, exercise, and recreational activity for enhanced interactions and performance. This course will examine elements of sport psychology such as anxiety, self-confidence, motivation and goal setting, leadership, and group dynamics with sport and recreational activities. This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area.

Contents

9 Introduction to Sports Psychology: Definition, history, and role of sport psychologist?
10 Personality characteristics and sporting behavior: Trait theories, Narrow-band theories, Attentional style, Situational and interactional approaches
11 Personality Development and Sport: Social learning theory, Sources of influence on social development and sport, Gender and sport, Sport as an influence on social development, The psychodynamic approach to personality development
12 Attitudes to Sport: The nature, formation, and measurement of attitudes to sport, Attitudes to competition, sport and sporting behavior, Changing people's attitudes to sport
13 Aggression and Sport: Definition & link between aggression and performance, Theories of aggression, Individual differences & Situational factors affecting aggression, The reduction of aggression
14 Social factor in sporting performance: Groups and teams, Social facilitation, Negative effects of team membership, Leadership
15 Arousal, anxiety and sporting performance: Definitions and factors of arousal, anxiety, and stress, The relationship between arousal and performance, The relationship between anxiety and performance, Stress management
16 Motivation and Sports: Intrinsic and extrinsic motivation, Theories of motivation, Self-efficacy, Counterfactual thinking, Pathological motivation and sport

Recommended Text

3 Zoltan, A. (2016). *The invisible game: The mindset of a winning team* (1st ed.). New Jersey: CreateSpace Independent Publishing Platform.
4 Jarvis, M. (2006). *Sports psychology: A revised student's handbook.* London: Taylor & Francis Library.

Suggested Readings

3 Lavallee, D., Kremer, J., Moran, A., & Williams, M. (2012). *Sport psychology: Contemporary themes*. New York: Macmillan International Higher Education.
4 Andersen, B. M., & Hanrahan, S. J. (2015). *Doing sport psychology*. Washington, DC: Human Kinetics.

PSYC-6204 Computer Applications in Psychology 3 (3+0)

This subject introduces and makes the students familiar with, the personal computer (PC) & information technology, including the word-processor & spreadsheet packages. This course gives the students practical knowledge of a powerful programming language with application to computational and research elements important to the field of psychology. Topics include complex searches, image and audio manipulation, data analysis, all in the context of using a variety of software tools and packages. Application of computer technology to psychology. In particular, the course will focus on using a word processor (MS-Word), a spreadsheet program (MS-Excel, and a presentation program (MS-PowerPoint). Special emphasis will be placed on the use of computer statistical packages to analyze psychological data (SPSS). They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas is also part of the course. The course will also cover Computer Ethics and related Social media norms and cyber laws.

Contents

1 Introduction: Computer technology and its role in psychology, Advantages , and disadvantages of computer
2 Introduction to MS Office: MS Word, MS Excel, MS PowerPoint
3 Basic features, short keys, page setup (page size and margins), table and APA-VI formatting, formatting of references, formatting of the overall thesis according to APA-VI, Introduction to a spreadsheet; Creating charts; formatting of Graphs according to APA-VI, Computer-assisted Presentation tactics, Layouts and designs of slides, fonts, and themes.
4 Efficient Use of Cyberspace: Defining Internet; Defining Web; Intranet and Internet, Advantage of the Internet; Some limitations of the Internet, Surfing and Browsing, e-mail; positive use of social media websites
5 Use of Turnitin Software: Introduction to plagiarism, similarity index, interpreting the Turnitin reports, reducing similarity index
6 Introduction to SPSS: Data Entry; Cleaning Data; Data Manipulation; Data Transformation; Graphical Representation of Data; Statistical Analyses; Interpretation of SPSS Outputs; Reporting the Results in APA-VI Format, Frequency analysis, Psychometric properties analyses, Correlation analysis, Regression analyses, Independent Sample *t*-test analysis, table, ANOVA (One Way, Two Way) analyses table and description according to APA-VI

Recommended Text

1 Gravetter, F. J., & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.
2 O" Leary, T. O" Leary, L., & O" Leary, D. (2019). *Computing essentials* (27th ed.). New York: McGraw-Hill Inc.

Suggested Readings

1 Wempen, F. (2014). *Computing fundamentals: Introduction to computers*. New York: Wiley.
2 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Boston: Sage Publications.

PSYC-6205 Fundamental Statistics in Psychology 3 (3+0)

This course will provide a theoretical background and practical experience to statistics for psychology and other behavioral sciences. Statistics are the tools we use to summarize and describe the world around us and to explore the causal processes at work. The course is designed to give the students an in-depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software SPSS, Excel, etc. Understanding statistics and how they are used and misused is vital to assimilating information as an informed citizen, as well as pursuing a career in the behavioral sciences or similar fields. This course will cover topics including principles of measurement, measures of central tendency and variability, probability and distributions, correlation and regression, hypothesis testing, t-tests, analysis of variance, and chi-square tests. You will learn and use a computer program, SPSS, to help you understand and perform select statistical analyses.

Contents

1 Introduction: Basic Terms
2 Importance of Statistics in Psychology
3 Limitations of Statistics
4 Frequency Distribution
5 Graphic Representation of Data
6 Measurement of Central Tendency
7 Measurement of Variability
8 Standardized Distributions
9 Probability
10 Sampling Distribution & Estimation
11 Correlation
12 Note: Practical exercises to be given by the end of each topic/ chapter.

Recommended Text

1 Kirpatrick, L. A., & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0.* Belmont CA: Wadsworth Inc.
2 Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches (7th ed.).* Pearson
3 Zikmund, W. G., Babbin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Canada: Erin Joyner.

Suggested Readings

1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Sage Publications.
1 Gravetter, F. J., & Wallnau, L. B. (2015). *Stats for behavioral sciences* (10th ed.). Canada: Cengage learning.

PSYC-6206 Introduction to Research Methodology 3 (3+0)

This course provides an introduction to research methods in the field of psychology. The following topics will be emphasized: the role of scientific inquiry in psychology, research questions, ethics in research, writing in psychology, reliability, validity, and research designs. The main purpose of this class is to provide you with a broad introduction to the tools and methodological foundations to study different research methods. The language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches have been introduced in this course. Many of the methodologies discussed in this course would be similar to those deployed in professional research environments in addition to their application in an academic setting. Upon completion of the course, you should possess an understanding of the fundamental principles and procedures of psychological research. The goal is that you leave with an understanding of how to design, analyze, and effectively communicate good research in psychology.

Contents

1 Introduction to Science and Scientific Research: Scientific and non-scientific approaches to knowledge, definition, features, goals, and steps.
2 Identifying problems for research, reviewing the literature, exploring new ideas for research
3 The Research Process: Formulating a research problem, conceptualizing a research design, searching instruments for data collection, selecting a sample, writing a research proposal, collecting data, processing and displaying data, writing a research report
4 Theories in Scientific Research: Attributes of a good theory, approaches to theorizing, social science theories
5 Basics of Empirical Research
6 Research Design: Qualitative, Quantitative & Mixed Methods research
7 Measurement of Constructs: Quantitative and qualitative measurement, scales of measurement, Scale Reliability and Validity
8 Sampling: Sampling techniques & types, issues, selecting a sample.
9 Data Collection methods: Survey Research (Types of surveys, biases in survey research), Experimental Research (Basic concepts, factorial designs, quasi-experimental designs), Case study
10 Interpretive Research: Benefits and challenges of interpretive research, interpretive research designs
11 Epilogue: Research Ethics according to APA manual (Latest edition)

Recommended Text

1 Neuman, W. L. (2012). *Social research methods: Qualitative and quantitative approaches* (7th ed.). NY: Princeton University Press.
2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). Singapore: McGraw-Hill.

Suggested Readings

1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). New York: John Wiley & Sons.
2 Walliman, N. (2017). *Research methods: The basics* (2nd ed.). New York: Routledge: Taylor & Francis Group.
3 American Psychological Association (2010). *Publication manual of APA* (6th ed.). Washington DC: APA.

PSYC-6207 Advance Research Methodology 3 (3+0)

In this course, students will learn the critical skills to evaluate others' research and conduct their scientific research in psychology. In other psychology courses, they may learn what different behaviors are or why they occur. This course is much more important because students will learn how to conduct research about behavior and arrive at those conclusions, and how to think like a psychologist. It is concerned with the formulation of research questions or hypotheses and the design of the research process and the ensuing process of investigation. This course is essential for becoming a wise consumer of information from sources such as the media, the government, and corporations. This course is also essential for becoming a wise producer of research in psychology. However, all of the material covered in this course applies beyond psychology and the university setting, so the course will improve the ability to think critically and logically about any topic that students may encounter in other courses, in job settings, and their daily life.

Contents

11 Correlational research: The nature and logic of correlations, Correlation versus causality, Measures in correlational research, Interviews and questionnaires, Margin of error, Reliability and validity, Predictions and decisions
12 Surveys: Nature, goals, and, basic steps, mail surveys, personal interviews, telephone surveys, Survey Research Designs, Cross-sectional design, Successive independent samples design, Longitudinal design
13 Experimental Research Methods: Control and variability, logic, characteristics, Independent measure designs/Between-group design, Random group design, Alternative independent groups design,
14 Repeated Measures designs/Within-group design, Advantages and methodological issues: Differential carry-over effect, and general practice effect, Complex designs,
15 Small N designs, Classical, After–only, Before –after no control group, Crossover,
16 Solomon four-group, and Factorial designs
17 Applied Research, Single Case research designs
18 Quasi-Experimental Designs, Retrospective \ Ex Post Facto Designs, Prospective, Time Series Designs, Event – Specific Alignment Designs,
19 Reporting writing as per APA standards
20 Research Project: The students shall carry out small research projects either individually or in groups (preferably two students per group), and submit formal research reports. The final evaluation will be based on the report as well as individual viva voce. APA protocol of report writing will be required.

Recommended Text

1 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches. (7th ed.).* Princeton University Press.
2 Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015*). Research methods in psychology. (10th ed.).* Singapore: McGraw-Hill.

Suggested Readings

1 Goodwin, K. A., & Goodwin, C. J. (2017). *Research in psychology: Methods and design*. *(8th ed.).* New York: John Wiley & Sons.
2 Kerlinger, F. N., & Lee, B. H. (2000). *Foundations of behavioral research* (4th ed.). Fort Worth: Harcourt College Publishers.
3 American Psychological Association (2010). *Publication manual of APA* (6th ed.). Washington DC: APA.

PSYC-6208 Principles of Psychological Measurement 3 (3+0)

This course focuses to learn fundamental assessment skills in administration, scoring, and interpretation of tests, report writing, and recommendations. It is planned to provide a framework for the development of assessment practices. Attention will be gi ven to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references, and criterion-referenced test scores. You will learn not only how to evaluate psychological tests and measures, but also how to construct and refine your own. This knowledge is invaluable in both research and applied settings, as our research results and clinical/applied evaluations are dependent on the tests and measures we use.

Contents

1 Psychological tests: Definition, nature, uses, types
2 Psychological test vs. psychological assessment
3 Ethics of psychological testing, Standards of testing
4 History of psychological testing: Antecedents; Rise of modern psychological testing
5 Test construction: Introduction; Steps of test construction.
6 Characteristics of a good psychological test
7 Item writing: Types of items; guidelines for writing items
8 Item analysis: Item difficulty, Item discrimination
9 Item response theory
10 Item characteristic curves
11 Reliability of test scores: Types of reliability, factors influencing the reliability of test scores; how to improve the reliability of test scores
12 The standard error of measurement
13 Validity: Types of validity: Face, Content, Criterion, and Construct validity.
14 Factors influencing validity.
15 An error of the estimate. Relation of validity & reliability.
16 Test norms: Steps in developing norms
17 Cut-off scores
18 Norm-referenced and criterion-referenced testing
19 Response sets; Types of response sets
20 Methods to eliminate response sets

Recommended Text

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.). South Asia: Pearson education.
2. Lewis, R. Aiken., & Gary, G. M. (2008). *Psychological testing and assessment* (12th ed.). New York: Prentice-Hall.

PSYC-6209 Historical Perspectives in Abnormal Psychology 3 (3+0)

This course describes the historical emergence of Abnormal Psychology as a concept and as an area of clinical practice. This course provides an introduction to the concepts of abnormality, mental health, and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. This course describes how culture impacts the expression of psychiatric conditions and also treatment and prevention strategies for specific mental disorders. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, as sessment, treatment, and possible prevention of mental disorders; including historical and current theoretical perspectives, classification systems, cultural perspectives, and ethical issues. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques

Contents

1 Introduction to Abnormal Psychology
2 Concept of Abnormality
3 Criteria of Normality and Abnormality
4 Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger)
5 Historical Background of Modern Abnormal Psychology
6 Ancient views and treatment
7 Greek & Roman views
8 Europe in the Middle Ages
9 Renaissance, 19th Century
10 Modern view
11 Models of Psychopathology: Biological Model
12 The Psychodynamic
13 Model, Behavioral Model
14 Cognitive Model
15 The Humanistic Model
16 The Sociocultural Model
17 Eclectic Approach
18 Clinical Assessment of Abnormality
19 A brief overview of clinical observation, tests, and interviews
20 Diagnostic Classification Systems: Latest versions of DSM and ICD
21 An overview of DSM-V

Recommended Text

1 Comer, R. J. (2018). *Abnormal psychology* (10th ed.). New York: MacMillan Higher Education
2 Butcher, N. J., Mineka, S., & Hooley, N. L. (2017). *Abnormal psychology* (15th ed.). India: Pearson.

Suggested Readings

1 Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2015). *Understanding abnormal behavior*. Canada: Cengage Learning.
2 Durand, V. M., & Barlow, D. H. (2016). *Essentials of abnormal psychology* (7th ed.). California: Thomson.
3 Davidson, G. C., & Neale, J. M. (2014). *Abnormal psychology* (12th ed.). New York: Wiley. Wadsworth.

PSYC- 6210 **Social Psychology** **3 (3+0)**

This course offers to review theory and research in social psychology and to apply its major principles to situations encountered in everyday life. This course will also help to familiarize you with the field of social psychology by discussing classic topics of study and experiments that have defined the field. You will be able to recognize and evaluate social, cultural, spiritual, and other types of diversity and discuss scientific research methods commonly used to investigate social psychological phenomena. You will engage in critical thinking regarding the merits of research findings, theories, and conclusions and will gain an informed perspective on how social situations influence behavior in everyday settings. It will discuss the relevance of social psychological research for informing an understanding of human social behavior and apply that knowledge to one's own personal growth and development. It will also demonstrate the utility of applying social psychological theory and research to real-world problems and issues for the benefit of society.

Contents

1 The Field of Social Psychology: Introduction, Current trends and future scope Conducting research in social psychology
2 Self-Presentation and Social Perception: Non-verbal behavior, Attribution, Impression management
3 Social Cognition: Schemas, Heuristics, Affect and Cognition
4 Behavior and Attitudes, Cognition & attitude
5 Aspects of Social Identity: The self: Nature of the self, Self-concept, Social diversity, Self-esteem; Self-focusing, Self-Monitoring, Self-Efficacy; Gender: Maleness or femaleness
6 Social Influence: Conformity, Compliance, Obedience
7 Pro-social Behavior
8 Aggression /hurting others,
9 Prejudice and Discrimination
10 Interacting with others: Interpersonal Attraction - need, characteristics of other situation and problems; Intimacy -Parent-child
11 Group Influence
12 Facilitation, Social loafing; Coordination in groups; Cooperation or conflict;
13 Leadership
14 Role of Media in Social Psychology: Perception, Persuasion, Propaganda, Portrayal of Role Models & Media and Agent of change
15 Social Psychology in action
16 War against terrorism, Safety issues, and the role of media in society

Note: Each student shall prepare a report on any one issue concerning humanity e. g. i) Stereotypes ii) Health, iii) Law

Recommended Text

1 Branscombe, N. R., & Baron, R. A. (2017). *Social psychology* (14th ed.). Canada: Pearson education.
2 DeLamater, J. D., & Myers, D. J., & Collett, J. L. (2015). *Social psychology* (8th ed.). New York: Westview Press.

Suggested Readings

1 Crisp, R. J., & Turner, R. N. (2014) *Essential social psychology* (3rd ed.). New York: SAGE Publications Ltd.
2 Myers, D. G., & Twenge, J. (2019). *Social psychology* (13th ed.). New York: McGraw-Hill.

PSYC-6211 Applications of Statistics in Psychology 3(3+0)

This course provides students an overview of the terms and concepts to learn scientific methods. To introduce statistical techniques employed within contemporary psychology. Main objectives of this course are: To learn basic data analysis techniques using statistics, to have a broad view of the application of computers in a wide range of areas, to learn database management using MS Excel, MS Access, to introduce the efficient cyberspace, to make them capable for doing statistical analysis of data of their research through SPSS-20.0. The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. In comparison to Quantitative Methods (a prerequisite), this course will cover some more advanced techniques including exploratory data analysis, nonparametric methods, multiple regression, model fitting, and modern Monte Carlo and bootstrap resampling techniques.

Contents

1 Regression:
2 Linear Regression, Scatter Diagram, Standard Error of Estimation, Estimation of measures of association
3 Inferential Statistics: Parametric Tests (Hypothesis Testing)
4 The logic of hypothesis testing in psychological research
5 Types of hypothesis
6 Assumptions underlying the parametric tests
7 Level of confidence
8 Statistical power,
9 Practical and statistical significance, Type I & Type II Errors in Research
10 Tests of Significance; (Z tests, t-test, One & Two Tail)
11 Analysis of Variance (ANOVA):
12 Nature and purpose of ANOVA, Basic assumptions underlying ANOVA,
13 One-way ANOVA, Two-way ANOVA
14 Inferential Statistics: Non-parametric Tests
15 Chi-square Tests of Association, Chi-square Goodness of Fit Test,
16 Chi-square with Two-way Classification (Contingency Table Analysis), Mann Whitney U test, Wilcoxon test, Kruskal-Wallis H Test

Recommended Text

1 Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). New York: Sage Publications.
2 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). UK: Pearson.

Suggested Readings

1 Zikmund, W. G., Babbin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research method* (9th ed.). Canada: Erin Joyner.
2 Kirpatrick, L. A., & Feneey, B. C. (2012). *A simple guide to IBM SPSS statistics for version 20.0.* Belmont CA: Wadsworth Inc.
3 Gravetter, F. J. &Wallnau, L. B. (2014). *Essentials of statistics for behavioral sciences* (8th ed.). New York: Thomson/Wadsworth.

PSYC-6212 Health Psychology 3(3+0)

This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on the psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognition, emotions, and behaviors within the reviewed topics, areas, and/or persons. This course will examine various medical conditions from the etiology, prevention, and treatment. Psychological treatments for persons with disorders and physical limitations will be introduced. It covers those aspects of the social environment that influence health and illness outcomes including the interactions amongst family members and between healthcare consumers and healthcare providers. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nutrition, and exercise. Such methods of treatment will include biofeedback, relaxation, and behavioral goal setting.

Contents

1 Historical Background: The changing field of medicine; the involvement of psychology
2 The modem concept of health and illness
3 Behavioral medicine and behavioral health: Definition, development, and scope of Health Psychology
4 Behavioral Medicine and psychological principles: The conditioning models; Observational learning; Cognitive learning
5 The biology of health and illness: The endocrine system; The reproductive system; The digestive and excretory system; The nervous system; The respiratory system; The cardiovascular system; The immune system
6 Psychological interventions in Health Psychology
7 The psychology of sickness and well-being
8 Stress, coping, and health
9 Application of Health Psychology: Coronary heart disease (CHD); Cancer; Pain; AIDS; Diabetes Mellitus; Problems associated with women's reproductive health; Infertility; Obesity; Eating disorders: Bulimia and Anorexia Nervosa; Habit disorders: smoking and drinking; Sleep disorders
10 Health Psychology for better hospital/ clinic setting: The hospital environment; Doctor-patient communication

Recommended Text

1 Taylor, S. E. (2018). *Health psychology* (10th ed.). New York: McGraw-Hill.
2 Dimatteo M. R., & Martin, L. R., & Zolnierik, K.B. (2010). *Health behavior change and treatment adherence: Evidence-based guidelines for improving healthcare.* New York: Oxford University Press.

Suggested Readings

1 Friedman, H. S. (2011). *The oxford handbook of health psychology.* New York: Oxford University Press.
2 Ghane, A., & Sweeny, K. (2012). *Embodied health: A guiding perspective for research in health psychology.* USA: University of California, Riverside.
3 Ogden, J. (2012). *Health psychology* (5th ed.). UK: Mcgraw-Hill Education.

PSYC-6213 **Clinical Psychology** **3 (3+0)**

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. By the end of the course, 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.

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
11 Behavioral Therapies
12 Cognitive behavior therapy
13 Rational emotive behavior therapy
14 Gestalt therapy
15 Contemporary therapies
16 Ethical Issues in Clinical Psychology
17 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

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.

Suggested Readings

1 Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). California: Wadsworth.
2 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). Boston: Cengage learning.
3 Carr, A., & McNulty, M. (2016). *The handbook of adult clinical psychology.* London: Routledge, Taylor & Francis Group.

PSYC-6214 Applications of Psychological Measurement 3 (3+0)

This course offers students some experience in developing their tests and evaluating their statistical properties. Orientation into the rudiments of psychological testing. The principles, methods, and uses of psychological testing are tackled. The course will focus on a small number of widely used norm-referenced 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 in organizations. Consideration will also be given to interviewing as an assessment tool and to tests the environment and organizational culture. Students will become familiar with the strengths, limitations, interpretation, and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations. Opportunities for pra ctice administration of assessment tools will be provided.

Contents

1 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
2 Tests for special populations: Infant & Pre-school Testing; Testing of the Mentally Retarded populations; Testing for physical disabilities; Multicultural Testing
3 Group testing: Groups vs. Individual tests
4 Adaptive Testing, Computer-Based Administration, Multilevel batteries, Educational Testing; Career guidance; Aptitude testing; Achievement testing; and Learning disabilities
5 Personality Testing: Meaning & purpose of personality measurement; Tools of personality assessment. Some representative personality inventories based upon content, criterion, and factor analysis; Current status of personality inventories
6 Measurement of interests, values & attitudes; Some recent representative tests; Overview & highlights. Significant trends
7 Projective Techniques: Nature of Projective Techniques: Types of projective techniques, Evaluation & Criticism of Projective Techniques
8 Occupational & Organizational Testing: Criteria for occupational testing, Career assessment; Test applied to the organizational setting, Important areas and tests used in an organization
9 Tests in Clinical & Counseling Settings, Psycho Neurological tests, Behavioral assessment, and clinical judgment

Recommended Text

1 Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.
2 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.

Suggested Readings

1 Gregory, R. J. (2014). *Psychological testing, history principles & applications* (7th ed.). South Asia: Pearson education.
2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). USA: McGraw-Hill Education.
3 Aiken, L. R. (2006). *Psychological testing and assessment* (12th ed.). Boston: Allyn & Bacon.

PSYC-6215 Cognitive and Experimental Psychology 3 (3+0)

This course provides students a coherent overview of both classic and contemporary data on the nature of cognition that spans a broad spectrum of subjects. The main objective is to: familiarize the students with the evaluation of experimental data and their relations to current models of human cognition, prepare the students for advanced study in specialized areas of cognitive psychology. Students gain experience in the conduct of research, including design of simple experiments; observation and preference elicitation techniques; the analysis of behavioral data, considerations of validity, reliability, and research ethics; and preparation of written and oral reports. This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes, and we will explore both behavioral and neuropsychological approaches to data and theory. Topics will include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.

Contents

1 Orientation to Cognitive Psychology: Antecedents of cognitive psychology, Emergence of cognitive psychology, Research methods, key issues and paradigms within cognitive psychology, Computer models of information processing and human cognition
2 Attention and Consciousness: Stages of processing, models of attention, Selective and divided attention, Attention models and consciousness, Preconscious processes, Controlled versus autonomic processes, Habituation, Cognitive neuroscientific approach towards attention and consciousness
3 Perception: From sensation to representation, Classic models of perception, Contemporary theoretical approaches to perception, Bottom-down approaches, Top-down approaches, Computational theory, Spatio-temporal boundary formation theory, Marr's theory, Object recognition processes, Deficits in perception.
4 Knowledge: Mental representation of knowledge, Mental manipulation of images, Synthesizing images and propositions, Spatial cognition and cognitive maps, organization of declarative knowledge, Representation of procedural knowledge,
5 Problem Solving and Creativity: The problem-solving cycle, Types of Problems, Obstacles and aids to problem-solving, Expertise, knowledge, and problem solving, Creativity, Decision Making and Reasoning: Judgment and decision making, Types of reasoning, Approaches to the study of reasoning and decision making, Cognitive illusions in decision making.
6 Experiments in Psychology: Basics of experimental psychology, designing experiments, the process of conducting a psychological experiment, ethical issues in conducting experiments

Note: The students have to perform certain experiments as prescribed by the teacher concerned.

Recommended Text

1 Galotti, K. M. (2018). *Cognitive psychology in and out of laboratory* (6th ed.). California: SAGE Publication.
2 Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7th ed.). New York: Nelson Education, Ltd.
3 Solso, L.R., Otto, M., & Kimberly, M. M. (2008). *Cognitive psychology* (8th ed.). Boston: Pearson/Allyn and Bacon.

Suggested Readings

1 Groome, D. (2014). *An Introduction to cognitive psychology: Processes and disorders* (3rd ed.). London: Psychology Press.
2 Reed, S. K. (2013). *Cognition theories and applications* (9th ed.). Wadsworth: Cengage Learning.
3 Farmer, T. A., & Matlin, M. W. (2019). *Cognition* (10th ed.). New York: John Wiley & Sons.

PSYC-6216 **Psychopathology** **3 (3+0)**

This course is designed to provide students an introduction to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders to facilitate the development of the basic mechanics of making psychological diagnoses as often required by employers and third-party payers. Additionally, this course will provide students an overview of the presumed etiology of various psychological disorders. This information is crucial to help clinicians recognize and appreciate how psychopathology may develop, is maintained, and responds to treatment. Recognizing variables associated with the onset and maintenance of psychological disorders may also help students differentiate amongst various psychological disorders. At the end of this course, students will be equipped with mental disorders and classification of them. Symptoms required for diagnosis and cluster of similar disorders will be learned by students. The comparison of DSM IV-TR and DSM 5 will be discussed by students. Some movies about psychological disorders will be discussed within the scope of this course.

Contents

1 Introduction and basic concept of Psychopathology
2 Neurodevelopmental Disorders
3 Schizophrenia Spectrum and Other Psychotic Disorders
4 Bipolar and Related Disorders
5 Depressive Disorders
6 Anxiety Disorders
7 Obsessive-Compulsive and Related Disorders
8 Trauma- and Stressor-Related Disorders
9 Dissociative Disorders, Somatic Symptom, and Related Disorders
10 Feeding and Eating Disorders
11 Elimination Disorders
12 Sleep-Wake Disorders
13 Sexual Dysfunctions
14 Gender Dysphoria
15 Disruptive, Impulse-Control, and Conduct Disorders
16 Substance-Related and Addictive Disorders
17 Neurocognitive Disorders
18 Personality Disorders
19 Paraphilic Disorders

Recommended Text

1 Comer, R. J., & Jonathan, S. Comer (2018). *Abnormal psychology* (10th ed.). Boston: MacMillan Higher Education.
2 James, N. B., Susan, M., & Jill, M. H. (2017). *Abnormal psychology* (15th ed.). New Delhi: Pearson India.

Suggested Readings

1 Whitbourne, S. K. (2017*). Abnormal Psychology: Clinical perspectives on psychological disorders* (8th ed.). New York: Mcgraw Hill Education.
2 American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5). Washington DC: APA.
3 Davidson, G. C., & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). New York: Wiley.

PSYC-6217 **Neurological Bases of Behavior** **3 (3+0)**

This course provides an understanding of the elements of biology that influence the way we think, feel, & act. The objectives of this course are to comprehend the elements of psychology that are affected by biological factors and to understand the interaction of psychological and biological factors in our experience of life. This course presents the fundamentals of the physiology of behavior. This course presents the fundamentals of the physiology of behavior. Students are exposed to concepts from regulatory physiology, systems neuroscience, pharmacology, and endocrinology and read textbooks as well as source materials. After the course, you will understand basic neural processing. Special importance is placed on the inform ation-processing properties of the nervous system to provide a uniform framework for the understanding of such topics as sensory perception, attention, movement, emotion, and language with experimental examples from the lab and clinical studies illustratin g the effects of brain traumas.

Contents

1 Origins of Physiological Psychology (Neurophysiology)
2 Neurological explanation of behavior
3 Historical roots of Physiological Psychology
4 Evolution of the brain,
5 Genetics and evolution of behavior,
6 Chromosomal disorders
7 Ethical issues in Neurophysiologic research,
8 Careers in Physiological Psychology
9 Physiology of Neural Cell
10 Neurons, Types of neurons, Nerve impulse,
11 Communication within a neuron
12 Communication between neurons
13 Physiology of Nervous System
14 Basic features of the nervous system, Central nervous system, peripheral nervous system,
15 Investigating how does the brain control behavior
16 Development of the brain
17 Psychopharmacology
18 Principles of Psychopharmacology
19 Categorization of drugs
20 Sites and mechanisms of drug action
21 Drug addiction
22 Neurotransmitters and neuromodulators

Recommended Text

1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). Boston: Pearson Education Ltd.
2 John, J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). New York: Pearson Education Ltd.

Suggested Readings

1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). London: Cengage Learning Inc.

PSYC-6218 **Gender Issues in Psychology** **3 (3+0)**

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. After finishing this course, students are expected to be able to explain the theories in psychology that explain and discuss gender for multi perspectives. Also, 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.

Contents

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
4 Physiological and psychological issues in development, Gender Discrimination,
5 Adolescence and menstruation along with Myths and Taboos across-cultures
6 Pregnancy, Motherhood, Menopause and related issues
7 Marriage and Family System
8 Impacts of marriage on women, System of subordination and status of women, Gender role expectation and behavior patterns
9 Perception of Self, Self-esteem
10 Factors governing gender differences in self-esteem, self-perception and self- efficacy
11 Gender, Employment, and the economy, Achievement motivation and attitudes; Bridging the gap
12 Culture-specific practices and female psyche
13 Women and Psychopathologies, Women and Laws of Pakistan, Violence against women and other issues in Pakistan and global arena;
14 The feministic perspective of Gender, Feministic movement in various periods

Recommended Text

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.). New York: SAGE Publications.
3 Vicki, S. H. (2016). *Psychology of gender* (5th ed.). London: Taylor and Francis.

PSYC-6220 Counseling Psychology 3(3+0)

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 evidence-based major approaches 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. In generally presented approaches keep historical order of their development, addressing differences and similarities between them, finishing with the idea of integration in counseling. Students begin developing their model of counseling. We discuss specific settings and principles of family, couple, and group counseling with their use in rehabilitation and prevention counseling.

Contents

1. An overview of counseling: Definitions of counseling; goals of counseling; historical development of counseling, do's and don'ts 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, the office environment, 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.

PSYC-6221 **Developmental Psychology** **3 (3+0)**

The course gives a general introduction to the area of developmental psychology and contains the following parts: Central developmental theories intend to focus on theories of human development from maturational, learning theory, cognitive, evolutionary, and psychodynamic perspectives. Functional development reflects aspects of human development and gives basic knowledge about individual predispositions, about the interplay between heredity and environment, and sensorimotor, cognitive, language, personality-related, and socio-emotional development. On completion of the course, the student will acquire awareness about and an understanding of central developmental theories, and be able to account for and compare these - will acquire awareness about human development, particularly during childhood and adolescence, and be able to account for the fundamental features in sensorimotor, cognitive, language, personality-related and socio-emotional development - have acquired awareness of how individual development is dependent on cultural and social relations and be able to account for the importance of cultural and social factors for individual development - be able to account for research within developmental problem areas.

Contents

1 The Life-Span Perspective, Introduction
2 Beginnings: Biological Beginnings, Prenatal Development, and Birth
3 Infancy: Physical Development in Infancy, Cognitive Development in Infancy, Socio-emotional Development in Infancy
4 Early Childhood: Physical and Cognitive Development in Early Childhood, Socio-emotional Development in Early Childhood
5 Middle and Late Childhood: Physical and Cognitive Development in Middle and Late Childhood Socio-emotional Development in Middle and Late Childhood
6 Adolescence: Physical and Cognitive Development in Adolescence, Socio-emotional, Development in Adolescence
7 Early Adulthood: Physical and Cognitive Development in Early Adulthood, Socio-emotional Development in Early Adulthood
8 Middle Adulthood: Physical and Cognitive Development in Middle Adulthood, Socio-emotional Development in Middle Adulthood
9 Late Adulthood: Physical Development in Late Adulthood, Cognitive Development in Late Adulthood, Socioemotional Development in Late Adulthood
10 Endings, Death, Dying, and Grieving

Recommended Text

1 Berk, E. L., & Meyers, A. B. (2018). *Child development* (10th ed.). New York: Pearson Inc.
2 Feldman, R. S. (2017). *Development across the life span.* (8th ed.). California: Pearson Education.

Suggested Readings

1 Zimbardo, P.G., & Gerrig, R. J. (2014). *Psychology and life* (20th ed.). California: Pearson Education Ltd.
2 Bee, H., & Boyd, D. (2018). *Lifespan development- loose-leaf edition* (8th ed.). Boston: Pearson Publishers.
3 Santrock, J. W. (2015). *Lifespan Development* (15th ed.) McGraw Hill. ISBN: 978-0-07-786182-7

PSYC-6222 **Neurological Dysfunctions** **3 (3+0)**

This course is designed to introduce students to a broad range of neurological and neuropsychiatric diseases and disorders to understand how genetic and environmental perturbations can disrupt normal brain function. The primary focus will be on understanding the biological bases of nervous system dysfunction. This course aims to provide students with an understanding of a range of diseases and conditions affecting the central and peripheral nervous systems. General topics covered include the causes and consequences of raised intracranial pressure, headache, infections, tumors, and dementia, as well as more specific disorders such as epilepsy and multiple sclerosis. For each disease discussed, the subject matter will be organized to explain how normal brain function is impacted, the biological mechanisms underlying dysfunction (including still-unanswered questions), and current efforts to develop effective treatments (translational research). With this approach, students will gain an understanding of disease presentation, how animal models and human studies are being used to elucidate pathophysiological mechanisms and opportunities and challenges in the development of new therapies.

Contents

1 Neurological Disorders: Defining neurological disorders, Affective disorders, Epilepsy, Mental Retardation, Anxiety disorders, sleep disorders, Degenerative disorders
2 Sensation and Perception: Anatomy of the visual system, visual coding, and the retinal receptors, neural basis of visual perception, Anatomy of Auditory system, the neural basis of auditory perception, Somato-senses, Gestation, Olfaction
3 Learning and Memory: Nature of Learning, Learning and synaptic plasticity, Neurological basis of perceptual learning, instrumental and classical conditioning, motor learning, Localized representations of memory, types of memory and amnesia, Brain damage and LTM, Hippocampus functioning and memory
4 Language: Functional lateralization and the corpus callosum, Brain mechanisms in speech production and comprehension, Evolution of language capacities, effects of brain damage on human language, Genetic abnormalities of language & intellect, Dyslexia
5 Emotions & Regulations of Internal Body States: Neural control of emotional response patterns, Role of orbit frontal cortex in social judgment and emotions, Neural basis of the communication of emotions, Endocrine system and emotions, Homeostasis, The Psychology and Biology of thirst. The multiple control of hunger, Physiological mechanisms of sleep & waking
6 Practical Work: Dissection of Animal Brain; Location of Brain Areas

Recommended Text

1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). New Jersey: Pearson Education Ltd.
2 Pinel, P. J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). New York: Pearson Education Ltd.

Suggested Readings

1 Kalat, J. W. (2019). *Biological psychology* (13th ed.). New York: Cengage Learning Inc.
2 Sporns, O. (2011). *Networks of the brain.* Cambridge: Massachusetts Inst. of Technology.

PSYC-6223 **Organizational Behavior** **3 (3+0)**

This course focuses on the application of behavioral science theory and concepts to individual, interpersonal and group processes in a diverse workforce. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work life. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness, and conflict. The course makes extensive use of individual and group experiential exercises and case analysis. Understanding human behavior at work is an essential aspect of successful management. Most management programs require an Organizational Behavior class. Organizational Behavior focuses on improving productivity, quality, and assisting managers to design more positive organizations. The course is an introduction to the interaction between people, structure, and environment. The course provides a micro-level analysis of the behavior of individuals and groups within their organizations and the influence of the environment on behavior patterns.

Contents

1 Introduction to Organizational Behavior
2 Organizations & Scope of studying OB
3 OB related fields of study
4 Research in OB
5 Individual-level of study: Perception, Personality, Emotions
6 Work Motivation
7 Organizational socialization
8 Stress management
9 Groups level of study, Leadership, Decision making
10 Conflict management
11 Power and politics
12 Organizational level of study; Business communication; Organizational culture
13 Organizational structure & Organizational Behavior in the Indigenous Context

Recommended Text

1 Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence-based approach.* (13th ed.). California: Information Age Publishing.
2 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (8th ed.). UK: Pearson Education Ltd.

Suggested Readings

1 Peeter, M. (2013). *An introduction to contemporary work psychology* . Veldhoven, M. V. (2013). Quantitative job demands. Research gate: https://www.researchgate.net/publication/259922267
2 Bowling, N., & Kirkendall, C. (2012). Workload: A review of causes, consequences, and potential interventions. In J. Houdmont, S. Leka, & R. Sinclair (Eds.), *Contemporary occupational health psychology: Global perspectives on research and practice* (Vol. 2, pp. 221–238). Chichester: John Wiley & Sons.

PSYC-6224 **Personality Psychology** **3 (3+0)**

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. On completion of the course, the student should - be able to account for central personality theories and place these in a context regarding psychological theorizing - be able to account for relevant arguments in the discussion regarding if and how personality can be measured - be able to account for methodological methods in the study of personality, for example within biological personality research and using personality tests.

Contents

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

Suggested Readings

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

COURSE: PSYC-6219 (a) **THESIS** **3 (3+0)**

COURSE: PSYC-6219 (b) **THESIS** **3 (3+0)**

Objectives:

Psy-6219 (a) and Psy-6219 (b) (Thesis) aim to provide students with the opportunity to: Carry out independent and sustained research under appropriate supervision, develop advanced research skills and techniques, present their findings in scholarly documented form and make an independent contribution to learning, or offer a critical perspective on existing scholarshi p or methodology

Thesis as course Psy-6219 (a) and Psy-6219 (b) in the third and fourth semester will be assigned only if the student fulfills the eligibility criteria, defined by the *departmental thesis committee*, which includes:

7. Academic merit/ GPA in 1st and 2nd Semesters
8. Library Work
9. Attendance
10. Classroom Presentations and Assignments
11. Thesis Proposal of 600 words/ Interview
12. Availability of an appropriate supervisor

PSYC-6225 **Consumer Behavior** **3 (3+0)**

This course offers the students to develop an appreciation for the influence consumer behavior has on marketing activities. The main objectives of this course are; to apply psychological, social, and cultural concepts to marketing decision making. The study of consumer behavior is about understanding what leads to the individual purchase decisions that are so important to business profitability, and to personal prosperity. The major goal of the course is to investigate how consumers make their choices and respond to marketing campaigns and government policies. To understand individual purchases, we must understand basic psychological processes (such as memory, habit, identity, preference, and intuition). We must also understand specific behaviors at different stages of the consumer journey: from pre-purchase search to moment-of- purchase deliberation, to post-purchase user experience and word-of-mouth. This course will examine all of these concepts, drawing both on academic research, and on industry practice. Students will be encouraged to apply the course concepts to cases that are of particular interest to them.

Contents

1 Introduction to Consumer Behavior and Consumer Research
2 Consumer Behavior and Marketing Strategy
3 Internal Influences on Consumer Behavior
4 Motivation and Involvement; Personality
5 Self-Image, and LifeStyle
6 Consumer Perception
7 Consumer Learning
8 Consumer Attitude Formation and Change
9 Communication and Consumer Behavior
10 External Influences on Consumer Behavior
11 The Influences of Culture on Consumer Behavior
12 Subcultures and Consumer Behavior
13 Social Class and Consumer Behavior
14 Reference Groups and Family
15 Consumer Influence and the Diffusion of Innovations
16 Consumer Decision Making
17 Process & Outcomes

Recommended Text

1 Schiffman, L. G., & Wisenblit, J. (2018). *Consumer behavior* (12th ed.). New York: Pearson Prentice Hall.
2 Hawkins, D. I., & Motherbaughs, D. I. (2016). *Consumer behavior: Building a marketing strategy* (13th ed.). McGraw-Hill Ed, Boston.

Suggested Readings

1 Solomon, M. R. (2016). *Consumer behavior*: *Buying, having and being* (12th ed.). California: Pearson Publications.

PSYC-6226 **Cross-Cultural Psychology** **3 (3+0)**

This course will comprehensively review important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. The course examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. The main purpose of this class is to provide you with a broad introduction to the methodological foundations and tools to study mass communications. It will help students apply an awareness of global issues to a consideration of individual or collective responsibilities within a global society. Students will participate in projects that explore the concept of culture and its relationship to psychological development. Students will learn to appreciate how one's behavior, thinking, emotion, language, health/ resilience, and development are cultural products.

Contents

1 Introduction to cross-cultural psychology: What is cross-cultural psychology?
2 Goals of cross-cultural psychology
3 Relationships with other disciplines
4 Ethnocentrism in psychology
5 A general framework for cross-cultural psychology
6 Similarities and differences in behavior across cultures
7 Cultural transmission and individual development
8 Social behavior, Personality, Cognition, Language, Emotion, Perception
9 Pursuing relationships between behavior and culture research strategies
10 Approaches from cultural anthropology
11 Biology and culture
12 Methodological concerns
13 Theoretical issues in cross-cultural psychology
14 Applying research findings across cultures
15 Acculturation and intercultural relations
16 Organizations and work
17 Communication and training
18 Health behavior
19 Psychology and the majority world

Recommended Text

1 Matsumoto, D., & Juang, L. (2017). *Culture and psychology* (6th ed.). New York: Cengage Learning.
2 Shiraev, E. B., & Levy, D. A. (2017). *Cross-cultural psychology: Critical thinking and contemporary application* (6th ed.). New York: Routledge.

Suggested Readings

1 Dasen, P. R. (2012). Emics and ethics in cross-cultural psychology: Towards convergence in the study of cognitive styles. In T.M.S. Tchombe, A. B. Nsamenang, H. Keller & M. Fülöp (Eds.), *Cross-cultural psychology: An Africentric perspective* . Cameroon: Design house

PSYC-6227 **Educational Psychology** **3 (3+0)**

This course provides intellectual, moral, and social instructions to students. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. This course will help to provide a balanced view of educational psychology that blends theory and research about human learning and development and the implications for instructional methods and teacher behavior. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences. It is designed to give you a basic understanding of human nature as it applies to education and should provide insights into further education courses in content, methodology, and practice. You will be able to conduct an original research project or research on a current theory in Educational Psychology that includes strategies for critical thinking and problem-solving.

Contents

1 Introduction to Educational Psychology
2 Nature & Definition
3 The Role of Educational Psychologist
4 Teaching an Art, a Science, and a lot of Work
5 Individual Differences:
6 Learning Theories and Practical Application of Behavioral & Cognitive Approaches
7 Behavioral Views
8 Application in Classroom
9 Instructional Objectives
10 Teacher's Objectives, Student's Objectives, and Kind of Behavioral Objectives through:
11 Designs of Evaluation: Formative Evaluation & its Stages and Summative Evaluation & its Methods
12 Exceptional Children (Special Problems): Education for Exceptional Children and Problems of Slow & Fast Learner
13 Psychological Services; Guidance Specialist; School Counselor; Medical Specialist; Administrative personnel, Information and Occupational Services for Choosing a Career

Recommended Text

1 Salvin, R. E. (2018). *Educational psychology: Theory and practice*. (12th ed.). New York: Pearson Publishers
2 Ornstein, A. C., Levine, D. U. Gutek, G., & Vocke, D. E. (2017). *Foundation of education* (13th ed.). London: Cengage Learning.

Suggested Readings

1 Derksin, J. (2015). *Design for how people learn* (12th ed.). Cambridge: New Riders.
2 Vassalo, S. (2017). *Critical educational psychology*. Hopkins: Johns Hopkins University Press.
3 Eggan, P., & Kauchak, D. (2016). *Educational psychology: windows on classrooms* (10th ed.). Upper Saddle River, N.J: Merrill Prentice Hall.

PSYC-6228 **Forensic Psychology** **3 (3+0)**

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. This course is designed to achieve the following goals; to survey the major areas of interests shared by psychology and the law, to become familiar with the types of forensic evaluations conducted in criminal and civil cases, to become familiar with the landmark legal cases that imp act forensic psychology

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

1 Weiner, B. A., & Otto, R. K. (2013). *The handbook of forensic psychology* (4th ed.). New York: Wiley.
2 Bartol, C. R., & Bartol, A. M. (2019). *Introduction to forensic psychology* (5th ed.). CA: SAGE Publications. ISBN: 9781506387246

Suggested Readings

1 Costanzo, M., & Krauss, D. (2017). *Forensic and legal psychology: psychological science applied to the law* (3rd ed.).Worth Publishers.
2 Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A Psychological Approach* (13th ed.). Pearson.
3 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.). NY: Guilford Publications.

PSYC-6229 Human Resource Management 3 (3+0)

This course engenders the students equipped with contemporary human resource management skills for ensuring organizational productivity in applied settings. This course is an introduction to organizational behavior. The course will cover theories and researches done in the area of organizational behavior. It involves leadership, values, employment planning, recruiting and selecting employees, training and compensating them, and evaluating their performance. It also significantly influences the corporate culture and n orms. The topics covered will be The Foundation for Organizational Behavior, Social Cognitive Processes of Organizational Behavior, the individual at the workplace: Learning, Personality and Motivation, Group, and Social Processes. Diverse theories and case studies will be described and discussed. In addition to readings from the textbook, students will read journals related to the current topic and discuss the experimental findings in class. Human Resource Management (HRM) deals with the management of an organization's workforce. Organizational success depends upon developing appropriate methods of recruitment and selection; motivation; reward; training and development; grievance and discipline; performance management and career progression.

Contents

1 Human Resource Management: Meaning of Human Resources, Human resource functions, Organization culture, Human resource activities in management, HR specialists, Strategic aspects of HRM, The HR manager, Industrial relations, The role of the HR department, Effects of a good HR policy, Responsibilities of the HR department
2 Manpower planning, recruitment, and selection: Expansion of organization, HR or manpower planning, Self-regulatory manpower control, Problems caused by an expansion of the organization, Scientific management, Organization and Method Studies (O & M Studies), Recruitment, Policy of recruitment, Recruitment process, Selection
3 Induction, Training, and Employee Development: definition, types, methods, needs and benefits, and characteristics of a good training program.
4 Health, Safety, Security and Welfare: HR Responsibilities, Medical facilities, Safety, and security officers, prevention of theft and employee welfare
5 Motivation, Employee Counseling, Resignations, and Retirement: Motivation, Style & attitudes of management, Theories of motivation and HR Strategies to boost motivation and performance
6 Performance Appraisal & Remuneration
7 Personnel Records and Statistics
8 Industrial Relations
9 Overview of HRM Practices in Pakistani Context and Global Arena
10 Practical Exercises at the end of each chapter
11 Two-week Internship in the summer vacations

Recommended Text

3 Angelo, S. DeNisi., & Ricky, W. Griffin. (2018). *Human resource management* (4th ed.). Boston: South-Western College Publication.
4 Whiting, F., & Martin, M. (2016). *Human resource practice* (7th ed.). New York: Chartered Institute of Personnel and Development.

Suggested Readings

2 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (18th ed.). New York: Pearson Education Ltd.

PSYC-6230 Leadership and Motivation 3(3+0)

This course familiarizes students with the dynamics of effective leadership. This course is focused on the study of fundamental concepts, theories, and models of leadership and motivation. This leadership course focuses on raising the student' conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student seeks to progress within their managerial career. Selected topics include trait and behavioral theories of leadership, charismatic and transformational leadership, power and influence, emotions, and justice perceptions in motivation, expectancy, and equity theories. In exploring leader effectiveness, several different perspectives will be utilized, including follower, leader, and observer. Motivation will be explored in several contexts, specifically personal motivation and motivation of others. This course is going to require students to utilize skills that are necessary for effective leadership including self-awareness, interpersonal skills, presentation skills, organization and time management, and critical thinking.

Contents

1 What is Leadership in Organizations?
2 Difference between Management and Leadership
3 The Historically Important Studies on Leadership:
4 Traditional Theories of Leadership:
5 Trait Theories
6 Situational Approaches
7 Modern Theoretical Processes of Leadership in the New Environment:
8 Contingency Theories
9 Charismatic and Transformational Leadership
10 Leadership Styles and Management Grid
11 The Roles and Activities of Effective Leader
12 Motivation and its types
13 Relationship between motivation and leadership
14 Theoretical perspectives on motivation
15 Techniques for enhancing the work motivation

Recommended Text

1 Hughes, J., Ginnett, H., & Curphy. M. (2019). *Leadership-enhancing the lessons of experience* (9th ed.). Irwin: McGraw Hill Inc.
2 James, M. K., & Barry, Z. P. (2017). *The leadership challenges* (6th ed.). New Jersy: John Wiley & Sons.

Suggested Readings

1 Greenwood, R., Oliver, C., Lawrence, T. B., & Meyer, R. E. (2017). *Organizational institutionalism* (2nd ed.). New York: Sage Publications.
2 Gohlich, M. (2016). *Organizational learning* as *resources of organizational education*. Washington DC: Springer Fachmedien Wiesbaden.

PSYC-6231 Environmental Psychology 3(3+0)

This course provides an overview of the environmental influences on human personality. This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology. Here, the environment is broadly defined to include not only our physical surroundings (both natural and built) but also the larger, the socio-cultural, and political milieu in which we live. Starting with foundational theories on place attachment and place identity, the course will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding. Later in the course, we will address the emerging importance of the politics of place, as manifest through the appearance, meanings, and uses of urban public space. We will conclude with a closer look at design processes and how they can be enriched through an environmental psychology perspective. In addressing these issues, the course will provide a critical framework for understanding the role of the environment in our everyday lives.

Contents

1 Importance and Application of Subject in Daily Life
2 Environmental Men (Evaluation and Anthropology)
3 Historical Attitudes toward the Natural Environment
4 Environment Perception and the Use of Natural Environment
5 Social Interaction and the Environment
6 Impact of Environment on Personality Development and Individual Differences.
7 Mob and Group Behavior in Environmental and Cultural Variances
8 Environmental Changes and Stress
9 The City as an Unnatural Habitat
10 Impact of Environment in its Incumbents
11 Nature and Environment Changes in Rural and Urban Areas
12 Catastrophes and Human Adjustment to Meet the Future Challenges
13 Impact of Environment Changes in Industrial and Geographical Development
14 The Built Environment and Human Adjustment
15 Further Plans, Cities and Global Interaction about Entranced Issues
16 Environment and Adjustment, Gender, Age Job Family, Fashion, Religion Society.

Recommended Text

1 Gillford, R. (2013). *Environmental psychology: Principles and practice* (5th ed.). London: Wordpress.
2 Cassidy, T. (2013). *Environmental psychology: Behavior and experience in context.* Hoboken: Taylor and Francis.

Suggested Readings

1 Sternberg, E. M. (2010). *Healing spaces: The science of place and well-being*. London: Belknap Press
2 Bechtel, R. B., & Churchman, A. (2002). *Handbook of environmental psychology*. New York: Wiley.

PSYC-6232 Mass Communication Management 3(3+0)

This course intends to develop communication skills. Since communication management is a creative process, it requires candidates to have strong analytic skills along with a creative sight. The course involves intense and thorough knowledge of communication skills and techniques. It also involves subjects on social-psychological concepts of management and communication. This course specifically aimed at the psychological study of the causes and consequences of humans' media use. Research within mass communication and media seek to understand and explain the roles, uses, processes, and effects of mediated communication. It is interdisciplinary in nature and draws from several disciplines including political science, marketing, sociology, communication, public opinion, consumer behavior, and social, developmental, and personality psychology. After successful completion of this course, students will be able to think, analyze, and utilize mass communication gadgets and will be able to manage the department's budgets. The course will also be effective in polishing their strong interpersonal skills along with problem-solving abilities.

Contents

1 Introduction
2 What is communication and Mass Communication Management?
3 Nature and History of Mass Communication
4 Primary Concepts in Mass Communication
5 Models of Mass Communication
6 Research Methods
7 Mass Communication and Socio-economic Development
8 Mass Communication as a tool for modifying attitudes and opinions
9 Role of Perception in Mass Communication
10 Propaganda and Psychological Warfare
11 Mass Media and Cultural Reinforcement
12 Public (Audience) Interest and News Value
13 Mass Media in Pakistan (Literature Review of Print and Electronic media)
14 Contribution of Pakistani Psychologists in Mass Media
15 Psychologists and Advertising; Acceptable Advertisement;
16 Unacceptable Advertisement (Ethics of Advertisement)
17 Psychologists in Mass Media; Live Radio/ TV Appearance;
18 Popular Work written by Psychologists (An Internet-based search material)

Recommended Text

1 Mohammed, S. N. (2012). *The (Dis) information age: The persistence of ignorance*. New York: Peter Lang Publishing.
2 Shahid, M. I. (2013). *Mass communication: Introducing new trends*. Lahore: Canan Enterprises.

Suggested Readings

1 Crowley, D., & Heyer, P. (2009). *Communication in history: Technology, culture, society*. New York: Addison Wesley Longman, Inc.
2 Biagi, S. (1999). *Media Impact: An introduction to mass media.* Boston: Wadsworth.

PSYC-6233 **Military Psychology** **3(3+0)**

This course encourages research and the application of psychological research to military problems. The course focuses on the two major areas of military psychology being the clinical and operational components The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society.

Contents

1 Introduction: Historical Development of Military Psychology
2 Nature and Scope and Contribution of Different Psychologists
3 Organization and Role of Military in Pakistan
4 Selection and Placement on Military Service
5 Recruitment of Soldiers and Commissioned Officers in Pakistan; Army Alpha and Beta Tests, their importance and administration in Personnel Selection
6 Role of Psychologists; Education and training of Army Personnel
7 Perception: Geometrical Illusions and Optical Illusions
8 Camouflage & Counter Camouflage
9 Morale and Motivation
10 Stress and Maladjustment in Military Personals
11 Clinical Assessment and Rehabilitation
12 Leadership in Military
13 Theories and models of Leadership and Leadership in the Battlefield
14 Psychological Warfare
15 General Warfare; Basic Concepts
16 Perception, Cognition, Personality, Motivation;
17 Organizational Warfare
18 Concept of Organization
19 Operational Objectives
20 International Law of Social Warfare
21 Propaganda; Brain Washing; Rumor
22 Use of Mass Media; Panic as a Psychological Warfare Tool

Recommended Text

1 Kennedy, C. H., & Zilmer, E. A. (2012). *Military psychology: Clinical and operational applications.* UK: Guilford Press.
2 Laurance, J. H. (2012). *Military psychology*. New Jersy: Sage Publications.

Suggested Readings

1 Edmonds, B. R. (2015). *God is not here: A soldier's struggle with torture, trauma, and the moral injuries of wa*r. I SBN: 9781605987743
2 Smiley, S. (2013). *Dinner with the smileys: One military family, one year of heroes, and lessons for a lifetime*. Amazon.com/Sarah-Smiley/e/B001IR1MT2/1

PSYC-6234 **Positive Psychology** **3(3+0)**

This course offers students a comprehensive history and perspectives of Positive Psychology. Moreover, to gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people's experiences of love, work, and play. Main objectives of this course are to: tell about the attitudes, choices/values of a Positive Psychology lifestyle and will gain a greater understanding of the strengths that characterize the mentally healthy individual, tell how Positive Psychology applies in the workplace, home, schools, and other settings, and gain a greater understanding of the research basis of the efficacy of the characteristics promoted by Positive Psychology. Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. This course will provide an introduction to positive psychology. Students explore the concepts, the research behind the concepts, cognitions, and practices that enhance well-being.

Contents

Contents

1 Positive Psychology: An Introduction
2 Subjective Well-being & Happiness
3 Flow & Savoring
4 Character Strengths & Optimism
5 Positive Illusions and Playfulness.
6 Creativity, Giftedness & Industry
7 Judgment, Wisdom & Fairness
8 Emotional Intelligence & Prudence
9 Religion, Spirituality & Transcendence
10 Love, Kindness & Healthy Relationships
11 Gratitude & Zest
12 Hope, Modesty & Forgiveness
13 Altruism & Empathy & Social Intelligence
14 Self -efficacy and Positive Development
15 Cross-cultural Positive Psychology
16 Positive Psychology, Positive Prevention, and Positive Therapy

Note: Students are required to design and conduct a workshop on any aspect of positive psychology.

Recommended Text

3 Seligman, M. E. (2011). *Flourish.* New York: Free Press.
4 Ilonam, B. (2008). *Positive psychology in a nutshell: The science of happiness.* London: Personal Well-Being Centre.

Suggested Readings

4 Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. *Handbook of positive psychology*. London: Oxford University Press
5 Peterson, P (2006). *A primer in positive psychology*. London: Oxford University Press.
6 Lyubomirsky, S. (2008). *The how of happiness*. New York: The Penguin Press.

PSYC-6235 **Para Psychology** **3(3+0)**

The course begins with a general introduction into parapsychology, including its history and the attitude of science to these anomalous phenomena and some of the key figures involved. The syllabus then moves on to cover the types of phenomena that a parapsychologist might investigate, and how the scientific process can confirm or reject these phenomena. This course offers the students an opportunity to define & evaluate criteria for paranormal phenomena, recognize and categorize common paranormal phenomena, describe common explanations for the etiology of paranormal phenomena course is designed to introduce students to the field of Parapsychology and what parapsychologists study. Topics will include an overview of the phenomena (Telepathy, Clairvoyance, Precognition, Psychokinesis, and Survival Issues), history, research methodologies in the lab, and field investigation, and related issues that make up the vibrant field of scientific parapsychology. Also covered will be the major criticisms and critics of Parapsychology and a look at fraud as it applies to professionals and consumers. Parapsychology uses psychological research methods to explain and further understand such phenomena as telepathy, mind-reading, and psychic healing.

Contents

1 Introduction & Foundations of Parapsychology
2 Basic branches of parapsychology
3 Psi and Psychology: ESP and Psychic Development
4 World religion and parapsychology
5 Parapsychology and mysticism
6 Holistic health, healing, and survival After Death: The Scientific Evidence
7 Investigating Hauntings and Poltergeists
8 From magic to science
9 Telepathy: Mind to mind communication
10 Extrasensory perception & Telekinesis techniques
11 Mind: A universal phenomenon; How does mind control work? Awakening the third eye; Meditation and concentration; Invisible intelligence civilization; Mind Over matter
12 What is scrying?
13 The magical power of switch words.; Affirmation; Dowsing; Visualization; Remote Viewing
14 Out of Body Experience; Channeling and Medium ship; Déjà vu; The Clairvoyant and Mystics; The Aura; Hypnotism
15 Current trends and evaluation

Recommended Text

3 Sehraie, A. (2006). *Parapsychology: Theory and practice.* Lahore: Shahrayar Publisher.
4 Cardeña, E., Palmer, J., & Marcusson-Clavertz, D. (Eds.). (2015). *Parapsychology: A handbook for the 21st century*. Boston: McFarland.

Suggested Readings

2 Irwin, H. J., & Watt, C. (2007). *An introduction to parapsychology* (4th ed.). New York: Amazon Books Inc.

Advance Diploma in Clinical Psychology

PSYC -7302 Psycho-diagnosis & Clinical Assessment 3 (3 + 0)

This course provides an overview to identify mental health disorders through a combination of interviews, self-report measures, and psychological batteries. It is aimed at developing expertise related to administration, scoring, and interpretation of tests. The main objective of this course is to enable students to covers the issues of clinical assessment, diagnosis, and treatment. The course defines assessment and then describe key issues such as reliability, validity, standardization, and specific methods that are used. The course contents will cover those topics that will give students sufficient background, knowledge, and skills to function as an apprentice in an applied setting, to use assessment instruments in research settings, and to construct and evaluate assessment instruments and their application. In terms of clinical diagnosis, it focuses on the two main classification systems used around the world – the DSM-5 and ICD-10. It also focuses on the reasons why people may seek treatment and what to expect when doing so. This enables students to assess patients with the help of psychometrically strong measures. Their skills for scientific writing for case studies will be improved.

Contents

1 What is the diagnosis? Use of DSM-V in diagnosis.
2 Initial interview vs. Clinical interview
3 Administration, scoring, interpretation, and report writing of personality. Intelligence, achievement, and neurological tests.
4 Administration, interpretation, and use of the psychological tests in the differential diagnosis
5 16 P.F, Neo FFI, MMPI
6 Children Apperception Test
7 Bender Gestalt Test.
8 Thematic Apperception Test
9 Luria-Nebraska Neuropsychological Battery.
10 Rotters Incomplete Sentence Blank.
11 Goodenough Harris Drawing Test.
12 Beck Depression Inventory, Beck Anxiety Inventory, Beck Obsessive-Compulsive Inventory, Beck Suicidal Ideation Inventory
13 Cross-cutting Measures
14 Case formulation and presentation.

Recommended Text

1 Gacono, C. B. (Ed.). (2016). *The clinical and forensic assessment of psychopathy*. New York: Routledge.
2 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V* (5th ed.) Washington: American Psychiatric Association

Suggested Readings

1 Kleiger, J. (2017). *Rorschach assessment of psychotic phenomena.* London: Routledge.
2 Weinerm I. B., & Greene, R. L. (2017). *Handbook of personality assessment* (2nd ed.). New Jersy: John Wiley and Sons, Inc, Hoboken.
3 Sommers-Flanagan, J., & Sommers-Flanagan, R. (2009). *Clinical interviewing* (4th ed.). New Jersey: John Wiley & Sons

PSYC – 7303 Therapeutic Intervention 3 (3 + 0)

This course focuses on acquiring advanced knowledge of the etiological and maintenance factors involved in psychological disorders across the lifespan, regarding the psychotherapeutic alliance, methods of assessment, and appropriate evidence-based therapeutic interventions. This course, combined with the other Clinical Practice courses, introduces evidence-based therapy for all common disorders encountered in clinical psychological practice. The main objectives of this course are to: understand and change the abnormal behavior, cognition, and emotions through the application of psychotherapeutic principles and techniques, and equip the students with a strong knowledge, skill, and acumen in the detection, evaluation, and diagnosis of various psychological conditions. Upon successful completion of this course, the student will be able to define psychotherapy and describe the historical development of its practice. Will Identify the qualities most useful in a psychotherapist and also discuss the different ways in which psychotherapy affects both patient/client and counselor/therapist.

Contents

1 Introduction to Psychotherapy
2 Therapeutic Relationship and characteristic of a psychotherapist
3 Clinical Interview and Its Types
4 Ethical Concerns in Psychotherapy
5 Clinical Interview and Its Types
6 Cultural Sensitivity in Psychotherapies
7 Therapies: Psychodynamic, Adlerian, Humanistic, Existential & eclectic Psychotherapy, Behavioral, Cognitive, Gestalt, Family & Marital Therapy, Reality Therapy
8 Brief Psychotherapy Approach
9 Crisis Intervention
10 Specialized interventions
11 Relationship counseling
12 Schema therapy
13 Compassion-Focused Therapy
14 Metacognitive Therapy
15 Interpersonal Psychotherapy
16 Motivational Interviewing
17 Modern trends in Psychotherapy

Note: Students will require completing two months duration internship in clinical/hospital settings followed by complete (assessment and therapeutic alliance) case study reports (compulsory).

Recommended Text

1 Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning Inc.
2 Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). Alexandria Counseling Association, USA.

Suggested Readings

1 Sexton, T. L. (2011). *Functional family therapy in clinical practice: An evidence-based treatment model for at-risk adolescents*. New York: Routledge.
2 Kottler, J. A. (2010). *The assassin and the therapist: An exploration of truth in psychotherapy and life*. New York: Routledge

PSYC–7304 Internship & Report Writing 5 (3 + 2)

This course offers a student to understand Child & Adult psychopathology by spending time as a volunteer in Psychiatric Units in Hospitals or Institutions dealing with Psychological Problems and Psychiatric Disorders or local agency serving children, adolescents or adults with mental or cognitive health problems and/or who are living with extreme stress (domestic violence and/or homelessness). The main objective of this course is to: enable students to apply their knowledge in a real clinical setting and they get polished in writing scientific case report writing. In this course specifically followed the criteria such as (1) The interns will be attached with various Psychiatric Units in Hospitals or Institutions dealing with Psychological Problems and Psychiatric Disorders a or local agency and they will be required to be fully trained under the Qualified Supervisors/Clinical Psychologists; (2) Each internship period will be spread over a duration of one semester i.e. 4.0 months. The evaluation will be based on Clinical Reports, Interviewing and Clinical Skills at the time of the Grand Clinical Viva Voce (Table / Live Viva) with External Examiner, (3) The placement Supervisors will partly evaluate their internees on the prescribed Clinical Placement Evaluation Form provided by the Department, and final evaluation will be solely done by the External Examiner based on Table/Live Viva on Clinical Skills and Case Reports.

The internship will include the following requirements for completion of report and assessment:

1 10 case studies: From recommended psychological rehabilitation centers (2 addiction, 3 psychosomatic and 5 psychological problems)
2 Tapped sessions with patients not less than 50 hrs
3 Psycho-therapeutic sessions with patients
4 Supervision of psychotherapeutic sessions
5 Participation in case conference
6 Detailed report writing

Note: Passing Grand Viva is a must to qualify for MS Degree. If a trainee fails Grand Viva, he/she will be provided one more chance of Viva and if there is a problem with his/her reports then he/she will be required to repeat entire placements and rewrite reports. Course Requirements

Recommended Text

1 Comer, R. J., & Comer, J. S. (2018). *Abnormal psychology* (10th ed.). New York: MacMillan Higher Education
2 Butcher, N. J., Mineka, S., & Hooley, N. L. (2017). *Abnormal psychology* (15th ed.). New Delhi: Pearson India.

Suggested Readings

1 Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2015). *Understanding abnormal behavior*. Canada: Cengage Learning.
2 Durand, V. M., & Barlow, D. H. (2016). *Essentials of abnormal psychology* (7th ed.). New York: Thomson.
3 Davidson, G. C., & Neale, J. M. (2014). *Abnormal psychology* (12th ed.). New York: Wiley.Wadsworth.

PSYC – 7305 Psycho-pharmacology & Neurophysiology 3 (3 + 0)

The course provides students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use, and abuse. The main objectives of this course are to: identify and assess the actions, effects, uses, and abuses of legal and illegal drugs. This course will focus on helping students develop the knowledge of anatomy and physiology, and the pathophysiological fundamentals of neural functioning, develop a basic knowledge of biophysical properties of neurons and glia, to the physiological basis of learning, memory, and sensory processing in understanding the neurological bases of problem behaviors across a variety of problem areas including major mental and health disorders, alcohol and other drug problems, risk-taking, and impulse-control disorders, provide students with the opportunity to incorporate research findings on the impact of brain dysregulation, neuroendocrine functioning, medications, and disease processes as part of assessments and treatment.

Contents

1 Classification of Drugs and Their Effects on Behavior**:** Neuroleptics, Anti-Psychotic, Analgesics, Major and Minor tranquilizers, Stimulants, Anti-Depressants, Barbiturates, Narcotic, and other addictive substances, Hallucinogens.
2 Drug & Nervous System**:** The interaction effects of various drugs on the neurochemicals
3 Neuropharmacological Basis of Psychopathology; Localization of Brain and Functions of Lobes; Tumors, Etiology and Pathology, Tumors of Ineffective Origin, Symptoms, Investigation, Diagnosis, Prognosis, Treatment.
4 Dysphasia, Nature and Classification, Causes, Prognosis, Treatment, Examination of the Patient, Apraxia, Agnosia, Disconnection Syndrome.
5 Electro Physiology, Techniques, Methodology, Problems EMG, ECG, GSR, EEG, and Evoked Potentials, Normal Changes, and Behavioural Correlates.
6 Organic Brain Dysfunctions and syndromes (Delirium, Dementia, Amnesic, Organic Delusion, Organic Affective, Organic Personality);
7 Epilepsy, Classification, Nature, Clinical Varieties, Differential Diagnosis, Causes, Prognosis, Treatment.
8 Sleep Patterns, Criteria of Sleep, Neural Mechanisms of Sleep, Brain Mechanisms of Sleep.
9 Functional Disorders of Behaviour, Methodological Considerations, CNS Recording, Studies, Biochemistry of Functional Disorders.
10 Examination of the Patient/Neurological Diagnosis, Detailed History and Neurological Examination, Some General Principles of Structure, Function and Treatment, Mental State, Sleep

Recommended Text

1 Sinacola, R. S., & Peters-Strickland, T. M. D. (2011). *Basic psychopharmacology for counselors and psychotherapists: Merrill counseling series*. UK: Pearson Education.
2 Preston, J. O., Neal, J. H., & Talaga, M. C. (2010). *Handbook of clinical psychopharmacology for therapists.* USA: Hrbingen publications.

Suggested Readings

1 Russell, A. T., Sexson, S. B., Birmaher, B., Wilens, T. E., Walkup, J. T., & Williams, E. R. (2017). Helping you know what you don't know: A self-assessment review of psychopharmacology. *Journal of the American Academy of child and adolescent psychiatry, 56*(10), 348.
2 Schatzberg, A. F., & DeBattista, C. (2015). *Manual of clinical psychopharmacology* (8th ed). Philadelphia: American Psychiatric Publishing.

PSYC – 7306 Advance Research Methods in Clinical Research 3 (3 + 0)

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. Successful completion of this course students will enable students to Understand and correctly apply qualitative and quantitative methods in clinical settings; Discuss and explain the philosophical and practical differences between the qualitative and quantitative methods; Examine and discuss strengths and weaknesses of qualitative and quantitative data collection methods.

Contents

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

Note: Each student must complete a research project in a clinical setting with a clinical population.

Recommended Text

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

PSYC – 7307 Child Development & Psychopathology 3 (3 + 0)

This is an advanced course focusing on the development of problems or disorders that have their onset in infancy, childhood, or adolescence. Developmental Psychopathology combines thinking from Clinical and Developmental Psychology and is interested in understanding the origins, development, and processes that lead to psychopathology and impairment in everyday functioning. The main objectives of this course are to: provide a basic introduction into classification systems of psychopathology. Secondly, basic concepts and terms used in developmental psychopathology or to describe mechanisms such as risk and protective factors, resources, vulnerability, resilience, and co-morbidity will be introduced and critically discussed, deal with problems to major disorders including those having their onset in infancy; childhood and those most frequently having their onset in adolescence or adulthood. For each of the different problems or disorders, we will describe the diagnostic features, jointly explore the antecedents of these disorders, try to understand the processes involved in their development, and look at evidence of their long-term consequences. The course will be rounded off by a more detailed look at genetically sensitive designs and an overview of different methodologies for the study of developmental psychopathology ranging from epidemiological to longitudinal studies and experimental approaches.

Contents

1 The Developmental Psychopathology Approach to Understanding Behavior
2 Developmental Psychopathology as a Scientific Discipline: Relevance to Behavioral and Emotional Disorders of Childhood and Adolescence
3 Theories of Developmental Psychopathology.
4 Issues in Developmental Psychopathology: Ethical Issues; Major Research Techniques; Classification Systems: Categorical vs Dimensional. Changes in DSM-V.
5 Intellectual and Specific Learning Disabilities
6 ADHD and Autism Spectrum Disorder
7 Disruptive Behavior Disorders
8 Communication Disorders
9 Motor Disorders

Recommended Text

1 Goodman, R., & Scott, S. (2012). *Child and adolescent psychiatry*. West Sussex: Wiley-Blackwell.
2 Weis, R. (2013). *Introduction to abnormal child and adolescent psychology*. London: Sage.
3 John W. Santrock (2015) *Lifespan Development* (15th ed.). New York: McGraw Hill.
4 Zisner, A. R., & Beauchaine, T. P. (2016). *Psychophysiological methods and developmental psychopathology*. Wiley online library. https://doi.org/10.1002/9781119125556.devpsy222

Suggested Readings

1 Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbooks in psychology series. APA handbook of psychopathology: Child and adolescent psychopathology.* Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/0000065-000
2 Miller, A. B., Sheridan, M. A., Hanson, J. L., McLaughlin, K. A., Bates, J. E., Lansford, J. E., Dodge, K. A. (2018). Dimensions of deprivation and threat, psychopathology, and potential mediators: A multi-year longitudinal analysis. *Journal of Abnormal Psychology, 127*(2), 160-170. http://dx.doi.org/10.1037/abn0000331
3 Hinshaw, S. P. (2017b). Developmental psychopathology as a scientific discipline: A twenty-first-century perspective. In T.P. Beauchaine & S.P. Hinshaw (Eds.), *Child and adolescent Psychopathology* (3rd ed., pp. 3–32). Hoboken, NJ: Wiley.

PSYC – 7308 Clinical Research Project 6 (0 + 6)

Each student must complete a research project in a clinical setting with a clinical population. The main objectives are to: select a topic of qualitative or quantitative research related to clinical Psychology and they will conduct research within a semester and in the end, they will have to appear in viva for the defense of their research project.

MPhil Psychology

PSYC- 7101 Advanced Statistics and Computers 3 (3 + 0)

This course provides an overview to make students intelligent consumers of quantitative research through inculcating a critical sense of appreciation for statistical procedures used in quantitative research. Main objectives of this course are to impart practical skills to the students in using advanced statistical techniques to analyze data to reach objective conclusions based on the obtained data, make students efficient users of statistical software like SPSS for data analyses, and familiarize students with standardized reporting of statistical results as per APA writing manual. 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. They understand how different aspects of research come together and take appropriate statistical procedures, interpret basic statistics tables, and incorporates salient features of a research report. By the end of this course, students should understand and know how to use statistics. Students will also develop some understanding of the limitations of statistical inference and the ethics of data analysis and statistics.

Contents

1 Introduction to statistics and related terminologies
2 Importance, limitations, and limitations of statistics in psychology
3 Review of descriptive statistics and basic concepts in inferential statistics
4 Review of t-test, One Way ANOVA, and Simple Linear Regression
5 Correlation: Partial correlation, Multiple correlations, Biserial correlation, Point biserial correlation, Tetrachoric correlation, Phi coefficient
6 Estimation and Effect sizes; Sampling and Power Analysis
7 Factorial ANOVA; Multivariate Analysis of Variance (MANOVA); Analysis of Covariance (ANCOVA)
8 Multiple Linear Regression; Logistic Regression; Factor Analysis
9 Introduction to Structured Equation Modeling; Introduction to Meta-Analysis
10 Non-Parametric Tests: Chi-Square Tests, Mann-Whitney U Test, Kruskal Wallis Test, Friedman Test, Wilcoxon Matched Pairs Signed Rank Test
11 Introduction and use of Statistical Package for Social Sciences (SPSS)

Recommended Text

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 Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research methods in psychology*. NewYork. Mc Graw Hill.
3 Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist, 73*(7), 899-917. http://dx.doi.org/10.1037/amp0000190

PSYC- 7102 Qualitative and Quantitative Research Methods 3 (3 + 0)

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

Contents

1 Introduction to Research
2 Elements of Research
3 Types of Research: Basic and Applied
4 Classification of Research: Descriptive, Exploratory and Explanatory
5 Research Problem
6 Literature Review
7 Formulating the Hypotheses
8 Qualitative Research
9 Focus Groups, Interviews: Structured, Semi-Structured, and Unstructured, Unobtrusive Measures of Behavior, Content and Thematic Analysis, Grounded Theory
10 Qualitative vs. Quantities Research
11 Correlational vs. Casually Connected Research
12 Sampling: Sampling frame and Sampling Design, Probability and Non-Probability Sampling
13 Research Designs: Conventional Designs, Factorial Design, Quasi-Experimental Design
14 Ethical Issues in Conducting and Reporting the Research as per APA Manual 6th 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- 7103 **Psychological Assessment** **3 (3 + 0)**

This course will provide an overview of psychological testing in various domains. This will also impart practical skills in test development and the students will come to appreciate various methodologies and techniques of establishing the psychometric properties of psychological tests. More specifically, this course has the main objectives: to equip students with the fundamental assessment skills in administration, scoring, and interpretation of tests, report writing, and recommendations; to make students familiar with various intelligence, personality, achievement, and vocational tests; to develop an understanding of knowledge of basic concepts of psychological assessm ent; standardization, reliability, and validity; to provide students with some practical experience in developing their tests and evaluate its statistical properties. After the completion of this course, the students will be able to develop their test and establish its psychometric properties. They will also be able to administer, score, and interpret the test scores on some of the major psychological tests in the domains of personality, intelligence, and ability.

Contents

1 Historical Background of Psychological Testing
2 Nature and Use of Psychological Tests
3 Test Construction
4 Item Development
5 Item Analysis
6 Reliability
7 Validity
8 Norms
9 Test Standardization
10 Translation and Adaptation of Tests
11 Individual vs. Group Tests
12 Intelligence Tests
13 Personality Tests
14 Issues of Cross-Cultural Testing
15 Psychological Testing in Pakistan
16 Ethical Consideration in Testing

Recommended Text

1 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.
2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measuremen*t (8th ed.). New York: McGraw-Hill Education.

Suggested Readings

1 Nunnally, J. C., & Bernstein, H. I. (2017). *Psychometric theory* (3rd ed.). NewDehli: McGraw Hill.
2 Kline, P. (2000). *The handbook of psychological testing.* New York: Routledge
3 Kline, T. J. B. (2005). *A practical approach to psychological testing design and evaluation*. New Delhi: Sage Publications.

PSYC-7104 Contemporary Issues in Psychology 3 (3 +0)

This course provides students the opportunity to gain in-depth knowledge of the theoretical & research basis of current issues in psychology and the nature of psychology as a profession. The psychology area covered will vary from year to year and the main focus will be on contemporary research and practices in the field of psychology. Students will gain insights into the challenges associated with providing services to complex, vulnerable, and diverse populations as well as the ethical responsibilities of practitioners. The main objectives of this course are to: Have more confidence in their ability to apply inter-professional practice and motivational interviewing in a variety of workplace contexts, articulate the key skills required, have more awareness of the areas that they need to develop further. After completion students will be able to: Understand the basis of professional psychological practice, including the Scientist-Practitioner model; Evaluate critically the strengths and limitations of different theoretical or applied psychological methods; Translate theoretical knowledge into practice, and Recognize the multidisciplinary links that exist between psychology and other related professions.

Contents

1 Introduction to Current Issues in Psychology: Research, Teachings, and Practice of Psychology: Conducting and Publishing Researches; Graduate Schools and Professional Schools; Psychology Parishioners
2 Current Issues and Trends in Clinical Psychology: Articles in Local and International Journals: Education and Training in Clinical Psychology; Career in Clinical Psychology
3 Current Issues and Trends in Counseling Psychology: Articles in Local and International Journals; Career in Counseling Psychology
4 Current Issues and Trends in Abnormal Psychology: Articles in Local and International Journals; Career in Abnormal Psychology
5 Current Issues and Trends in I/O Psychology: Articles in Local and International Journals: Education and Training in I/O Psychology; Career in I/O Psychology
6 Current Issues and Trends in Health Psychology: Articles in Local and International Journals; Career in Health Psychology
7 Current Issues and Trends in Cross-Cultural Psychology: Articles in Local and International Journals; Career in Cross-Cultural Psychology
8 Current Issues and Trends in Educational Psychology: Articles in Local and International Journals; Career in Educational Psychology
9 Current Issues and trends in Family Science; Social Psychology and environmental issues
10 Interdisciplinary Trends in Psychology and Law; Psychology and Business
11 Current Trends and Issues in Pakistan: Education and Professional Psychological Training in Pakistan: Psychology of Terrorism and Extremism: Psychological Issues of Inter-Generating Gap

Recommended Text

1 Godwinn, J. (2015). *A history of modern psychology* (5th ed.). London: Willey
2 Leffert, M. (2010). *Contemporary psychoanalytic foundations: postmodernism, complexity, and neuroscience*. New York: Routledge

Suggested Readings

1 Brennan, J. F., & Houde, K. A. (2017). *History and systems in psychology* (7th ed.) London: Cambridge University Press
2 Schultz, D. P., & Schultz, S. E. (2012). *A history of modern psychology* (10th ed.) Australia; Belmont, CA: Thomson/Wadsworth

PSYC- 7105 Advance Clinical Psychology and Psychopathology 3 (3 + 0)

This course is designed to equip students with practical skills in clinical psychology. They will not only learn various theoretical paradigms for the understanding of abnormal behavior but will also acquire certain therapeutic techniques for the effective management of psychological issues. Main objectives of this course are to: produce students with a strong knowledge of skill and acumen in the detection, evaluation, and diagnosis of various psychological conditions, understand and change abnormal behavior, cognition, and emotions through the application of principles and techniques of Psychology and learn case study and report writing skills. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. They will learn about diagnostic criteria, associated features of diagnosis, etiological factors, and cultural explanations of various psychological disorders.

Contents

1 Scope of Clinical Psychology
2 History of Clinical Psychology
3 Introduction, Models, and Classification of Psychopathology
4 Schizophrenia spectrum & other Psychotic Disorders
5 Bipolar Related Disorders, Depressive disorders
6 Anxiety disorders
7 Obsessive-compulsive and related disorders
8 Trauma and stressors related disorders
9 Dissociative disorders, Somatic symptoms & related disorders
10 Feeding & Eating disorders
11 Substance-related disorders
12 Neurocognitive disorders
13 Personality disorders
14 Personality Disorder, Anxiety, Somatoform and Dissociative Disorders
15 Mental Hygiene, Types of Prevention, and Levels.
16 Approaches to Clinical Intervention
17 Ethics in Clinical Psychology
18 Status of Clinical Psychology in Pakistan

Recommended Texts

1 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (DSM-5). Washington DC: APA.
2 Carr, A. & McNulty, M. (2016). *The handbook of adult clinical psychology.* London: Routledge, Taylor & Francis Group.

Suggested Readings

1 Freeman, A., Felgoise, S. H., & Davis, D. D. (2010). *Clinical psychology: Integrating science and practice.* New York: John Wiley & Sons
2 Blatner, A. (2010). *Foundations of psychodrama: History, theory, and practice* (4th ed.). New York: Springer.

PSYC- 7106 Clinical Psycho-diagnosis & Assessment 3 (3 + 0)

This course helps in identifying mental health disorders through a combination of interviews, self-report measures, and psychological batteries. It is aimed at developing expertise related to administration, scoring, and interpretation of tests. It will familiarize students with the clinical interpretation of a handful of psychological tests including projective (e.g. T.A.T.) intelligence (e.g. WAIS-R) and personality (e.g. MMPI). The course defines assessment and then describe key issues such as reliability, validity, standardization, and specific methods that are used. In terms of clinical diagnosis, it focuses on the two main classification systems used around the world – the DSM-5. It also focuses on the reasons why people may seek treatment and what to expect when doing so. This enables students to assess patients with the help of psychometrically strong measures. Their skills for scientific writing for case studies will be improved.

Contents

1. Psychodiagnosis in Clinical Psychology: Objectives of Psycho-diagnosis, Stages, batteries, diagnostic categories, Report writing and recipient of the report
2 The Assessment Interview: General characteristics & structure of the interview; Specific consideration in the initial interview.
3 Measures of Intelligence and Conceptual Thinking: Definition, dimensions & Measurement of intelligence, The Binet and Wechsler's scales, The measurement of conceptual thinking
4 Projective Techniques: Definition, Measurement principles, and projective techniques, The current status of projective methods, The Rorschach, The consensus Rorschach, The Holtzman - Ink - Blot Test, TAT, CAT, The make a picture story test, Sentence completion method. Projective drawing.
5 Personality Inventories: Basic steps in assessment: the prediction paradigm, Discriminating efficiency of psychological Tests: base rates and selection ratio, The nature of objective personality measures, The development of personality inventories: A historical sketch & criteria for review, Personality Inventories: MMPI, EPQ, Neo - PI- R, CPI, The 16 PF Questionnaire, Evaluation of the role of personality inventories in clinical assessment.
6 Behavioral Assessment: The distinction between behavioral and traditional assessment, Methods of behavioral assessment, Behavioral Assessment, and Behavior therapy.
7 Neuropsychological Assessment: An overview, Anatomy of the brain, Brain behavior relationship, Major Neuropathological conditions, evaluation & batteries, Halstead - Reitan Neuropsychological Battery, Luria - Nebraska Neuropsychological Battery, Bender - Visual-Motor Gestalt Test, Use of other tests in Neuropsychological Assessment WAIS, WMS, Rorschach, MMPI
8 Test Analysis and Report Writing

Recommended Text

1 Weiner, I. B., & Greene, R. L. (2017). *Handbook of personality assessment* (2nd ed.). New Jersy
2 : John Wiley and Sons, Inc, Hoboken.
3 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). McGraw-Hill Education

Suggested Readings

1 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V* (5th ed.) Washington (DC): Authors
2 Kleiger, J. (2017). *Rorschach assessment of psychotic phenomena.* London: Routledge.

PSYC- 7107 Developmental Psychopathology 3 (3 + 0)

This is an advanced course focusing on the development of problems or disorders that have their onset in infancy, childhood, or adolescence. Developmental Psychopathology combines thinking from Clinical and Developmental Psychology and is interested in understanding the origins, development, and processes that lead to psychopathology and impairment in everyday functioning. The main objectives of this course are to: provide a basic introduction into classification systems of psychopathology. Secondly, basic concepts and terms used in developmental psychopathology or to describe mechanisms such as risk and protective factors, resources, vulnerability, resilience, and co-morbidity will be introduced and critically discussed, deal with problems to major disorders including those having their onset in infancy; childhood and those most frequently having their onset in adolescence or adulthood. For each of the different problems or disorders, we will describe the diagnostic features, jointly explore the antecedents of these disorders, try to understand the processes involved in their development, and look at evidence of their long-term consequences. The course will be rounded off by a more detailed look at genetically sensitive designs and an overview of different methodologies for the study of developmental psychopathology ranging from epidemiological to longitudinal studies and experimental approaches.

Contents

1 The Developmental Psychopathology Approach to Understanding Behavior
2 Developmental Psychopathology as a Scientific Discipline: Relevance to Behavioral and Emotional Disorders of Childhood and Adolescence
3 Theories of Developmental Psychopathology.
4 Issues in Developmental Psychopathology: Ethical Issues
5 Major Research Techniques
6 Classification Systems: Categorical vs Dimensional. Changes in DSM-V.
7 Intellectual and Specific Learning Disabilities
8 ADHD and Autism Spectrum Disorder
9 Disruptive Behavior Disorders
10 Communication Disorders
11 Motor Disorders

Recommended Text

1 Goodman, R., & Scott, S. (2012). *Child and adolescent psychiatry*. West Sussex: Wiley-Blackwell.
2 Weis, R. (2013). *Introduction to abnormal child and adolescent psychology*. London: Sage.
3 Santrock, J. W. (2015) *Lifespan Development* (15th ed.). New York: McGraw Hill.

Suggested Readings

1 Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbooks in psychology series. APA handbook of psychopathology: Child and adolescent psychopathology*. Washington, DC: American Psychological Association. http://dx.doi.org/10.1037/0000065-000
2 Zisner, A. R., & Beauchaine, T. P. (2016). *Psychophysiological methods and developmental psychopathology*. Wiley online library. https://doi.org/10.1002/9781119125556.devpsy222

PSYC- 7108 Psychology of Individual Differences 3 (3 + 0)

This course offers the students to understand the essential features of individual differences so that they can appreciate human diversity and come across with their conception of human nature. This course has certain objectives: To orient students t owards the historical developments in the field of personality psychology so that the classical theories of personality may be comprehended in terms of contemporary insights in to the discipline, to inculcate a holistic approach among the students so that t hey extend their knowledge of personality to research endeavors, to have an idea about the basic features causing individual differences and ultimately help them to treat the people accordingly. Having completed this course students will be able to: grasp the general nature of individual differences, understand their self and others better, in terms of who are you, and what your skills are, grasp many issues and controversies that affect the topic individual differences, understand, compare and critically evaluate several major theoretical perspectives on personality, discuss and evaluate how empirical research can test theories about personality and intelligence, understand how to construct scales to assess personality traits and/or mental abilities, understand some basic issues in psychometrics (item quality, scale structure, scale, reliability, scale validity)

Contents

1 Conceptualizing Individual Differences and Personality
2 Historical Perspective
3 Approaches to Individual Differences
4 Psychoanalytic Approach
5 Neo-Psychoanalytic Approach
6 Trait Approach
7 Biological Approach
8 Humanistic Approach
9 Behavioral and Social Learning Approach
10 Cognitive Approach
11 Gender Differences
12 Cultural and Ethnic Differences
13 Psychology of Love and Hate

Recommended Text

Zimbardo, P. G., Boyd, J. N. (2015) Putting time in perspective: A valid, reliable individual differences metric. In: Stolarski M., Fieulaine N., van Beek W. (Eds.) *Time perspective theory; review, research, and application*. Cham: Springer.

1 Ashton, M.C. (2018). *Individual differences and personality* (3rd ed.) London: Academic Press.

Suggested Readings

1 Pluess, M. (2015). Individual differences in environmental sensitivity. *Child development perspectives, 9*(3), 138-143. https://doi.org/10.1111/cdep.12120
2 Cooper, C. (2010). *Individual differences and personality*. London: Routledge.

PSYC- 7109 Clinical Psychotherapies: Theory and Practice 3 (3 + 0)

This course focuses on acquiring advanced knowledge of the etiological and maintenance factors involved in psychological disorders across the lifespan, regarding the psychotherapeutic alliance, methods of assessment, and appropriate evidence-based therapeutic interventions. This course, combined with the other Clinical Practice courses, introduces evidence-based therapy for all common disorders encountered in clinical psychological practice. Students will be introduced to applying techniques drawn from specific evidence-based treatment modalities and techniques for working with couples. This course surveys the theories and techniques of psychotherapy, including the psychoanalytic, cognitive-behavioral, and humanistic approaches. Case studies, role plays, and in-class exercises will illustrate the principles of therapeutic change. The exercises often are experiential because they encourage students to apply psychotherapy concepts to their own lives. Students will also undertake an experiential project outside of class that will help them personally explore the psychotherapeutic process. Specifically, course objectives are to enable students: too understand and change the abnormal behavior, cognition, and emotions through the application of psychotherapeutic principles and techniques, to equip the students with a strong knowledge, skill, and acumen in the detection, evaluation, and diagnosis of various psychological conditions

Contents

1 Introduction to Psychotherapy
2 Therapeutic Relationship and characteristic of a psychotherapist
3 Clinical Interview and Its Types
4 Therapies: Psychodynamic, Adlerian, Humanistic, Existential & eclectic Psychotherapy
5 Behavioral, Cognitive, Gestalt, Therapies
6 Family & Marital Therapy
7 Reality Therapy, Brief Psychotherapy Approach
8 Crisis Intervention
9 Specialized interventions & Relationship counseling
10 Schema therapy, Compassion-Focused Therapy
11 Metacognitive Therapy & Interpersonal Psychotherapy
12 Motivational Interviewing & Modern trends in Psychotherapy

Note: Students will require completing two months duration internship in clinical/hospital settings followed by complete (assessment and therapeutic alliance) case study reports (compulsory).

Recommended Text

1 Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and Interventions* (6th ed.). Alexandria Counseling Association, USA.
2 Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning Inc.

Suggested Readings

1 Sexton, T. L., (2011). *Functional family therapy in clinical practice: An evidence-based treatment model for at-risk adolescents*. New York: Routledge.
2 Kottler, J. A. (2010). *The assassin and the therapist: an exploration of truth in psychotherapy and life*. New York: Routledge

PSYC- 7110 Neurological Bases of Behavior 3 (3 + 0)

This course provides students with the opportunity to incorporate research findings on the impact of brain dysregulation, neuroendocrine functioning, medications, and disease processes as part of assessments and treatment. Additionally, content on neurobiological factors in behaviors will be integrated with an overview of the types and actions of medications used in direct practice and the impact of medications on individual functioning. Additional focus will be placed on the impact of medications in advanced direct practice including current controversies in the use of psychopharmacology. Specific objectives are to understand the elements of biology that influence the way we think, feel, & act, comprehend the elements of psychology that are affected by biological factors, understand the interaction of psychological and biological factors in our experience of life. Students will develop a basic knowledge of biophysical properties of neurons and glia, to the physiological basis of learning, memory, and sensory processing in understanding the neurological bases of problem behaviors across a variety of problem areas including major mental and health disorders, alcohol and other drug problems, risk-taking, and impulse-control disorders.

Contents

1 Structure and Functions of Nerve Cells
2 Brain and its Anatomy, Neuro-chemicals and their Functioning
3 Genes and Evolution
4 Functional Human Brain Mapping
5 Neurological Assessment & Neurological Syndromes
6 Frontal Lobe Syndromes
7 Temporal Lobe Syndromes
8 Parietal Lobe Syndromes
9 Neuropsychological Profile of Various Neurological Conditions
10 Parkinson's Disease, Multiple Sclerosis
11 Alzheimer's Dementia, Cerebral Organization
12 Principles of Functional Localization
13 Principles of Functional Lateralization

Recommended Text

1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). New Delhi: Pearson Education Ltd.
2 John P. J., & Barnes, S. J. (2017). B*iopsychology* (10th ed.). New Delhi: Pearson Education Ltd.
3 Kalat, J. W. (2019). *Biological psychology* (13th ed.).New Delhi: Cengage Learning Inc.
4 Sporns, O. (2011). *Networks of the brain.* Cambridge: Massachusetts Inst. of Technology.

Suggested Readings

1 Sweatt, J. D. (2016). Neural plasticity and behavior – sixty years of conceptual advances. *Journal of Neurochemistry*, *139*(2), 179-199. https://doi.org/10.1111/jnc.13580.
2 Torousm, J., & Baker, J. T. (2016). Why psychiatry needs data science and data science needs psychiatry: connecting with technology. *JAMA Psychiatry,* 73(1), 3–4.

PSYC- 7111 Advance Social Psychology 3 (3 + 0)

This course offers to review theory and research in social psychology and to apply its major principles to situations encountered in everyday life. Objectives of this course are: To investigate the dynamics of social interaction across various situations, to make students understand the influence of individual differences in social interactions. This course also advances the understanding of major principles and findings of social psychology. This course will specifically discuss four main areas: the science of social psychology; the individual within the social world; the impact individuals have on another individual or group; and social relationships. After learning this course student will be able to understand the interplay of social theories and research, how these theoretical concepts are applied to individual and group behaviors? Describe, explain and evaluate research studies examining core areas of social psychology; they will be able to recognize and evaluate social, cultural, spiritual and other types of diversity; types and ways of social change and to apply psychological concepts, theories along with research findings to solve problems in everyday life.

Contents

1 Introduction to Social Psychology, Historical Perspective, and Research Methodology.
2 Social Cognition: How We Think About the Social World; Social Perception: Perceiving and Understanding Others
3 The Self: Answering the Question: "Who Am I?"
4 Attitudes & attitudes change; Interpersonal Attraction and Close Relationship
5 Stereotyping, Prejudice, and Discrimination: The Causes, Effects, and Cures
6 Social Influence: Changing Others' Behavior: Conformity, Obedience, and Compliance
7 Aggression: Its Nature, Causes, and Control
8 Groups and Individuals- The Consequences of Belonging; Leadership: Definition, Leadership Styles & theories, Characteristics of effective leadership
9 Prosocial Behavior: Helping Others, Why People Help and motives for Prosocial Behavior, responding to an Emergency, and will Bystanders Help? Factors that Increase/decrease the Tendency to Help, The Effects of Being Helped and Why Underlying Motives Matter
10 Culture and Social Diversity
11 Socio-psychological Issues in Pakistan
12 Application of Social Psychology

Recommended Texts

1 Branscombe, N. R., & Baron, R. A. (2017). *Social psychology* (14th ed.). London: Pearson education.
2 Myers, D. G., & Twenge, J. (2019). *Social psychology* (13th ed.). New York: McGraw-Hill.

Suggested Readings

1 Myers, D. G., Jordan, C., Smith, S., & Spencer, S. J. (2018). *Social psychology* (7th ed.). Ryerson: McGraw-Hill.
2 Baumeister, R. F., & Bushman, B. (2017). *Social psychology and human nature* (4th ed.). Boston: Cengage Learning.

PSYC- 7112 **Psychology of Attitude and Opinion** **3 (3 + 0)**

The course expands knowledge about social psychology and human behavior as it emphasizes on understanding about attitude, its types, and formation. It will also add knowledge about the role of opinion in the life of human beings and how opinions are formed. The main objectives are to examines the nature of attitudes, beliefs, and values, and the influences that individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed After this course, students will be able to: explain what attitudes and opinions are and how they are formed, Describe properties of public opinion at the individual and aggregate levels, will be able to evaluate political psychological theories and normative arguments about attitudes and public opinion, will be able to evaluate the quality of empirical attitudes and public opinion based research and will be able to explain and apply quantitative and qualitative methods to the study of attitudes & public opinion.

Contents

1 Attitude Formation
2 Theories of Attitude Formation and Change
3 Elements of Attitude: Cognitive, Affective, Behavioral
4 Attitude and Opinion Measurement
5 Attitude Scales
6 Persuasion
7 Coercive Persuasion
8 Resisting Persuasion
9 Voting Behavior in Pakistan
10 Motivated reasoning
11 Political attitudes, values, and affiliations
12 Attitude and Opinion Studies in Pakistan

Recommended Text

1 Maio, G., Maio, G. M., & Haddock, G. (2010). *The psychology of attitudes and attitude change*
2 Vogel, T., Wanke, M. (2016). *Attitudes and attitude change*. London: Psychology Press.
3 Gregory R. M., Geoffrey, H. & Bas Verplanken, T. (2019). *The psychology of attitudes and attitude change* (3rd ed.). New Dehli: SAGE Publications Ltd
4 Dillard, J. P. & Shen, L. (2012). *Sage handbook of persuasion: developments in theory and practice.* Thousand Oaks, Sage Publishers.

Suggested Readings

1 Milburn, M. A., & Conrad, S. D. (1996). *The politics of denial*. Cambridge, MA: MIT Press
2 Milburn, M. A. (1991). *Persuasion and politics: The social psychology of public opinion*. Monterey: Brooks/Cole.
3 Bennett, W. L. (1996). *News: The politics of illusion* (3rd ed.). New York: Longman.
4 Bettinghaus, E. P., & Cody, M. J. (1994). *Persuasive communication* (5th ed.) Fort Worth, TX: Harcourt Brace.

PSYC- 7113 **Psychology of Self** **3 (3 + 0)**

This course provides a comprehensive introduction to general theories and methods related to self, culture, and diversity. It will explore how psychology is socially constructed and how cultural traditions transform human psyche. The course is meant to stimulate an ongoing discussion and self-exploration on issues in multicultural psychology such as identity development, acculturation, racism and prejudice, heterosexism, white privilege, and cultural stigma. The main objectives of this course are to present an overview of the theories and research relevant to the processes and functioning of the self and cultural attachment bond. The fundamental theories specifically, the recent approaches in self-concept with its main processes e.g., self-esteem, self-compassion, and self-regulation as well as fundamental attachment processes from the perspectives of social psychology, personality, and developmental psychology will be presented. Especially, cultural differences on self-awareness to personal biases that influence one's behavior and attitudes in intercultural contexts, understanding about cultural differences and how culture influences human behavior, develop an insight into the current issues in cultural issues in our society, instrumental in promoting cultural competence and empathy to one's culture and others' cultures and beliefs, and enable students to identify the range of mental health outcomes associated with culture.

Contents

1 Definition and Historical Perspectives
2 Development of Self: Age; Gender; Social Class
3 Theories of Self: Self-Esteem, Self-Control, Self-Monitoring, Self-Growth, Self-Actualization, Self-Presentation, Self-Knowledge, Social Comparison
4 Introduction to Culture and Society: Types of Society: Conservative Society; Progressive Society; Modern Society: Types of Culture: Collectivist Cultures; Individualist Cultures
5 Socialization: Personality and Culture; Personality and Society; Change and Social Transitions; Acculturation, Norms, and Roles
6 Socio-metery

Recommended Text

1 Brown, J. D. (2007). *The self*. New York: Psychology Press.
2 Crocker, J., & Park, L. E. (2012). Contingencies of self-worth. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (2nd ed.). New York: Guilford.
3 Goldberg, A. (2002). *Postmodern psychology: Progress in self-psychology*. USA: The Analytic Press

Suggested Readings

1 Lachowicz-Tabaczek K., Śniecińska, J. (2011). Self-concept and self-esteem: How the content of the self-concept reveals the sources and functions of self-esteem. *Polish Psychological Bulletin, 42,* 13-43.
2 Rosman, A, Rubel, P. G., & Weisgrau, M. (2009). *The tapestry of culture: An introduction to cultural anthropology* (9th ed.). New York: Rowman & Littlefield Publisher, Inc.

PSYC- 7114 Media, Culture and Society 3 (3 + 0)

This course provides an introduction to media and communication science. The course aims at introducing basic concepts and models for the scientific study of media and communication, and to demonstrate how the media are related to culture and society, and it offers an overview of how media can be studied – as structure, production, content and from an audience/reception point of view. After the completed course, the students should have: Knowledge and Understanding about basic concepts, models, and theories relevant to the scientific study of human communication and the mass media; an understanding of the role of communication and the media in the shaping and development of culture and society; an understanding of the role of the media in the lives of individuals; an awareness of the relationship between the media and various social problems and aspects of society; Skills and capacities to critically appreciate and discuss the cultural and social role of the media; the capacity to see and analyze media performance and content from a gender perspective; evaluative capacity and approach to recognize the cultural and moral responsibility of media; an understanding for the political/democratical potential of mass media

Contents

1 Mass Media and Society. General Perspectives: Culture, Communication and Political Economy; Mass Media in Public Interest; Media Change and Social Change.
2 Critical Issues of Media's Role, Media Ethics, Regulation, Media Business, and Information Society; Media Production: The Psychology of News Production Revisited; Entertainment.
3 The Internationalization of Electronic Journalism; The Local and the Local in International Communication; In Defense of Objectivity Revisited.
4 Mediation of Meanings: Representation and Popular Culture; On the Continuing Problem of Media Effects; Gender and/in Media Consumption.
5 Understanding Media Effects. Media Effects: A Historical Perspective; Media Effects: Priming; Media Effects: Cultivation and Diffusion of Innovation; Uses and Gratification; News Effects and Agenda Setting; Media Entertainment Effects.
6 Effects of Minority Portrayals; Effects of Media Violence and Frightening Media Content.
7 Violence in media: television, movies, music, and video games.
8 Advertising effects.
9 The role of media in Muslim society.

Recommended Text

1 Paul, H. (2012). *Media, culture, and society*. New Delhi: Sage.
2 Matsumoto, D. R., & Juang, L. (2016). *Culture and psychology* (6th ed). New YorkCengage Learning.
3 Hepp, A., Hjarvard, S., & Lundby, K. (2015). Mediatization: theorizing the interplay between media, culture, and society. *Media, culture and society*, https://doi.org/10.1177/0163443715573835
4 Heine, S. J. (2015). *Cultural psychology* (3rd ed.). London: W. W. Norton & Company.

Suggested Readings

1 Alexander, A., & Hanson, J. (2012). *Taking sides: Clashing views in mass media and society* (11th ed.). Dubuque, IA: McGraw Hill.
2 Campbell, R., Christopher, M., & Bettina F. (2011). *Media essentials: A brief introduction.* New York: Bedford/St. Martin's.

PSYC- 7115 Group Processes and Leadership 3 (3 + 0)

This course deals with an overview of the dynamics found when working with groups, as well as the stages of group development, review of the most influential theories of group and how they compare to each other, guidelines for multicultural groups, ethical and professional issues in a group practice, group leadership, formation of groups, and the evolution of groups at the beginning and ending stages. The main objective of this course is to have rich knowledge about different processes of group and how contexts evolve leadership skills in individuals. This course is going to require students to utilize skills that are necessary for effective leadership including self -awareness, interpersonal skills, presentation skills, organization and time management, and critical thinking.

Contents

1 Nature of Groups and Group Dynamics
2 Inclusion and Identity; Isolation and Inclusion
3 Individualism and Collectivism
4 Personal Identity and Social Identity; Group Formation, Structure and Cohesion
5 Norms and Roles; Influence and Power
6 Introducing Leadership; Historical Background of Leadership
7 Defining Leadership; Historical Studies on Leadership
8 Approaches to Leadership: Trait and Behavior Approaches; Psychoanalytic and Humanistic Approaches; Situational and Contingency Approaches
9 Power and Influence Theories
10 Charismatic, Transactional and Transformational Approaches
11 Team Leadership and Spiritual Leadership
12 Leadership vs. Followership; Leadership vs. Management
13 Leadership, Decision Making, Conflict Management, and Communication
14 Leadership and Ethics

Recommended Text

1 Hughes, Ginnett, & Curphy (2019). *Leadership-enhancing the lessons of experience* (9th ed.). Irwin/McGraw-Hill.
2 James, M. K., & Barry Z. P. (2017). *The leadership challenge* (6th ed.). New York: John Wiley & Sons.
3 Haslam, S. A., & Reicher, S. D., & Platow, M. D. (2011). *The new psychology of leadership: Identity, influence, and power.* New York: Psychology Press
4 Trach, J., Lee, M., & Hymel, S. (2018). A social-ecological approach to addressing emotional and behavioral problems in schools: Focusing on group processes and social dynamics. *Journal of Emotional and Behavioral Disorders*, *26*(1), 11–20.

Suggested Readings

1 Mackie, D. M., & Smith, E. R. (2017). Group-based emotion in group processes and intergroup relations. *Group Processes & Intergroup Relations*, *20*(5), 658–668. https://doi.org/10.1177/1368430217702725

2 Lee, G. B., Terrence, E. D. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). New York: Jossey-Bass

PSYC- 7116 Socio-pathology: Identification and Treatment 3 (3 + 0)

Social pathology is a term used to describe social factors, such as poverty, old age, or crime that support social disorganization. At the same time, the term refers to the study of these factors and the social problems they may lead to. The course will consider the social, situational, and personality factors responsible for the occurrence of antisocial behaviors such as violence and aggression, and of prosocial behaviors such as helping others in disaster or crises. The objectives of this course are to teach students about key theories, methods, and findings in the scientific study of prosocial and antisocial behavior. By studying this course students will be able to learn what sociopathology is and what it's the antecedent? This course will introduce them about 21st-century actions often defined as social pathology include: Substance abuse, Violence, Abuses of women and children, Crime, Terrorism, Corruption, Criminality, Discrimination, Isolation, Human rights violations. Successful completion, of course, will also enable the student to understand that these social problems are relative and usually differ among different cultures. Social pathology also depends on the values and organization of the time that a person lives in (vine, clubs, etc). Therefore, dealing with them also demands knowledge of cultural aspects too.

Contents

1 Introduction
2 An Alternative Conception of Social Pathology
3 History, Systems of Domination and Moral Norms
4 The Individual in Capitalistic Society
5 Emancipatory Politics and Social Transformation
6 Socialization Process
7 Pro-Social and Anti-Social Behavior
8 Theories of Aggression and Delinquency
9 Suicide, Violence and Its Types
10 Crimes and Justice
11 Juvenile Delinquency

Recommended Text

1 Smith, R. C. (2017). *Society and social pathology: A framework for progress* (eBook). Palgrave Macmillan, 10.1007/978-3-319-50325-7
2 Krahé, B. (2013). *The social psychology of aggression* (2nd ed.). New York, NY: Psychology Press.

Suggested Readings

1 Zurn, C. (2019). Social pathology. In A. Allen & E. Mendieta (Eds.), *The Cambridge Habermas lexicon* (pp. 418-420). Cambridge: Cambridge University Press. doi:10.1017/9781316771303.108
2 Schneider, J. (2018). The challenges of conceptualizing social problems. In A. Treviño (Ed.), *The Cambridge handbook of social problems* (pp. 3-22). Cambridge: Cambridge University Press. doi:10.1017/9781108656184.002
3 Braun, Y., & Dreiling, M. (2018). Social problems in a global perspective. In A. Treviño (Ed.), *The Cambridge handbook of social problems* (pp. 77-98). Cambridge: Cambridge University Press. doi:10.1017/9781108656184.006

PSYC- 7117 Community Psychology 3 (3 + 0)

This course provides an overview of theory, research, and action in community psychology (CP). CP is the study and application of psychological solutions to community-based social, mental health, and environmental problems. It also explores the relationships between stressful environments, supportive social systems, and individual and family well-being. Main objectives of this course are to emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations, focus on people's and communities' strengths, not just their deficits, and prevention, self-help, empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action. After successful completion of the course, students will be more familiar and understanding about the history of this young field, its scientific roots, and the social movements that propelled its founding. The course will further enable students to deeply understand the theoretical foundations, CP's approach to research, basic concepts of the field, and perspectives on community and social change.

Contents

1 Concept and History
2 What is Community Psychology?
3 Community psychology defined and differentiated with other social sciences
4 An ecological perspective of community psychology
5 Level of analysis and interventions
6 Models of Community Psychology
7 Methods of Community Research
8 Community Mental Health Projects
9 Evaluation of Community Psychology Projects
10 Understanding Individuals within Environments; Understanding Human Diversity
11 Community and social change
12 Community Projects in Pakistan
13 Problems of Population; Prevention and Promotion: Current and Future
14 Prevention and Promotion: Implementing Programs
15 Fertility, Mortality, and Migration
16 Measurement Problems
17 Social Psychology of Crowding
18 Family Planning Research
19 Attitude and Attitude Change Toward Population

Recommended Text

1 Moritsugu, J., Wong, F. Y., Duffy, K. G. (2016). *Community psychology* (5th ed). New York: Routledge.
2 Moritsugu, J., Wong, F. Y., & Hoboken, K. G. D. (2016). *Community psychology* (5th ed.). London: Taylor & Francis Ltd.

Suggested Readings

1. Tebes, J. K. (2016). *Foundations for a philosophy of science of community psychology: Perspectivism, pragmatism, feminism, and critical theory.* Washington, DC: APA Books.
2. Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd ed.). Belmont: Thomson Wadsworth.

PSYC- 7118 Cross-Cultural Psychology 3 (3 + 0)

This course covers the influence of culture on human cognition, emotion, and behavior with a focus on theory & research in developmental, social, health, & organizational psychology. The objectives of this course are to explore, discuss, and acquire an understanding of the principal concepts in cross-cultural psychology, examine critically psychology's approach to culture, and investigate and apply ideas from cross-cultural psychology to the needs of individuals, groups, and society. By the end of this course, students will be able to: Demonstrate knowledge of the key concepts and themes in cross-cultural psychology, Develop an awareness of the history of cross-cultural psychology and its connection/distinguishing characteristics from traditional psychology, Apply the concepts of cross-cultural psychology to real-world issues/situations, Make connections between different cross-cultural psychology concepts, Evaluate the ethical implications tied to culture in psychological research, Identify and critique the influences of culture in cross-cultural psychological research, Identify and critique the influences of culture on social issues, Identify and reflect upon how cultural identity influences thoughts, views, perceptions, and behaviors, Develop strategies to address cultural differences respectfully and effectively in both psychological research and real-life settings

Contents

1 Introduction to cross-cultural psychology: What is cross-cultural psychology?
2 Goals of cross-cultural psychology, Relationships with other disciplines, Ethnocentrism in psychology, A general framework for cross-cultural psychology
3 Research in cross-cultural psychology
4 Culture, Self & Identity: Culture and Developmental Processes; Similarities and differences in behavior across cultures, Cultural transmission, and individual development, Social behavior, Personality, Cognition, Language, Emotion, Perception
5 Enculturation & Acculturation; Culture, Language, & Communication; Culture & Cognition; Culture and Mental Health; culture and Gender; culture & emotion; Culture & Personality; Culture & mental Disorders; Culture and Psychotherapy as Treatment; Culture & Organization
6 Pursuing relationships between behavior and culture research strategies, Approaches from cultural anthropology, Biology and culture, Methodological concerns, Theoretical issues in cross-cultural psychology
7 Applying research findings across cultures, Acculturation and intercultural relations, Organizations and work, Communication and training, Health behavior, Psychology, and the majority world

Recommended Text

1 Matsumoto, D. & Juang, L. (2017). *Culture and psychology* (6th ed.). New York: Cengage Learning.
2 Shiraev, E. B., & Levy, D. A. (2017). *Cross-cultural psychology: Critical thinking and contemporary application* (6th ed.). New York: Routledge.

Suggested Readings

1 Heine, S. J. (2012). *Cultural psychology* (2nd ed.). New York: W. W. Norton & Company.
2 Shiraw, F. (2009). *Cross-cultural psychology: Critical thinking and contemporary application*. India: Dorling Kindersley.
3 Heine, S. J. (2007). *Cultural Psychology*. New York: W. W. Norton & Company.

PSYC- 7119 **Psychology of Gender** **3 (3 + 0)**

In this course, psychological and social similarities and differences between the human sexes are examined. An attempt is made to understand the origins of these differences and similarities, whether they are due to socialization practices, biological factors, or cultural mores. In doing so, a survey of major theoretical approaches of the area, particularly as they have been applied to various topics of the psychology of gender, is integrated into the course. The main objectives of this course are to: explore gender as a central organizing feature of human behavior and an overall picture of gender from a psychological perspective. Students will examine various theoretical models of male and female development from a psychological perspective. Upon successful completion of the course, the student will be able to: Evaluate major concepts and theories of the psychology of gender; Develop critical thinking skills that are necessary to analyze and evaluate societal issues so that one is prepared to discuss their implications for the way individuals perceive themselves and others; Explain how individual differences in biology, culture, and experience are important considerations in understanding gender issues; relate the concept of androgyny to notions such as the "effective person and explain why gender similarities are just as important as gender differences.

Contents

1 Defining Gender and Related Concepts
2 Historical Perspective
3 Gender Differences
4 Issues in Gender Studies
5 Theoretical Issues
6 Methodological Issues
7 Developmental Issues
8 Social Roles and Social Systems
9 Issues of Physical and Mental Health
10 Gender Discrimination
11 Gender-Based Violence
12 Gender and Power
13 Love Relationship & Sexuality
14 Parenting
15 Women Rights in Inheritance

Recommended Text

1 Bosson, V., & Buckner, A. (2019). *Introducing sex and gender: The psychology of sex and gender*. Thousand Oaks, CA: Sage
2 Brannon, L. (2016). *Gender: Psychological perspectives* (7th ed). New York: Routledge.
3 Linda, B. (2015). *Gender: Psychological perspectives* (7th ed.). London: Taylor and Francis.

Suggested Readings

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

PSYC- 7120 **Crime and Deviance** **3 (3 + 0)**

This course examines the various ways in which psychologists, as well as psychological theories and methods, contribute to the study of crime, criminal behavior, deviance, and the processes of criminal justice. We consider several key domains of forensic psychology including criminal profiling, eyewitness testimony, forensic interviewing, and offender risk assessment, and case management. Main objectives of this course are to examines points of connection and disjuncture between criminology and psychology, through consideration of the relationship between individual-level and society-level explanations of criminal behavior, identify and describe the ways that psychologists and allied professionals interact with each stage of the criminal justice process**,** articulate the importance and limitations of psychological theory and methods to the study of crime, criminal behavior, and the criminal justice system, identify and describe the relationship between individual-level and society-level explanations of criminal behavior, and apply these theories to case scenarios, and identify the disciplinary connections and points of disjuncture between criminology and psychology

Contents

1 Defining Deviance and Crime
2 On the psychology of Deviance, An Integrated Typology of Deviance Applied to Ten Middle-Class Norms
3 Relativism: Labeling Theory
4 The Morality of Deviance
5 Social Power: Conflict Theory of Crime
6 Theories of Deviance; Functionalism: The Normal and the Pathological
7 Social Structure and Anomie, Differential Association
8 Control Theory, Feminist Theory
9 The Constructionist Stance
10 Types of Psychological Deviants: Gays, Lesbians, Prostitutes, Homosexuality
11 Social Organization of Deviance; Crimes in Modern Society
12 Theories of Criminal Behavior
13 Personal Crimes; Occupational and Organizational Crimes; Criminal Profiling
14 Crime and Justice in Pakistan

Recommended Text

1 Adler, A. P., & Adler, P. (20120. *Constructions of deviance: Social power, context, and interaction* (7th ed.). Belmont: Wadsworth Publishing.
2 Liebling, A et al, (2017). *The Oxford handbook of criminology* (5th ed.). New Dehli: Oxford Publishing
3 Avtgis, T. A. Q., & Rancer, A. S. (2010). *Arguments, aggression, and conflict: New directions in theory and research*. New York: Routledge.

Suggested Readings

1 Wortley, R., & Towsely, M. (2016). *Environmental criminology and crime analysis (*2nd ed.). New York: Taylor & Francis Ltd
2 Hall, S. (2012). *Theorizing crime and deviance: A new perspective*. India: SAGE Publications Inc.
3 Bartol, C. R. (2002). *Criminal behavior: A psychosocial approach* (6th ed.). Saddle River: Prentice-Hall

PSYC- 7121 Psychology of Lifespan Development 3 (3 + 0)

The course gives a general introduction to the area of developmental psychology and contains the following parts: Central developmental theories intend to focus on theories of human development from maturational, learning theory, cognitive, evolutionary, and psychodynamic perspectives. Functional development reflects aspects of human development and gives basic knowledge about individual predispositions, about the interplay between heredity and environment, and sensorimotor, cognitive, language, personality-related, and socio-emotional development. On completion of the course, the student will acquire awareness about and an understanding of central developmental theories, and be able to account for and compare these - will acquire awareness about human development, particularly during childhood and adolescence, and be able to account for the fundamental features in sensorimotor, cognitive, language, personality-related and socio-emotional development - have acquired awareness of how individual development is dependent on cultural and social relations and be able to account for the importance of cultural and social factors for individual development - be able to account for research within developmental problem areas.

Contents

1 The Life-Span Perspective, Introduction;
2 Beginnings: Biological Beginnings, Prenatal Development, and Birth
3 Infancy: Physical Development in Infancy, Cognitive Development in Infancy, Socio-emotional Development in Infancy
4 Early Childhood: Physical and Cognitive Development in Early Childhood, Socio-emotional Development in Early Childhood
5 Middle and Late Childhood: Physical and Cognitive Development in Middle and Late Childhood Socio-emotional Development in Middle and Late Childhood
6 Adolescence: Physical and Cognitive Development in Adolescence, Socio-emotional, Development in Adolescence
7 Early Adulthood: Physical and Cognitive Development in Early Adulthood, Socio-emotional Development in Early Adulthood
8 Middle Adulthood: Physical and Cognitive Development in Middle Adulthood, Socio-emotional Development in Middle Adulthood
9 Late Adulthood: Physical Development in Late Adulthood, Cognitive Development in Late Adulthood, Socioemotional Development in Late Adulthood
10 Endings, Death, Dying, and Grieving

Recommended Text

1 Berk, E. L., & Meyers, A. B. (2018). *Child development* (10th ed.). Los Angeles: Pearson Education.
2 Feldman, R. S. (2017). *Development across the life span* (8th ed.). New York: Pearson Education.

Suggested Readings

1 Bee, H., & Boyd, D. (2018). *Lifespan development* (8th ed.). New Delhi: Pearson Publishers.
2 Santrock, J. W. (2015). *Lifespan Development* (15th ed.) New YouMcGraw Hill.ISBN: 978-0-07-786182-7

PSYC- 7122 Personality and Individual Differences 3 (3 + 0)

This course offers to make students understand the essential dynamics of personality so that they can appreciate human diversity and come across with their conception of human nature. Main objectives of this course are to orient students towards the historical developments in the field of personality psychology so that the classical theories of personality may be comprehended in terms of contemporary insights into the discipline, inculcate a holistic approach among the students so that they extend their knowledge of personality, personality assessment and to research endeavors. At the successful completion of this course students will be able to: understand the psychometric debate relating to different theories of personality and intelligence; understand how contemporary psychometric theory is applied to the assessment of individual differences; apply the principles of psychological assessment; understand the extent to which individual differences in putative enduring characteristics and dispositions are related to human behavior, cognition, emotion, and motivation; understand how individual differences can be applied to improve an understanding of psychological concepts

Contents

1 Conceptualizing Individual Differences and Personality
2 Historical Perspective
3 Approaches to Individual Differences
4 Psychoanalytic Approach
5 Neo-Psychoanalytic Approach
6 Trait Approach
7 Biological Approach
8 Humanistic Approach
9 Behavioral and Social Learning Approach
10 Cognitive Approach
11 Personality tests and assessment measures
12 Gender Differences
13 Cultural and Ethnic Differences
14 Psychology of Love and Hate

Recommended Text

1 Schultz & Schultz. (2018). *Theories of personality* (9th ed). New York: Wadsworth.
2 Maltby, D., & Macaskill, T. (2013). *Personality, individual differences, and intelligence* (3rd ed.). New Delhi: Pearson

Suggested Readings

1 Twenge, J. M., & Campbell, W. K. (2017). *Personality psychology: Understanding yourself and others* (1st ed.). New Delhi: Pearson.
2 Chamorro-Premuzic, T. (2014). *Personality and individual differences* (3rd ed.). New Jersey: Wiley.
3 Cooper, C. (2015). *Individual differences and personality*. New York: Routledge.

PSYC- 7123 **Family Science** **3 (3 + 0)**

This course offers an introduction to family studies and explores families (culturally and socioeconomically) throughout the life span. This course enables students in learning how individuals and families interact, want to help solve problems related to families, and have good communication skills. Topics include dating practices and traditions, marriage trends and satisfaction levels, cohabitation statistics, division of couple and family labor, alternatives to marriage, family communication patterns, conflict resolution, parenting practices, causes of divorce, and consequences of divorce on children, remarriage trends, and step-parenting dynamics. Main objectives of this course are to explain the framework and philosophical assumptions of Family Studies, describe why Family Studies is a social science, compare and be able to offer examples of basic concepts, research findings, and theories in Family Studies, see and apply Family Studies theories and research in their own lives and in the family-related behaviors of those around them to the extent they apply, and utilize enhanced critical thinking skills for the analysis of family forms, family dynamics, and cross-cultural variations in families.

Contents

1 Introduction of Family
2 What is Family Psychology?
3 Systematic Epistemology of family Psychology
4 The scientific foundations of family
5 Contemporary trends in family science
6 Changing Families
7 Family System Theories
8 Nuclear Family System
9 Joint Family System
10 Extended Family System
11 Functions of Family
12 Family and Kinship Systems
13 Current Issues in Family Structures and Systems
14 Cross-Cultural Perspectives of Family

Recommended Text

1 Walcheski, M. J. & Reinke, J. S. (2015). Family life education: The practice of family science. *Minneapolis, MN: National Council on Family Relations*.
2 Thoburn, J. W. (2015). *Family psychology: Theory, research, and practice*. Santa Barbara, CA: Praeger/ABC-Clio.

Suggested Readings

1 Rosnati, R. (2015). Family resources in the transition to adoption: Introduction to the Special Section. *Family Science, 6*:1, 38-42, doi: 10.1080/19424620.2015.1080962
2 Bermúdez, J. M., Muruthi, B. A., & Jordan, L. S. (2016). *Decolonizing research methods for family science: Creating space at the center.* https://doi.org/10.1111/jftr.12139
3 Allen, K., & Huff, N. (2014). Family coaching: An emerging family science field. *Family Relations, 63*(5), 569-582. doi: 10.1111/fare.12087

PSYC- 7124 Counseling: Theory and Practice 3 (3 + 0)

This course provides students an overview with a strong knowledge of skill and acumen in the detection, evaluation, and diagnosis of various psychological conditions. The main objectives are to understand and change abnormal behavior, cognition, and emotions through the application of principles and techniques of Clinical and Counseling Psychology, and study Counseling Psychology as a helping profession in everyday life. 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 evidence-based major approaches 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. In general, presented approaches keep the historical order of their development, addressing differences and similarities between them, finishing with the idea of integration in counseling. We discuss specific settings and principles of family, couple and group counseling with their use in rehabilitation and prevention counseling

Contents

1 Historical and Professional Foundations of Counseling: History of and Trends in Counseling, Personal and Professional Aspects of Counseling, Ethical and Legal Aspects of Counseling, Counseling in a Multicultural Society, Counseling with Diverse Populations
2 Counseling Processes and Theories: Building Counseling Relationships, working in a Counseling Relationship, Closing Counseling Relationships; Theories: Psychoanalytic, Adlerian, and Humanistic, Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling
3 Core Counseling Activities In Various Settings: Groups in Counseling, Consultation, Evaluation and Research, Testing, Assessment, and Diagnosis in Counseling
4 Counseling Specialties: Career Counseling Over the Life Span; Marriage, Couple, and Family Counseling; Professional School Counseling; College Counseling and Student-Life Services; Abuse, Addiction, Disability, and Counseling
5 Clinical Mental Health and Private Practice Counseling Assessment and Use of Psychological Tests and Current Trends / Issues in Counseling
6 Ethical and Legal Aspects of Counseling

Recommended Text

1 Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). US: Cengage learning.
2 Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). USA: 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* (6th ed.). Alexandria, VA: American Counseling Association.
4 Ladney, N., & Bradley, L. J. (2014*). Counselor supervision* (4th ed.). New York: Routledge.

SEMESTER III & VI: RESEARCH WORK

PSYC- 7125	**Dissertation**	**6 (0 + 6)**

The student has t to complete a stand-alone thesis in his or her area of specialization

MS Industrial-Organizational Psychology

PSYC-7201 Advanced Research Methods 3 (3 + 0)

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

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-7202 **Advanced Statistics** **3 (3 + 0)**

This advanced course in statistics emphasizes the practical application of statistical analysis. Instruction includes an examination of the role of statistics in research; understanding statistical terminology; use of appropriate statistical techniques; and interpretation of findings in the fields of psychology research. This course offers students to demonstrate the pertinent knowledge of various concepts, principles, and techniques of statistical procedures used for data analysis in research. The main objectives of this course are to: enable students to use SPSS efficiently for organizing, cleaning, and analyzing their data and to recognize situations in which statistical analysis is necessary. Ability to judge the appropriateness of statistical methods. Finally, the students would be able to interpret the statistical results and report those results following the APA writing manual. Topics include graphing and tabulation of data, hypothesis testing for small and large samples, chi-squared, statistical quality control, analysis of variance (ANOVA), regression, correlation, and decision making under uncertainty.

Contents

1 Introduction to statistics and related terminologies
2 Importance, limitations, and limitations of statistics in psychology
3 Review of descriptive statistics and basic concepts in inferential statistics
4 Review of t-test, One Way ANOVA, and Simple Linear Regression
5 Correlation: Partial correlation, Multiple correlations, Biserial correlation, Point biserial correlation, Tetrachoric correlation, Phi coefficient
6 Estimation and Effect sizes
7 Sampling and Power Analysis
8 Factorial ANOVA; Multivariate Analysis of Variance (MANOVA); Analysis of Covariance (ANCOVA)
9 Multiple Linear Regression; Logistic Regression
10 Factor Analysis
11 Introduction to Structured Equation Modeling
12 Introduction To Meta-Analysis
13 Non-Parametric Tests: Chi-Square Tests, Mann-Whitney U Test, Kruskal Wallis Test, Friedman Test, Wilcoxon Matched Pairs Signed Rank Test
14 Introduction and use of Statistical Package for Social Sciences (SPSS)

Recommended Texts

1 Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London: SAGE.
2 Howell, D. C. (2016). *Fundamental statistics for the behavioral sciences*. New Delhi: Cengage Learning.

Suggested Readings

1 Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the behavioral sciences*. New Delhi: Cengage Learning.
2 Hox, J. J., Moerbeek, M., & Schoot, R. V. (2017). *Multilevel analysis: Techniques and applications* (3rd ed.). London: Routledge.

PSYC-7203 Introduction to Organizational Behavior 3 (3 + 0)

This course serves as an introduction to the field of organizational behavior (OB) and provides a comprehensive overview to design effective organization. This course examines the nature of individual and group employee behavior in a work environment and how it affects organizational performance. Psychological principles explain how and why people act as they do. It covers a wide breadth of theories and applications dealing with such topics as perception, motivation, decision making, team dynamics, negotiation, conflict management, leadership, and organizational culture. The goal of this course is to help students to develop a conceptual understanding of OB theories and provide them with skills to put those ideas and theories into practice and enable them to interact with and manage people and share helpful tactics for advancing your career. Key techniques and processes designed to improve organizational efficiency and effectiveness are fully examined from the perspective of management, workers, and society at large.

Contents

1 Introduction to Organizational Behavior: What is organizational behavior, Personality, and person-job fit, Job attitudes, Perception, attribution, and perceptual biases.
2 Learning in Organizations: Principles of learning, Individual differences in learning,
3 Professional Development: Training and development, professional and career development.
4 Performance and Performance Management: Operationalizing performance, Indicators of performance, Performance management through job design, goal settings and feedback, Group Dynamics &Teamwork: Stages of team development, Team performance,
5 Leading and Managing Change: Dynamics of change, Strategies for leading and managing change, overcoming resistance to change, Change immunity map.
6 Conflict Management in Organizations: Approaches to conflict management, Negotiation skills, Conflict management styles,
7 Communication in Organizations: Channels of communication in an organization, Designing an effective communication system in the organization
8 Counterproductive Work Behaviors
9 Positive Organizational Behavior

Recommended Texts

1 Brooks, I. (2018). *Organizational behavior: Individuals, groups, and organizations*. New Delhi: Pearson.
2 Konopaske, R., Ivancevich, J. & Matteson, M. (2017). *Organizational behavior and management* (11th ed.). New York: McGraw Hill.

Suggested Readings

1 Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). New Delhi: Pearson.
2 Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence-based approach* (13th ed.). London: Information Age Publishing (IAP).

PSYC-7204 Organizational Design and Culture 3 (3 + 0)

This course focuses to demonstrate knowledge of the principles of organization structure and design. Organization design is about shaping an organization to maximize its effectiveness and adaptive capacity. The course also focuses on how an organization's culture, values, and environment support and enhance organizational performance and adaptability. Main objectives of this course are to articulate the different elements of organization structure, design, process, and context, relate how the design and structure of an organization impacts negatively or positively on goal achievement within that organization, develop and apply skills of diagnosis and resolution to the solution of practical and real organizational problems, discuss the impact on the organization of the increased local and global competition, rapidly changing technologies and rising consumer demands and the limits of organizational theory in coping with these realities and synthesize the depth and breadth of knowledge, knowledge of methodologies, application of knowledge, and communication skills according to the degree level competencies.

Contents

1 Organizations and Organization Theory & Strategy,
2 Organization Design: Principles of organizational design
3 Key design decisions
4 Organizational Effectiveness
5 Fundamentals of Organization Structure & design
6 Open Systems Design Elements
7 Organizational Culture
8 Organizational Design
9 Innovation and Change and Organizational Design
10 Decision-Making Process
11 Organizational Progress
12 Counterproductive behaviors
13 Conflict, stress, and burnout
14 The interplay of Power & Politics,
15 Contemporary trends in Organizational culture

Recommended Texts

1 Burton, R. M., Obel, B., & Håkonsson, D. D. (2015). *Organizational design: A step-by-step approach* (3rd ed.). London: Cambridge University Press.
2 Daft, R. L. (2016). *Organization theory and design* (12th ed.). New Delhi: Cengage Learning.

Suggested Readings

1 Alvesson, M. (2012). *Understanding organizational culture*. India: SAGE.
2 Bussin, M. (2017). *What would organizational design look like in Uber times?* New Delhi: KR Publishing.
3 Elsbach, K. D., & Stigliani, I. (2018). Design thinking and organizational culture: A review and framework for future research. *Journal of Management*, *44*(6), 2274-2306. https://doi.org/10.1177/0149206317744252

PSYC-7205 Effective Leadership and Strategic Decision Making 3 (3 + 0)

This course is offered to enable students to explain and apply the relevant research, theories, and processes of effective (and ineffective) DM at the individual, group, and organizational levels. Main objectives of this course are to demonstrate applications of effective DM to leadership, and explain implications for real-world leadership and DM across varied contexts, clearly explicate their dispositions and mental processes as a decision-maker, and apply this to the context of effective DM, analyze and evaluate the creative development and performance requirements for strategic leaders. Evaluate leader differences and their application to strategic leadership and decision making, analyze and evaluate the use of tactics, techniques, and tools by high performing teams in strategic decision-making situations, and evaluate leadership requirements in large, complex organizations. Examine the management of change, negotiation, and the use of power in government and industrial sectors, in national and global environments, and during peacetime and crisis conditions.

Contents

1 Introduction to Leadership and Leadership Effectiveness
2 Theoretical Paradigms of Leadership: Trait perspective, Assigned vs. emergent leadership, The role of power in leadership, Coercive leadership, The skills approach to leadership, The style approach to leadership, Psychodynamic approach to leadership, Management typologies.
3 Situational leadership,
4 Contingency Theory of leadership
5 Path-goal theory
6 Leader-member exchange theory
7 Management by objectives, Vroom and Yetton's model of leadership,
8 Transformational leadership,
9 Servant leadership,
10 Authentic leadership,
11 Team leadership
12 Contemporary Theories of Leadership
13 Issues in Leadership
14 Strategic Decision Making

Recommended Texts

1 Kotter, J. P. (2012). *Leading change.* London: Harvard Business School Press.
2 Lussier, R., & Achua, C. (2012). *Leadership: Theory, application, & skill development*. New Delhi: Cengage Learning.

Suggested Readings

1 Northouse, P. G. (2018). *Leadership: Theory and practice*. London: SAGE Publications.
2 Shapiro, J., Stefkovich, J. (2016). *Ethical leadership and decision making in education*. New York: Routledge.
3 Žibert, A., & Starc, A. (January 01, 2018). Healthcare organizations and decision-making: Leadership style for growth and development. *Journal of Applied Health Sciences*, *4*, 2, 209-224

PSYC-7206 Psychology of Advertising and Marketing Research 3 (3 + 0)

Marketing is a practice and studying marketing through the lens of psychology gives insight into the consumer mind with an understanding of how this psychological knowledge influences and improves marketing methods. This is an introductory course about the psychology of persuasion and consumer behavior as they relate to marketing and advertising. The course work emphasizes the development of specific and practical marketing expertise and skills, including methods of market research, the psychology of consumers, and the business of marketing and advertising. The goal is to provide students with a sound understanding of how advertising may impact consumers on a psychological level. The main objectives of this course are to: make students understand the manipulation of the target population's psychographics in advertising, encourage further interest in advertising studies, familiarize students with basic types and skills in marketing research, and appreciate the diversity of modes of advertising and the corresponding manipulation of psychographics.

Contents

1 Orientation to Marketing
2 Functions of Marketing & Marketing strategy
3 Market Segmentation; Limits of market segmentation
4 Product Differentiation
5 Cost of differentiation
6 Essentials of Marketing Research
7 Process of Marketing Research
8 Promotional Strategies in Marketing
9 Advertising in Marketing
10 Consumer Behavior and marketing research
11 Advertising Media; Psychology of Advertisement
12 Creativity in Advertising: When It Works and When It Doesn't
13 Marketing and Advertising in Pakistan

Recommended Texts

1 Crawford, C. M., & Benedetto, C. A. (2014). *New product management* (11th ed.). London: McGraw Hill.
2 McDaniel, C., & Gates, R. (2012). *Marketing research essentials* (8th ed.). London: Wiley Global Education.

Suggested Readings

1 Martin, M., & Whiting, F. (2010). *Human resource practice* (5th ed.). Boston: Chartered Institute of Personnel and Development.
2 Powell, H., Hardy, J., Hawkin, S., & MacRury, I. (2013). *The advertising handbook*. New Jersey: Routledge.
3 Wells, W., Burnett, J., & Moriarty, S. E. (2000). *Advertising: Principles & practice*. New Delhi: Prentice-Hall.

PSYC-7207 Consumer Behavior 3 (3 + 0)

This course introduces factors related to consumer behavior and links it to the practice of marketing. This course provides fundamental knowledge and an overview of the area of research for this study, by identifying, among others, the objectives of the study together with the importance attributed to the study. The course will focus on the area of consumer behavior by first considering some human behavioral models and the commonalities thereof with consumer behavior, impacting the marketing field of study. Specific objectives, of course, are to: familiarize the students with this newly emerging field of human behavior; to bring their knowledge of the subject up to date; and to prepare them to use this newly acquired knowledge-tool for their benefit in the contemporary Pakistani scene, an overview of consumer behavior, followed by models of human behavior, understand what the stages of the buying process are, marketing implications of consumer behavior. On successful completion of this course, students will be able to: identify and explain factors which influence consumer behavior; demonstrate how knowledge of consumer behavior can be applied to marketing; display critical thinking and problem-solving skills; gain, evaluate and synthesize information and existing knowledge from several sources and experiences.

Contents

1 Introduction to Consumer Behavior & situational factors
2 Consumer Behavior Audit.
3 Consumer Decision Process
4 Situational Influences on Consumer Decision Process
5 Problem Recognition,
6 Information Search, and Selecting Alternatives.
7 Decisions Rules
8 Purchase and Post Purchase Processes
9 Internal Influences on Consumers: Perception, Learning, and Memory
10 Internal Influences on Consumers: Motivation, Personality, Emotions, and Attitudes
11 External Influences on Consumers
12 Demographics, lifestyle & Household consumption
13 Marketing Strategies Based on External Influences on Consumers

Recommended Texts

1 Quester, P., Pettigrew, S., & Hawkins, D. (2011). *Consumer behavior: Implications for marketing strategy* (6th ed.). McGraw-Hill.
2 Sirgy, J. M., Rahtz, D. R., & Portolese, L. (2014). *Consumer behavior today*. London: Lat World Education.

Suggested Readings

1 Kimmel, A. J., Kimmel, A. (2018). *Psychological foundations of marketing.* New Jersey: Routledge.
2 Kumar, V., & Reinartz, W. J. (2017). *Customer relationship management: Concept, strategy, and tools*. New Delhi: Springer
3 Schmitt, B., & Lee, L. (2015). *The psychology of the Asian consumer*. New Delhi: Routledge.

PSYC-7208 Human Resource Management 3 (3 + 0)

This general purpose of this course is to familiarize students with the basic principles and techniques of human resource management. The course takes a practical view that integrates the contributions of the behavioral sciences with the technical aspects of implementing the HR function in the 'real world. A basic understanding of human resource management is essential whether the student works in a government agency, financial services, hospital, high technology industry, retail, educational institution, or other types of organization. A key objective of this course is to show that HR management is more than just accepting employment applications and keeping records; it is a central and strategic organizational activity of increasing complexity and importance. Further objectives of this course are to: manage the employment relationship, which is a shared responsibility between employers, management, human resources specialists, and employees and to engender the students equipped with contemporary human resource management skills for ensuring the organizational productivity in applied settings.

Contents

1 Introduction to HRM
2 Strategic human resource management
3 HRM legal perspective in the context of Pakistan
4 Job Analysis & Design
5 Acquiring Human Resources
6 Problems/issues associated with recruitment/selection
7 Training and Development
8 Performance Appraisal
9 Problems/issues related to performance appraisal.
10 Occupational Health and Safety Issues
11 Stress prevention and management
12 Designing a safe work environment.
13 Enhancing the productive outputs of individuals.

Recommended Texts

1 Rue, L. W., Ibrahim, N. A., & Byars, L. L. (2015). *Humane Resource management* (11th ed.). New York: McGraw-Hill Higher Education
2 Snell, C., & Bolander; G. (2013). *Managing humane resources* (16th ed.). Boston: Cengage Learning
3 Tyson, S. (2015). *Essentials of human resource management* (6th ed.). New York: Elsevier.

Suggested Readings

1 Nickson, D. (2013). *Human resource management for the hospitality and tourism industries*. New York: Routledge.
2 Anthony, W. P., Kacmar, K. M. & Perrewe, P. R. (2010). *Humane Resource Management* (6th ed.). Boston: Cengage Learning.
3 DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2010). *Human resource management* (11th ed.). London: Wiley.

PSYC-7209 Psychology of Work Environment and Work Motivation 3 (3 + 0)

Motivation is key to any successful people management role. This course explores the nature of traditional and non-traditional work environments. The meaning and culture of work and worker communication, motivation, job satisfaction, performance appraisal, and group dynamics are investigated. Main objectives are to: analyze work and its role in people lives, examine the influence of workplace culture, structure, and communication on worker motivation, job satisfaction, and organizational commitment, investigate the varied functions of performance appraisal in the workplace, differentiate between workgroups and work teams, and utilize psychological concepts and theories to evaluate workplace effectiveness. After reading this course, students will be able to define the key concepts associated with employee motivation and they will be able to: explain the role of motivation in the workplace, to describe theories of motivation that what motivates individuals, and why individuals behave in a certain way and how motivation is stimulated and maintained

Contents

1 Introduction to Work Environment: Defining work environment, Physical and psychological aspects of the work environment
2 Physical Dimensions of Work Environment: Lighting noise in the office, Thermal comfort and air quality, Office layout and design, Workstation design
3 Psychological Dimensions of Work Environment: Personality and work environment, Cognitive processes in perceptions of work environment
4 Interaction Between Work Environment and the Worker: Impact of work environment on work attitudes
5 Psychology of Motivation: Applications of the psychology of human motivation in work settings.
6 Theories of Work Motivation: Content Theories, Maslow's hierarchy of needs, Herzberg's theory, Alderfer's ERG needs, McClelland learned needs, Process Theories; Applications of Theories of Work Motivation in Organizations: Qualitative and quantitative techniques for assessing work motivation
7 Designing a Positive and Safe Work Environment

Recommended Texts

1 Gagne, M. (2014). *The Oxford handbook of work engagement, motivation, and self-determination theory*. London: Oxford University Press.
2 Muchinsky, P. M. (2015). *Psychology applied to work* (11th ed.). New York: Hyper graphics Press.

Suggested Readings

1 Latham, G. P. (2012). *Work motivation: history, theory, research, and practice (*2nd ed.*)*. New Delhi: Sage Publications.
2 Shuck, B., Peyton Roberts, T., & Zigarmi, D. (2018). Employee perceptions of the work environment, motivational outlooks, and employee work intentions: An HR practitioner's dream or nightmare? *Advances in Developing Human Resources*, *20*(2), 197-213.

PSYC-7210 **Internship and Research Proposal** **3 (2 + 1)**

Internship

Students will work with a faculty member to select a suitable position in a human resource department, consulting firm, research facility, or other approved internship site. Once selected, the student will be responsible for developing a schedule with milestones that are appropriate to the internship. The schedule and milestones will be developed jointly with the faculty member and the internship supervisor. This schedule and milestone plan will form the basis of submitting an internship report for comment and grading. Some examples of internship milestones for research and application projects are listed below.

Research Proposal

Students will formulate the research proposal which would provide the bases for their thesis of six credit hours in the fourth semester. Students will work with a faculty member to select a suitable research proposal. Once selected, the student will be responsible for developing a schedule with milestones that are appropriate to the research or project being undertaken. The schedule and milestones will be discussed with the faculty member and will form the basis of submitting finalized research synopsis of their thesis (they are supposed to undertake in the upcoming semester) for comment and grading. Some examples of milestones for research and application projects are listed below.

Sample Milestones for Internship and Independent Research proposal

1. Internship Project (I/O Example)
    a) Topic selection and description of the problem
    b) Analysis of the problem in terms of relevant I/O theory
    c) Design of a theory-based intervention
    d) Plan for evaluating the intervention effectiveness
    e) Draft report for comment
    f) Final report
2. Independent Research Proposal
    a) Topic selection
    b) The decision on measurement protocol
    c) Proposed research design
    d) Proposed sample and sampling technique
    e) Proposed statistical analysis
    f) Draft report for comment
    g) Final report

PSYC-7211 **Dissertation** **6 (6 + 0)**

The student has t to complete a stand-alone thesis in his or her area of specialization

Ph.D. Psychology

PSYC- 8101 Research Methods in Psychology 3 (3+0)

This course provides an in-depth theoretical and practical understanding of psychological research techniques and methodology. All the topics covered during the course will address the methodological issues in deciding how to study various psychological phenomena in the indigenous context. In addition to lectures and presentations, the students will also prepare a research proposal in the style mostly used by research psychologists. Main objectives of this course are to Distinguish between qualitative and quantitative research methods and their relationships, understand the qualitative and quantitative orientations that are important to viewing and interpreting research situations, recognize and apply the appropriate qualitative and quantitative research techniques including experiments, survey, observations, literature reviews, content analysis, in-depth interviews and focus groups; and develop grounded theory, analyze and interpret findings from qualitative and quantitative research, conduct research that demonstrates respect for human rights and professional ethical values and standards, and conduct research protecting the privacy, confidentiality and when necessary, anonymity of the participants

Contents

1 Orientation to the Basic Concepts of research in Psychology
2 Types of Research: Scientific and Non-scientific Research.
3 Sampling and Data Collection. Probability and Non-probability samples.
4 Research Designs: Qualitative and Quantitative. Data Collection Techniques. Recent Trends in psychology Research all over the world and in Pakistan
5 Quantitative Research Design: What is Quantitative Research? Quantitative Research Methods: Types with Examples, Primary Quantitative Research Methods, Techniques and Types of Studies (survey, correlational, casual-comparative, experimental research), Data Collection Methodologies, Data Analysis Techniques, Secondary Quantitative Research Methods, Quantitative Research Characteristics, Quantitative Research Examples, Advantages of Quantitative Research
6 Qualitative Research Design: History and Archival Research; Interview based research; Narratives and Diary Based Research; Biographical Research; Focus Group Discussion; Grounded Theory; Discourse Analysis; Ethnographic Research; Phenomenological Research; Participant Observation; Case studies; Qualitative Evaluation Research.
7 Ethical Issues in research with humans: Ethical standards in conducting and reporting research.

Recommended Text

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.
4 Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: SAGE Publications.

Suggested Readings

1 Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 26-46.
2 Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 3-25.

PSYC-8102 Seminar in Theories of Psychology 3 (3+0)

The course is aimed to instill knowledge of the basic assumptions, concepts, and current research in major theories of Psychology. This course is seminar-based and not lecture-based. Some introductory lectures will be delivered. The students are supposed to present seminars on assigned theories. The learning and critical evaluation skills will be developed through discussions and presentations. The main objective of this course is to understand and then apply theories of psychology in any of the social setup and to design a theory-based research plan. This seminar provides readings and discussion of special topics areas of psychology. The course draws on primary sources of classic and contemporary theory and research and focuses on examining human behavior development as per the different theoretical concepts. Through extensive reading and discussion of the classic and current literature, students in this seminar-based course become familiar with the current state of contemporary and classical theories and research in the area's human behaviors, mind, mental processes and develop proposals (based on theories) for how the research might advance. This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical theory based-research written by other students in the seminar to develop their skills in both writing and critiquing research reports.

Contents

1 What is a theory? Theory construction in psychology
2 Characteristics of good theory
3 Role of theory in research
4 How to prepare a theory-based Research Proposal?
5 Introduction of significant theories in psychology
6 Psychoanalytic theory and its implications
7 Behavioral theory, Humanistic Theory, Cognitive Theory
8 Approaches to psychology
9 Seminars on psychology theories
10 Social Cognitive Theory of Bandura
11 Impression Management Theory
12 Personal Construct Theory
13 Cognitive load theory
14 Moral Development Theory
15 Multiple Intelligence Theory
16 Choice Theory
17 Cognitive Development Theory of Vygotsky; Path-Goal Theory
18 Cognitive Dissonance Theory
19 Need Theory of Murray
20 Social Exchange Theory
21 Persona Environment Theory
22 Protection Motivation Theory
23 Attachment Theory
24 Health Belief Model
25 Self-determination theory
26 Dual aspect theory
27 Rollo May theory of existentialism
28 Terror management theory
29 Schema mode model based on schema theory,
30 Presentations of research proposal developed on psychology theories

Reading Material

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

PSYC-8103 **Psychometrics** **3 (3+0)**

This course provides an overview of psychological testing in various domains. This will also impart practical skills in test development and the students will come to appreciate various methodologies and techniques of establishing the psychometric properties of psychological tests. More specifically, this course has the certain objectives: To equip students with the fundamental assessment skills in administration, scoring, and interpretation of tests, report writing, and recommendations, make students familiar with various intelligence, personality, achievement, and vocational tests, develop an understanding of knowledge of basic concepts of psychological assessment; standardization, reliability, and validity and provide students with some practical experience in developing their tests and evaluate its statistical properties. After learning this course students will be able to perform - Measurement of personality and intelligence, Test construction: test design, use of factor analysis and item response theory in test development, Observational approaches to personality assessment, identify and rectify Reliability and validity Problems in testing, fundamental measurement issues, response sets, test bias, will be able to Review critical approaches to the research literature using selected topics in personality, intelligence, and attitude research as illustrations

Contents

1 Historical perspective
2 Nature, use and classification of Psychological Measures
3 Designing and items writing
4 Item analysis of criterion-reference tests
5 Item-response theory
6 Approaches for establishing the validity
7 Validity Generalization
8 Factor Analytic Approach
9 Reliability and its approaches
10 Sources of unreliability
11 Reliability Generalization
12 Types and Development of norms
13 Adaptation of Psychological Measures
14 Conceptual and Methodological issues in adapting tests
15 Ethical issues relevant to test adaptation
16 Test Development in local Context
17 A brief review of some selected tests

Recommended Text

1 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.
2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measuremen*t (8th ed.). New York: McGraw-Hill Education.
3 Nunnally, J. C., & Bernstein, H. I. (2017). *Psychometric theory* (3rd ed.). New Delhi: McGraw Hill.
4 Thorndike, R. M., Cunningham, G. K., Thorndike, R. L., & Hagen, E. P. (1991). *Measurement and evaluation in psychology and education* (5th ed.). Macmillan Publishing Co, Inc.
5 Kline, T. J. B. (2005). *A practical approach to psychological testing design and evaluation*. New Delhi: Sage Publications.

Suggested Readings

1 Journal of Personnel Psychology
2 Journal of Educational and Psychological Measurement
3 Journal of Educational Measurement
4 Journal of Personality Assessment

PSYC: 8104 **Health Psychology** **3 (3+0)**

This course provides evidence-based and the theoretical rationale, which underpins the crucial work of health psychology, has now truly come of age with an entirely new resource to inform its treatment and practice. This comprehensive course is aimed to provide a powerful resource for the health psychologists engaged in the prevention of illness and the promotion of health-related behaviors, as well as to the integrated application of psychology to illness assessment, treatment, and rehabilitation. The main objective of this course is to: learn the significance of health after studying scientifically the psychological processes of health, illness, and health care, apply psychology to the promotion and maintenance of health, and understand the relevance of psychology to medicine.

Contents

1 Introduction to course materials
2 Discussion on Modules
3 Foundation of Health Psychology
4 History and Approaches
5 Theories of Health Psychology
6 Social cognitive theory
7 Theory of planned behavior
8 Health belief model
9 Protection motivation theory
10 Implementation intentions
11 Health action process approach
12 Precaution adoption process model
13 The transtheoretical model of behavior change
14 Health Behavior Change
15 Chronic Condition Prevention and Self-Management
16 Physical Activity: Why, How Much, and How to Increase
17 Activity Week (Promotion of Healthy Life Style)
18 Stress, Biopsychosocial Factors, and Illness
19 Stress Management
20 Psycho-oncology
21 The Role of Psychology in Cancer Care
22 Rumination as a Cognitive Process in Chronic Illness
23 Illness Cognition
24 Coping and coping mechanisms
25 Emotion in the Management of illness
26 Diabetes
27 Enhancing Adherence to Medications

Recommended Text

1 Caltabiano, M. L., & Ricciardelli, L. (2012). *Applied topics in health psychology*. New York: John Wiley & Sons.
2 Sarafino, E. P., & Smith, T. W. (2011). *Health psychology: Biopsychosocial interactions* (7th ed.). New York: John Wiley & Sons Inc.

Suggested Readings

1 Straub, R. O. (2012). *Health psychology: A biopsychosocial approach* (3rd ed.) New York: Macmillan.
2 Ogden, J. (2012). *Health psychology* (5th ed.). London: Mcgraw-Hill

PSYC-8105 **School Psychology** **3 (3+0)**

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

Contents

1 An overview of the field: Nature, aim, and scope of school Psychology
2 School psychology vs Educational Psychology
3 School Psychology and related disciplines
4 History of School Psychology
5 Historical contexts and foundations of the area
6 Early childhood education: pioneers and leaders of the 20th century
7 Role of school psychologists: Traditional role and functions of school Psychologists, School Psychologist as a problem solver
8 Application of Theories of Psychology
9 Learning Theories, Social learning theory, Cognitive theories, Motivation theories
10 Education for children in special needs: Special needs of children
11 Inclusive vs special education,
12 Teacher mediated strategies
13 Peer mediated strategies
14 Proactive strategies in promoting learning for special children
15 Contemporary issues in school psychology
16 The emotional well-being of children, Classroom management
17 Managing Disruptive children; School Bullying
18 Ethical and legal issues in school psychology
19 Guidance and Counseling in School in Pakistan

Recommended Text

1 Esquiel, G. B., Lopez, E. C., & Nahari, S. G. (2007). *Multicultural handbook of school psychology: An interdisciplinary perspective.* New Jersey: Lawrence Erlbaum Associates, Inc.
2 Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21st century*. New York: Guilford Press.

Suggested Readings

1 Peacock, G. G., Ervin, R. A., & Daly, E. J. (2009). *Practical handbook of school psychology: Effective practices for the 21st century*. New York: Guilford Press Inc.
2 Thomas, A. & Grimes, J. (Eds.). (2009). *Best practices in school psychology.*Bethesda, Maryland: NASP.
3 Reschly, D. J. (2008). School psychology paradigm shift and beyond. In A. Thomas A. J. Grimes (Eds.), *Best practices in school psychology* (vol. 1, pp. 3-15). Bethesda, MD: National Association of School Psychologists

PSYC- 8106 Assessment, Evaluation, and Intervention 3 (3+0)

This course refers to the concept of evaluation and assessment that are conducted in educational settings. The course has been set in a way that allows the students to examine individual and group approaches to assessment, evaluation, and the basic concepts of standardized and non-standardized educational and psychological testing. Students learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Students also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. This course pays special attention to needs assessments that can be used in an educational setting, particularly in determining student counseling needs. Discussions include historical perspectives regarding assessment, testing ethics, and the use of instruments with diverse populations. After completion of the course, students become familiar with the concepts related to assessment tools, their administration, scoring, and issues involved in the selection of tests. The ideology in that every child being assessed requires to be tested according to the content of testing. The main objectives of this course are to Select tests in inappropriate situations, be able to conduct the assessment in the classroom and other educational settings, and understand and learn the technical strength of various achievement, ability, emotional and other types of tests.

Contents

1 Objectives and importance of assessment
2 Nature and Type of Assessment-Formal & Informal assessment
3 Context issues and trends in Assessment
4 The role of measurement and assessment in teaching tests used in the assessment
5 Foundations of Assessment
6 Multi-Dimensional Assessment of emotional and behavioral problems
7 Best Practices in Intellectual Assessment
8 Best Practices in Assessment of Adaptive Behavior
9 Best practices in systematic direct observation of student behavior
10 Best Practices in Functional Behavioral Assessment for designing individualized educational Program; Best Practices in the supervision of interns
11 Best practices in collaborating with parents of children with disability; Best Practices in designing, implementing and evaluating quality interventions
12 Use of Tests In educational Settings, Assessment tests and Evaluation procedures for Social, Emotional, and Behavioral Problems
13 Introduction to intervention programs; Best practices in Classroom intervention for attention problems; Best practices in peer-mediated Interventions
14 Intervention for school psychologists: A cognitive approach to problem-solving
15 Use of play for assessment and intervention with young children
16 Best practices in evaluating interventions

Recommended Text

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

Suggested readings

1 Hays, D. G. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th ed.). Alexandria: American Counseling Association.

PSYC-8107 Psychology of Communication 3 (3+0)

The course is a basic level course, studying the mental and behavioral function of a human in communication This course explores the fundamental elements, characteristics, and processes of communication, including communicating in interpersonal, intrapersonal, as well as small group/public settings. Oral presentation experiences as well as insight into personal communication processes are heavily integrated throughout the course with a focus on public speaking design and delivery. The learning method used in this course is active learning. Students in groups discuss subject matter and sub-subject matter accompanied by the lecturer. Students then use their understanding of the psychology of communication to analyze issues regarding communication in everyday life in the Indonesian context. The main objectives of this course are to: Understand effective human communication techniques and processes develop and practice human communication skills, including skills in verbal, nonverbal, listening, small group and public speaking, and bring discourse or interactional aspect of human communication into focus.

Contents

1 Introduction to the field of Communication: Process of communication
2 Types of communication, Communication competence, Ethical Communication
3 Perception of Self and Communication: Perceiving self (self-concept); Perceiving others (perceptual process); Race, Ethnicity & Communication
4 Verbal Communication: The Language Environment; Verbal communication vs. non-Verbal communication; Gender and verbal communication; How verbal communication can be improved?
5 Non-verbal Communication: Characteristics of non-verbal communication, Functions, and types of non-verbal communication, Ways to improve non-verbal communication
6 Listening: Process of listening; Listening Styles
7 Barriers to effective listening (cognitive dissonance, anxiety, controlling listener, passive listener)
8 Ways to improve listening skill
9 Interpersonal Communication: Understanding interpersonal relationships
10 Self-disclosure in Interpersonal Relationships
11 Communication Climates in Interpersonal Relationships
12 Managing Interpersonal Conflict Presentations
13 Communication in Groups: Goals, types, and characteristics of groups
14 Cultural Influences on Group Communication
15 Problem Solving and Decision making in Groups; Conflict & Negotiation
16 Public Communication: Topic Selection and Audience Analysis
17 Finding Information; Organizing your presentation
18 Presenting your Message; Informative and Persuasive Presentations

Recommended Books

1 Wood T. Julia (2001). *Communication mosaic: An introduction to the field of communication* (2nd ed.).New York: Thompson Learning Inc.
2 Adler, R. & Rodman, G. (2006). *Understanding Human Communication* (9th ed.). New York: Oxford University Press.

Suggested Readings

1 Wolvin D. A., Berko M. R., & Wolvin R. D. (2007). *Handbook of public communication: principles and practic*e (9th ed.). India: Jaico Publishing House,
2 Pearson, J., Nelson, P., Titsworth, S., & Harter, L. (2006). *Human Communication* (2nd ed.). New York: McGraw Hill Inc.

PSYC-8108 **Data Analysis** **3 (3+0)**

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. By the end of this course, students should understand and know how to use statistics. Students will also develop some understanding of the limitations of statistical inference and the ethics of data analysis and statistics. 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. 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.

Contents

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

Recommended Text

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 Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research methods in psychology*. NewYork. Mc Graw Hill.

PSYC-8109 Problems in Human Assessment 3 (3+0)

This course provides an introduction to key concepts, methods, issues, and ethical considerations associated with human assessment. Human assessment contributes important information to the understanding of individual characteristics and capabilities, through the collection, integration, and interpretation of information about an individual. Such information is obtained through a variety of methods and measures, with relevant sources determined by the specific purposes of the evaluation. Course objectives are to: teach students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments, and skills assessments), and to incorporate assessment outcomes with treatment selection and design following contemporary best practices in the field of applied behavior analysis and to demonstrate a thorough comprehension of theory and application of psychological tests as measures of personality, intellectual functioning, and attitudes, and understand the use, abuse, and limitations of psychological measures. After completion of this course, students will be enabled to the creation of a more comprehensive understanding of the individual being assessed, ultimately leading to more appropriate and accurate clinical conclusions (e.g., diagnosis, recommendations for treatment planning) by avoiding potential errors.

Contents

1 The fundamental nature of measurement
2 Objective Tests as Instruments of Psychological Theory
3 The evaluation of measurement Properties
4 Assessment of Selection
5 Assessment of Intellectual Abilities
6 Assessment of Personality
7 Cognitive approaches to personality assessment
8 Assessment in social contexts
9 Assessment of Interests
10 Assessment of attitudes
11 Assessment of mental health
12 Assessment of human development
13 Statistics used in Assessment & evaluation
14 Assessment & evaluation of new trends
15 Assessment, evaluation and report writing

Recommended Text

1 Goffin, R. D., & Helmes, E. (Eds.). (2000). *Problems and solutions in human assessment: Honoring Douglas N. Jackson at seventy*. New York: Kluwer Academic/Plenum Publishers.
2 Nunnally, J.C. (1967). *Psychometric theory*. New York: McGraw Hill Book Company.
3 Jonassen, D. H. (Ed.) (2007). *Learning to solve complex scientific problems*. New York: Lawrence Erlbaum.
4 Griffin, P., McGaw, B., & Care, E. (Eds.). (2011). *Assessment and teaching of 21st-century skills*. New York: Springer

Suggested Readings

1 Oppenheim, A. N. (1992). *Questionnaire design, interviewing, and attitude measurement.* London: Pinter Publishers.
2 Greiff, S., Wüstenberg, S., & Funke, J. (2012). Dynamic problem solving: A new assessment perspective. *Applied Psychological Measurement, 36*(3), 189–213. http://dx.doi.org/10.1177/0146621612439620
3 Robinson. J. P., & Shaver, P. R. (1980). *Measures of social psychological research*. Michigan: Institute of Social Research.

PSYC- 8110 **Guidance and Counseling** **3 (3+0)**

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counseling in education. The main objectives of this course are to: enable Student Teachers to identify areas of guidance and counseling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counseling and the development of Student Teachers' counseling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable Student Teachers to design school-wide guidance and counseling programs. This course will assist Student Teachers in understanding the role of various members of a guidance and counseling system in supporting students in addressing their future and social challenges. They will master the basic skills of school guidance and counseling by practicing these skills during their sessions. The course will also increase their ability to exercise active listening skills, reflect on students' concerns, assist students in arriving at solutions to problems, advise them on potential solutions to stated problems, and make responsible social choices and informed decisions.

Contents

1 Introduction to guidance and counseling: History and present status
2 The basic concepts of guidance and counseling: Guidance, counseling, and psychotherapy
3 The Islamic concept of guidance and counseling
4 The scope of guidance and counseling: Community, family, administration, and peers
5 Principles of guidance and counseling
6 Types of guidance and counseling: Educational and personal
7 Types of guidance and counseling: Social and vocational
8 Theories of guidance and counseling • Carl Roger • Erik Erikson • Alfred Adler • B. F. Skinner
9 Various counseling approaches, techniques, and practices
10 Group counseling, counseling of adolescents
11 New trends in counseling
12 Tests and material for guidance and counseling programs
13 Guidance and counseling services in Pakistan.

Recommended Text

1 Corey, G. (2017). *Theory and practice of counseling & psychotherapy* (10th ed.). Cengage learning: US.
2 Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). 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* (6th ed.). Alexandria: American Counseling Association
4 Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8th ed.). Belmont: Brooks/Cole.
5 Kottler, J. A., & Sheppard, D. S. (2008). *Introduction to counseling: Voices from the field* (6th ed.). Belmont: Thomson.
6 Sharif, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Stamford: Cengage Learning.

PSYC- 8111 Clinical Psychology Theory and Practice 3 (3 +0)

This course is designed to equip students with practical skills in clinical psychology. They will not only learn various theoretical paradigms for the understanding of abnormal behavior but will also acquire certain therapeutic techniques for the effective management of psychological issues. More specifically, this course has various objectives: To produce students with a strong knowledge of skill and acumen in the detec tion, evaluation, and diagnosis of various psychological conditions, to understand and change abnormal behavior, cognition, and emotions through the application of principles and techniques of Psychology, and to learn case study and report writing skills.

Contents

1 Introduction, Scope, and History of Clinical Psychology
2 What is Abnormality / Psychopathology?
3 Models: Biological, Psychodynamic, Behavioral, Humanistic, Interpersonal.
4 Classification: DSM –V, ICD – 10.
5 Personality Disorder, Anxiety, Somatoform and Dissociative Disorders
6 Personality disorders: Clinical Features, Types, Casual Factors
7 Anxiety Disorders, Somatoform Disorders, Dissociative Disorders: Casual Factors.
8 Adjustment Disorders: Types, Clinical Features, Causes.
9 Substance-Related Disorders, Sexual Variance & Dysfunctions
10 Substance-Related Disorders, Alcohol Abuse and dependence, Clinical Picture and Cause, other addictive disorder, Sexual Variance, Sexual Abuse, Sexual Dysfunctions, and Pervasive Developmental Disorders: Types, Clinical Features, Causes.
11 Schizophrenia, Mood Disorders, Suicide, And Cognitive Disorders
12 Schizophrenia: Subtypes, Causes, Mood Disorders (Types, Causes), Suicide (Casual Pattern), Mental Retardation (Levels, Causes), Cognitive Disorders: Types & Causes.
13 Mental Hygiene, Mental Health Movement, Types of Prevention, Levels, Situation, Focused and Competency Focused, Site of Prevention, Family, School, Community, Legal and Ethical Issues in Clinical Psychology, Criminal and Forensic responsibility, Civil responsibility, Marriage, Adoption, Witness Testamentary Capacity, transfer of Property
14 Approaches to Clinical Intervention
15 Ethics in Clinical Psychology
16 Status of Clinical Psychology in Pakistan

Recommended Text

1 Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction of clinical psychology* (8th ed.). Boston: Pearson.
2 Davey, G. (2015). *Clinical psychology*. London: Routledge. Inc.

Suggested Readings

1 Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal psychology: An integrative approach* (8th ed.). California: Wadsworth.
2 Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). *Los Angeles:* Cengage learning.
3 Carr, A., & McNulty, M. (2016). *The handbook of adult clinical psychology.* London: Routledge, Taylor & Francis Group.

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PSYC-8112 Psychopharmacology & Neurophysiology 3 (3 +0)

The course provides students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use, and abuse. Students will identify and assess the actions, effects, uses, and abuses of legal and illegal drugs. This course will focus on helping students develop the knowledge of anatomy and physiology, and the pathophysiological fundamentals of neural functioning. Students will develop a basic knowledge of biophysical properties of neurons and glia, to the physiological basis of learning, memory, and sensory processing in understanding the neurological bases of problem behaviors across a variety of problem areas including major mental and health disorders, alcohol and other drug problems, risk-taking, and impulse-control disorders. The course will provide students with the opportunity to incorporate research findings on the impact of brain dysregulation, neuroendocrine functioning, medications, and disease processes as part of assessments and treatment. Additionally, content on neurobiological factors in behaviors will be integrated with an overview of the types and actions of medications used in direct practice and the impact of medications on individual functioning. Additional focus will be placed on the impact of medications in advanced direct practice including current controversies in the use of psychopharmacology.

Contents

1 Classification of Drugs and Their Effects on Behavior; Neuro-leptics and other Anti-Psychotic Drugs; Analgesics, Major and Minor tranquilizers, Stimulants, Anti-Depressants, Barbiturates, Narcotic and other addictive substances, Hallucinogens.
2 Drug Action in the Nervous System and the effects of various drugs on the neurochemicals.
3 Neuropharmacological Basis of Psychopathology: Localization of Brain, Parietal, Frontal, Occipital and Temporal Lobes of the Brain, Functions of various Lobes of the Brain.
4 Tumors, Etiology and Pathology, Tumors of Ineffective Origin, Symptoms, Investigation of a Cerebral Tumor Suspect, Diagnosis, Prognosis, Treatment.
5 Dysphasia, Nature and Classification, Types of Dysphasia, Causes, Prognosis, Treatment, Examination of the Patient, Apraxia, Agnosia, Disconnection Syndrome.
6 Electro Physiology, Techniques, Methodology, Problems EMG, ECG, GSR, EEG, and Evoked Potentials, Normal Changes, and Behavioral Correlates.
7 Organic Brain Dysfunction, Delirium, Dementia, Amnesic Syndrome, Organic Delusion Syndrome, Organic Affective Syndrome, Organic Personality Syndrome; Epilepsy (Classification, Nature, Clinical Varieties, Differential Diagnosis, Causes, Prognosis, Treatment); Sleep Patterns, Criteria of Sleep, Neural Mechanisms of Sleep, Brain Mechanisms of Sleep; Functional Disorders of Behavior, Methodological Considerations, CNS Recording, Studies, Biochemistry of Functional Disorders.
8 Examination of the Patient/Neurological Diagnosis, History of illness, Detailed Neurological Examination, Some General Principles of Structure, Function, and Treatment, Mental State, Sleep.

Recommended Text

1 Sinacola, R. S., & Peters-Strickland, T. M. D. (2011). *Basic psychopharmacology for counselors and psychotherapists: Merrill counseling series*. London: Pearson education
2 Schatzberg, A. F., DeBattista, C. (2015). *Manual of clinical psychopharmacology* (8th ed.). Log Angeles: American Psychiatric Publishing.

Suggested Readings

1 Preston, J., O'Neal, J. H., & Talaga, M. C. (2010). *Handbook of clinical psychopharmacology for therapists.* New York: Harbinger publications.
2 Burman, E. (2017). *Deconstructing developmental psychology*. London: Routledge.

PSYC-8113 Psychology of Work & Motivation 3 (3 +0)

This course explores the nature of traditional and non-traditional work environments. The meaning and culture of work and worker communication, motivation, job satisfaction, performance appraisal, and group dynamics are investigated. Main objectives of this course are to: Analyze work and its role in people lives, examine the influence of workplace culture, structure, and communication on worker motivation, job satisfaction, and organizational commitment, investigate the varied functions of performance appraisal in the workplace, differentiate between workgroups and work teams and utilize psychological concepts and theories to evaluate workplace effectiveness.

Contents

1 Introduction to Work Environment: defining work environment, Physical and psychological aspects of the work environment, Historical overview of changes in office and factories layout, The Hawthorne studies & Recurrent issues, Approaches to the psychology of the workplace, Strategies of empirical research on workplace design.
2 Physical Dimensions of Work Environment: Lighting, Noise, Thermal comfort, air quality, Music and colors in the office, Office layout and design, Storage and moving systems, Different types of office work, Computer Hardware and Peripherals, Keyboards, Mouse, Monitors, Health Effects
3 Psychological Dimensions of Work Environment: Personality and work environment, Cognitive processes in perceptions of the work environment, Symbolic workspace, Workspace as an expression of self-identity and status, Organizational climate, Crowding, Personal space, Issues of privacy, Emotional relationships to place: Attachment & identity, Ownership, and territorial behaviors.
4 Interaction Between Work Environment and the Worker: Impact of work environment on work attitudes, Impact of work environment on work behaviors, Role of the work environment in employees' occupational stress and wellbeing, Impact of work environment on employees' work motivation, Anthropometrics, Ergonomics, and human factor engineering.
5 Psychology of Motivation: Concept, constituent elements & Types of motives, Theoretical paradigms on human motives, Physiological bases of motivation, Applications of the psychology of human motivation in work settings; Theories & application of Work Motivation in Organizations
6 Designing a Positive and Safe Work Environment, Prevention of accidents and injuries, Practical guides for setting an ergonomically designed work station.

Recommended Text

1 Muchinsky, P. M. (2015). *Psychology applied to work* (11th ed.). Belmont: Hyper graphics Press.
2 Gagne, M. (2014). *The Oxford handbook of work engagement, motivation, and self-determination theory*. London: Oxford University Press.
3 Latham, G. P. (2012). *Work motivation: History, theory, research, and practice* (2nd ed.). New Delhi: Sage Publications.

Suggested Readings

1 Shuck, B., Roberts, T. P., & Zigarmi, D. (2018). Employee perceptions of the work environment, motivational outlooks, and employee work intentions: An HR practitioner's dream or nightmare? *Advances in Developing Human Resources, 20*(2), 197–213. https://doi.org/10.1177/1523422318757209
2 Sirola, N., Pitesa, M. (2018). The macroeconomic environment and the psychology of work evaluation. *Organizational Behavior and Human Decision Processes, 144*, 11-24, https://doi.org/10.1016/j.obhdp.2017.09.003.
3 Brown, L. V. (2007). *Psychology of motivation*. New Delhi: Nova Publishers.

PSYC-8114 **Cross Cultural Psychology** **3 (3 +0)**

This course covers the influence of culture on human cognition, emotion, and behavior with a focus on theory & research in developmental, social, health, & organizational psychology. The objectives of this course are to explore, discuss, and acquire an understanding of the principal concepts in cross-cultural psychology, examine critically psychology's approach to culture, and investigate and apply ideas from cross-cultural psychology to the needs of individuals, groups, and society. By the end of this course, students will be able to: Demonstrate knowledge of the key concepts and themes in cross-cultural psychology, Develop an awareness of the history of cross-cultural psychology and its connection/distinguishing characteristics from traditional psychology, Apply the concepts of cross-cultural psychology to real-world issues/situations, Make connections between different cross-cultural psychology concepts, Evaluate the ethical implications tied to culture in psychological research, Identify and critique the influences of culture in cross-cultural psychological research, Identify and critique the influences of culture on social issues, Identify and reflect upon how cultural identity influences thoughts, views, perceptions, and behaviors, Develop strategies to address cultural differences respectfully and effectively in both psychological research and real-life settings

Contents

1 Introduction to cross-cultural psychology: What is cross-cultural psychology?
2 Goals of cross-cultural psychology, Relationships with other disciplines, Ethnocentrism in psychology, A general framework for cross-cultural psychology
3 Research in cross-cultural psychology
4 Culture, Self & Identity: Culture and Developmental Processes; Similarities and differences in behavior across cultures, Cultural transmission, and individual development, Social behavior, Personality, Cognition, Language, Emotion, Perception
5 Enculturation & Acculturation; Culture, Language, & Communication; Culture & Cognition; Culture and Mental Health; culture and Gender; culture & emotion; Culture & Personality; Culture & mental Disorders; Culture and Psychotherapy as Treatment; Culture & Organization
6 Pursuing relationships between behavior and culture research strategies, Approaches from cultural anthropology, Biology and culture, Methodological concerns, Theoretical issues in cross-cultural psychology
7 Applying research findings across cultures, Acculturation and intercultural relations, Organizations and work, Communication and training, Health behavior, Psychology, and the majority world

Recommended Text

1 Matsumoto, D., & Juang, L. (2017). *Culture and psychology* (6th ed.). New York: Cengage Learning.
2 Shiraev, E. B., & Levy, D. A. (2017). *Cross-cultural psychology: Critical thinking and contemporary application* (6th ed.). New York: Routledge.
3 Dasen, P. R. (2003). Theoretical frameworks in cross-cultural developmental psychology: An attempt at integration. In T. S. Saraswathi (Ed.), *Cross-cultural perspectives in human development: Theory, research, & applications* (pp.128-165). New Delhi: Sage India.

Suggested Readings

1 Heine, S. J. (2012). *Cultural Psychology* (2nd ed.). New York: Norton & Company.
2 Shiraw, F. (2009). *Cross-cultural psychology: Critical thinking and contemporary application*. India: Dorling Kindersley.

PSYC-8115 Consumer Behavior and Marketing 3 (3 +0)

This course is intended for students who want to increase their knowledge of aspects that affect consumer behavior, and of theories and methods for advanced analysis of consumer markets. Main objectives of this course are to Analyze and discuss the foundations of marketing strategies and how theories and models of consumer behavior can be applied for developing value proposals, analyze and propose strategic resource constellations for effective marketing strategies and how to Analyze and evaluate consumer behavior from a sustainable perspective according to existent theories and research, propose appropriate actions to manage challenges faced by organizations within the frames of marketing strategies and to critically reflect upon the consequences of strategic choices and decisions considering the wider societal context, identify and analyze the internal processes related to consumer behavior, critically reflect upon the role of consumption in society, and critically assess and evaluate different consumer research methods.

Contents

1 Introduction to Consumer Behavior: What is Consumer Behavior? External and Internal Factors Influencing Consumer Behavior. Role of Psychology in Consumer Behavior. Consumerism; The meaning of Consumption. Non-profit Marketing and Consumer Behavior, Consumer Behavior Audit. Consumer Decision Process
2 Consumer Behavior and Marketing Strategy: What is Marketing? Goals of Marketing. Customer Value. Marketing Mix. Market Segmentation. Product Life Cycle. Product Positioning. Role of Advertisement.
3 Situational Influences on Consumer Decision Process: The Nature of Situational Influences. Situation Classification. Situational Influences and Marketing Strategy.
4 Problem Recognition, Information Search, and Selecting Alternatives: Types of Consumer Decisions. The Process of Problem Recognition. Uncontrollable Determinants of Problem Recognition. Making Strategy and Problem Recognition; The Nature of Information Search; The Type of Information Sought. Sources of Information; Marketing Strategies Based on Information Search Patterns; Evaluative Criteria. Decision Rules; Purchase and Post Purchase Processes
5 Internal Influences on Consumers: Perception, Learning, Memory, Motivation, Personality, Emotions, and Attitudes
6 External Influences on Consumers: Demographics. Lifestyle. Household Structure and Life Cycle. Group Influences. Social Class. Marketing Strategies Based on External Influences on Consumers

Recommended Text

1 Solomon, M., White, K., & Dahl, D. W. (2017). *Consumer behavior: Buying, having, being* (7th ed.). Toronto: Pearson Prentice Hall. ISBN 978-0-13-395809-6
2 Peter, J. P., & Olsen J. C. (2010). *Consumer behavior and marketing strategy*. Australia: McGraw Hill.

Suggested Readings

1 Neal, C., Quester, P., & Hawkins, D. (2004). *Consumer behavior: Implications for marketing strategy* (4th ed.). Australia: McGraw-Hill.
2 Graham, J. (2014). *Critical thinking in consumer behavior: Cases and experiential exercises* (2nd ed.). New Jersey: Person Prentice Hall.

PSYC-8116 Industrial and Organizational Psychology 3 (3 +0)

This course serves as an introduction to the field of organizational behavior (OB) and provides a comprehensive overview to design effective organization. This course examines the nature of individual and group employee behavior in a work environment and how it affects organizational performance. Psychological principles explain how and why people act as they do. It covers a wide breadth of theories and applications dealing with such topics as perception, motivation, decision making, team dynamics, negotiation, conflict management, leadership, and organizational culture. The goal of this course is to help students to develop a conceptual understanding of OB theories and provide them with skills to put those ideas and theories into practice and enable them to interact with and manage people and share helpful tactics for advancing your career. Key techniques and processes designed to improve organizational efficiency and effectiveness are fully examined from the perspective of management, workers, and society at large.

Contents

1 Introduction to Organizational Behavior: Organizations, Scope of studying OB, OB related fields of study, Research in OB
2 Individual-level of study: Perception, Personality, Emotions, Work Motivation, Organizational socialization, Stress management
3 Groups level of study: Group Dynamics & Teamwork
4 Leadership: Leading and Managing Change, Decision making, Conflict management, Power and politics
5 Organizational level of study: Business communication, Organizational culture, Organizational structure
6 Learning in Organizations & Professional Development
7 Performance and Performance Management;
8 Counterproductive Work Behaviors Vs. Positive Organizational Behavior
9 Organizational Behavior in the Indigenous Context

Recommended Text

1 Brooks, I. (2018). *Organizational behavior: Individuals, groups, and organization* (5th ed.). USA: Pearson.
2 Konopaske, R., Ivancevich, J., & Matteson, M. (2017). *Organizational behavior and management* (11th ed.). New York: McGraw Hill.

Suggested Readings

1 Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (18th ed.). Pearson Education Ltd.
2 Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence-based approach.* Charlotte: Information Age Publishing (IAP).
3 Riggio, R. (2018). *Introduction to industrial/organizational psychology*. New York: Routledge.
4 Muchinsky, P. M., & Culbertson, S. S. (2015). *Psychology applied to work* (11th ed.). Hypergraphic Press.

PSYC- 8117 **Deviance and Crime** **3 (3 +0)**

This course examines the various ways in which psychologists, as well as psychological theories and methods, contribute to the study of crime, criminal behavior, deviance, and the processes of criminal justice. We consider several key domains of forensic psychology including criminal profiling, eyewitness testimony, forensic interviewing, and offender risk assessment, and case management. Main objectives of this course are to examines points of connection and disjuncture between criminology and psychology, through consideration of the relationship between individual-level and society-level explanations of criminal behavior, identify and describe the ways that psychologists and allied professionals interact with each stage of the criminal justice process**,** articulate the importance and limitations of psychological theory and methods to the study of crime, criminal behavior, and the criminal justice system, identify and describe the relationship between individual-level and society-level explanations of criminal behavior, and apply these theories to case scenarios, and identify the disciplinary connections and points of disjuncture between criminology and psychology

Contents

1 Defining Deviance and Crime
2 On the psychology of Deviance, An Integrated Typology of Deviance Applied to Ten Middle-Class Norms
3 Relativism: Labeling Theory
4 The Morality of Deviance
5 Social Power: Conflict Theory of Crime
6 Theories of Deviance; Functionalism: The Normal and the Pathological
7 Social Structure and Anomie, Differential Association
8 Control Theory, Feminist Theory
9 The Constructionist Stance
10 Types of Psychological Deviants: Gays, Lesbians, Prostitutes, Homosexuality
11 Social Organization of Deviance
12 Crimes in Modern Society
13 Theories of Criminal Behavior
14 Personal Crimes
15 Occupational and Organizational Crimes
16 Criminal Profiling
17 Crime and Justice in Pakistan

Recommended Text

1 Adler, A. P., & Adler, P. (20120. *Constructions of deviance: social power, context, and interaction* (7th ed.). Belmont: Wadsworth Publishing.
2 Liebling, A et al, (2017). *The Oxford handbook of criminology* (5th ed.). New Delhi: Oxford Publishing.
3 Avtgis, T. A. Q., & Rancer, A. S. (2010). *Arguments, aggression, and conflict: New directions in theory and research*. New York: Routledge.

Suggested Readings

1 Wortley, R., & Towsely, M. (2016). *Environmental criminology and crime analysis (*2nd ed.). New York: Taylor & Francis Ltd.
2 Hall, S. (2012). *Theorizing crime and deviance: A new perspective*. India: SAGE Publications Inc.
3 Bartol, C. R. (2002). *Criminal behavior: A psychosocial approach* (6th ed.). Saddle River: Prentice-Hall.

PSYC- 8118 **Community Psychology** **3 (3 +0)**

This course provides an overview of theory, research, and action in community psychology (CP). CP is the study and application of psychological solutions to community-based social, mental health, and environmental problems. It also explores the relationships between stressful environments, supportive social systems, and individual and family well-being. Main objectives of this course are to emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations, focus on people's and communities' strengths, not just their deficits, and prevention, self-help, empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action. After successful completion of the course, students will be more familiar and understanding about the history of this young field, its scientific roots, and the social movements that propelled its founding. The course will further enable students to deeply understand the theoretical foundations, CP's approach to research, basic concepts of the field, and perspectives on community and social change.

Contents

1 Concept and History
2 What is Community Psychology?
3 Community psychology defined and differentiated with other social sciences
4 An ecological perspective of community psychology
5 Level of analysis and interventions
6 Models of Community Psychology
7 Methods of Community Research
8 Community Mental Health Projects
9 Evaluation of Community Psychology Projects
10 Understanding Individuals within Environments
11 Understanding Human Diversity
12 Community and social change
13 Community Projects in Pakistan
14 Problems of Population
15 Prevention and Promotion: Current and Future
16 Implementing Programs; Fertility, Mortality, and Migration
17 Measurement Problems
18 Social Psychology of Crowding
19 Family Planning Research
20 Attitude and Attitude Change Toward Population

Recommended Text

1 Moritsugu, J., Wong, F. Y., & Duffy, K. G. (2016). *Community psychology* (5th ed). New York: Routledge.
2 Moritsugu, J., Wong, F. Y., & Hoboken, K. G. D. (2016). *Community psychology* (5th ed.). London: Taylor and Francis Ltd.
3 Tebes, J. K. (2016*). Foundations for a philosophy of science of community psychology: Perspectivism, pragmatism, feminism, and critical theory*. APA Books: Washington,

Suggested Readings

1 Campbell, R. (2016). It's the way that you do it. *Developing an Ethical Framework for Community Psychology Research and Action, 58*(3-4), 294-302. https://doi.org/10.1002/ajcp.12037
2 Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd ed.). Belmont: Thomson Wadsworth.

PSYC- 8119 **Military Psychology** **3 (3 +0)**

This course is intended to provide the student with a broad overview of applications of psychology in the military. The course focuses on the two major areas of military psychology being the clinical and operational components. More specifically, areas covered will include uses of human factors, industrial-organizational, social and clinical psychology in various military settings to promote the behavioral health of service members and families, the performance of individuals and teams, and success in military operations. We will treat the study and practice of psychology in the military as a means for gaining useful insights about human behavior. The course is intended to provide students an orientation to areas they may pursue greater knowledge and/or employment in military psychology settings. This course is expected to be highly interactive and a chance for students to share what they have learned from the course content and guest lecturers. Students will become familiar with recent and historical research and applications in the area of military psychology. Upon completion of this course, students will demonstrate the following abilities through reaction papers, exams, and classroom discussions: Ability to identify and describe applications of psychology in military services and settings; Ability to apply the human factors, industrial-organizational, social, and clinical psychology principles to solving military problems; Ability to consider and debate ethical issues related to the application of psychological skills to support military operations

Contents

1 Introduction: Historical Development of Military Psychology
2 Nature and Scope and Contribution of Different Psychologists: Organization and Role of Military in Pakistan
3 Selection and Placement on Military Service: Recruitment of Soldiers and Commissioned Officers in Pakistan
4 Army Alpha and Beta Tests, their importance and administration in Personnel Selection
5 Role of Psychologists; Education and training of Army Personnel
6 Perception: Geometrical Illusions: Optical Illusions: Camouflage & Counter Camouflage
7 Morale and Motivation
8 Stress and Maladjustment in Military Personals: Clinical Assessment and Rehabilitation
9 Leadership in Military: Theories and Models of Leadership and Leadership in the Battlefield
10 Psychological Warfare: General Warfare; Basic Concepts: Perception, Cognition, Personality, Motivation; Organizational Warfare: Concept of Organization; Operational Objectives
11 International Law of Social Warfare: Propaganda; Brain Washing; Rumor
12 Use of Mass Media; Panic as a Psychological Warfare Tool

Recommended Text

1 Kennedy, C. H., & Zilmer, E. A. (2012). *Military psychology: Clinical and operational applications.* London: Guilford Press.
2 Laurance, J. H. (2012). *Military psychology*. New Delhi: Sage Publications.
3 Edmonds, B. R. (2015). *God is not here: A soldier's struggle with torture, trauma, and the moral injuries of wa*r. I SBN: (ISBN13: 9781605987743

Suggested Readings

1 Smiley, S. (2013). *Dinner with the Smileys: One military family, one year of heroes, and lessons for a lifetime*. Amazon.com/Sarah-Smiley/e/B001IR1MT2/
2 Gal R & Droff, M A.D, (Eds.). (1991). *Handbook of military psychology*. New York: John Wiley.

PSYC-8120 **Theories of Learning** **3 (3 +0)**

This course provides a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theories. The course underscores the relationship between theory, research, and practice. There are four major objectives of the course: To acquaint students with the general concepts of learning theory, review, understand, and critique research related to theories of learning, provide students the opportunity to engage in critical analysis of theories through class discussion and class assignments and give students opportunities to think about how to apply course material into their philosophy and future practice. Upon completion of the course, students will be expected to understand and discuss major theoretical perspectives regarding human learning. From this course, students will develop an understanding of a range of contemporary and historical theories and theoretical perspectives that are encompassed within child development and educational psychology evidence-informed domains. Students will explore Piaget's Cognitive Development Theory; Vygotsky's Socio-cultural Theory, Behaviorism; Bandura's Social Cognitive Theory, Theories of Intelligence, Brain Development, Information Processing Theory, Social and Emotional Development, Moral Development, Bronfenbrenner's Bio-Ecological Systems Theory and Dynamic Systems Theory. Students will explore how theoretical perspectives underpin children and young people's development and learning and inform educational practice.

Contents

1 Science and Theory: Human Learning.
2 Behavioristic Theories: Early Behaviorism: Pavlov, Watson, And Guthrie.
3 The Effects of Behavior: Thorndike And Hull
4 Operant Conditioning: Skinner's Radical Behaviorism.
5 Evolutionary Psychology: Learning, Biology, and The Brain.
6 The Beginnings of Modern Cognitivism.: A Transition to Modern Cognitivism: Hebb, Tolman, and the Gestaltists.
7 Cognitive Theories: Bruner, Piaget, And Vygotsky.
8 Symbolic Models of The Mind and Neural Networks.
9 Learning and Remembering.
10 Motivation.
11 Social Learning: Bandura's Social Cognitive Theory.

Recommended Text

1 Margetts, K., & Woolfolk, A. (2019). *Educational psychology* (5th ed.). Melbourne: Pearson Australia
2 Lefrancois, G. R. (2012). *Theories of human learning: What the professor said,* (6th ed.). Boston: CENAGE Learning Inc.
3 Alexander, P., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist, 44*(3), 176-192.

Suggested Readings

1 Allen, B. (1997). *Personality theories: Development, growth, and diversity*. Boston: Allyn & Bacon.
2 Driscoll, M. P. (2005). *Psychology of learning for instruction*. New York: Pearson
3 Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research, 70*(2), 151-179
4 Bouton, M. E. (2007). *Learning and behavior: A contemporary synthesis*. Sunderland, Mass: Sinauer Associates, Inc.

PSYC-8121 Clinical Neuropsychology 3 (3 +0)

This course, as a part of the neuropsychology specialization, is mainly an introduction to different methods of patients' assessment in the field of clinical neuropsychology. Some approaches to neuropsychological assessment reflect psychology's operational affirmation. These rely on statistical techniques for defining such constructs as "organic impairment" and "failure", and assign diagnosis on an actuarial basis. Other approaches (clinical – theoretical) developed out of single case studies and emphasized careful, intensive observations. In a field of inquiry as complex as the brain-behavior relationship in human beings, and adaptable assessment which incorporates the strengths of both quantitative and qualitative approaches is required and students will be presented with the rules of each of the above. Students will be familiarized with cases of patients suffering from (among others) disorders of cognition, memory, or language. Much attention is going to be devoted to the limitations of different assessment methods due to both patients' populations and the tool's characteristics. Specially objectives of course are to enable students to understand the elements of biology that influence the way we think, feel, & act, comprehend the elements of psychology that are affected by biological factors, and understand the interaction of psychological and biological factors in our experience of life.

Contents

1 Origins of Physiological Psychology (Neurophysiology)
2 Neurological explanation of behavior, Historical roots of Physiological Psychology, Evolution of brain, Genetics, and evolution of behavior, Chromosomal disorders, Ethical issues in Neurophysiologic research, Careers in Physiological Psychology
3 Physiology of Neural Cell: Neurons, Types of neurons, Nerve impulse, Communication within a neuron, Communication between neurons
4 Physiology of Nervous System: Basic features of the nervous system, Central nervous system, peripheral nervous system, investigating how does the brain control behavior, Development of the brain
5 Neurological Syndromes: Frontal Lobe Syndromes; Temporal Lobe Syndromes; Parietal Lobe Syndromes
6 Neuropsychological Profile of Various Neurological Conditions: Parkinson's Disease; Multiple Sclerosis; Alzheimer's Dementia
7 Cerebral Organization: Principles of Functional Localization; Principles of Functional Lateralization
8 Psychopharmacology: Principles of Psychopharmacology, Categorization of drugs, Sites, and mechanisms of drug action, Drug addiction, Neurotransmitters and neuromodulators

Recommended Text

1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior* (12th ed.). New Delhi: Pearson Education Ltd.
2 Pinel, John P. J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). New Delhi: Pearson Education Ltd.
3 Kalat, J. W. (2019). *Biological psychology* (13th ed.). New Delhi: Cengage Learning Inc.

Suggested Readings

1. Bray, D. (2009). *Wetware: A computer in every living cell.* New Haven: Yale University Press.
2. Sporns, O. (2011). *Networks of the brain.* Cambridge: Massachusetts Inst. of Technology.
3. Self, D. W., & Staley, J. K. (2009). *Behavioral neuroscience of drug addiction*. New Delhi: Francis & Taylor.

PSYC-8122 **Psychology of Self and Culture** **3 (3 +0)**

This course provides a comprehensive introduction to general theories and methods related to self, culture, and diversity. It will explore how psychology is socially constructed and how cultural traditions transform human psyche. The course is meant to stimulate an ongoing discussion and self-exploration on issues in multicultural psychology such as identity development, acculturation, racism and prejudice, heterosexism, white privilege, and cultural stigma. The main objectives of this course are to present an overview of the theories and research relevant to the processes and functioning of the self and cultural attachment bond. The fundamental theories specifically, the recent approaches in self-concept with its main processes e.g., self-esteem, self-compassion, and self-regulation as well as fundamental attachment processes from the perspectives of social psychology, personality, and developmental psychology will be presented. Especially, cultural differences on self-awareness to personal biases that influence one's behavior and attitudes in intercultural contexts, understanding about cultural differences and how culture influences human behavior, develop an insight into the current issues in cultural issues in our society, instrumental in promoting cultural competence and empathy to one's culture and others' cultures and beliefs, and enable students to identify the range of mental health outcomes associated with culture.

Contents

1 Definition and Historical Perspectives
2 Development of Self: Age; Gender; Social Class
3 Theories of Self
4 Self-Esteem, Self-Control, Self-Monitoring
5 Self-Growth, Self-Actualization
6 Self-Presentation
7 Self-Knowledge
8 Social Comparison
9 Introduction to Culture and Society
10 Types of Society: Conservative Society; Progressive Society; Modern Society
11 Types of Culture: Collectivist Cultures; Individualist Cultures
12 Socialization
13 Personality and Culture
14 Personality and Society
15 Change and Social Transitions
16 Acculturation, Norms, and Roles
17 Socio-metery

Recommended Text

1 Brown, J. D. (2007). *The self*. New York: Psychology Press.
2 Crocker, J., & Park, L. E. (2012). Contingencies of self-worth. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (2nd ed.). New York: Guilford.
3 Goldberg, A. (2002). *Postmodern psychology: Progress in self-psychology*. USA: The Analytic Press

Suggested Readings

1 Lachowicz-Tabaczek K., & Śniecińska, J. (2011). Self-concept and self-esteem: How the content of the self-concept reveals the sources and functions of self-esteem. *Polish Psychological Bulletin*, 42, 13-43.
2 Landholm, C. (2007). *Culture and identity*. New York: One World Publication.
3 Landholm, C. (2008). *Culture and authenticity*. Australia: Blackwell Publishing.
4 Rosman, A, Rubel, P. G., & Weisgrau, M. (2009). *The tapestry of culture: An introduction to cultural anthropology* (9th ed.). New York: Rowman & Littlefield Publisher, Inc.

PSYC- 8123 Psychology of Sports and Exercise 3 (3 +0)

This course provides a critical understanding of sport and exercise psychology. Contents will include performance enhancement, group processes, sport and exercise environments, psychological growth, and development through sport and exercise. Furthermore, personality and sport, motivation, arousal and anxiety, competition and cooperation, and psychological skills training are among the topics included. Students will become familiar with addictive and unhealthy exercise behaviors, burnout and overtraining in sport, and how exercise can benefit mental health and psychological wellbeing. This will enable students to combine theoretical and applied sport and exercise psychology uniquely. Specific objectives are to: inculcate a sense of team spirit and group dynamics among the students, understand various modes of exercises (mental and physical) for ensuring optimal morale, and understand the role of the psychologist in initiating and sustaining optimal motivation on and off ground. Demonstrate an understanding of the role of sport and exercise psychology in society;

Contents

1 Introduction to the field of sports psychology
2 Contemporary Issues in Sport Psychology
3 Psychology of Exercise & Health
4 Professional Practice in Sport & Exercise Psychology
5 Learning & Development in Sports and Exercise
6 Personality and sport; Competition and cooperation
7 Feedback, reinforcement and intrinsic motivation
8 Stress and anxiety
9 Group and team dynamics; Leadership and effective communications
10 Self-imagery and self-confidence
11 Goal setting and concentration
12 Exercise and psychological well being
13 Addictive and unhealthy behaviors; Burnout and overtraining
14 Children's psychological development through sport
15 Character development and sportsman ship

Recommended Text

1 Zoltan A. (2016). *The invisible game: The mindset of a winning team*. New Jersey: CreateSpace Independent Publishing Platform.
2 Lavallec. D., Kremer, J., Moran, A., & Williams. M. (2012). *Sports psychology: Contemporary Themes* (2nd ed.). New York: Palgrave Macmillan Publishers.
3 Andersen, B. M. & Hanrahan, S. J. (2015). *Doing sport psychology: Human kinetics*. Publishers: United States of America.

Suggested Readings

1 Williams, J. M. (2005). *Applied sport psychology: Personal growth to peak performance*. London: McGraw Hill.
2 Anderson, M. B. (2000). *Doing sports psychology*. Lead: Human kinetics Publishers.
3 Annesi, J. (1996). *Enhancing exercise motivation: A guide to increasing fitness center member retention*. Los Angeles: Leisure Publications.
4 Jarvis, M. (2006). *Sports Psychology: A revised student's handbook*. London: Taylor & Francises

PSYC-8124 **Psychology of Gender** **3 (3 +0)**

In this course, psychological and social similarities and differences between the human sexes are examined. An attempt is made to understand the origins of these differences and similarities, whether they are due to socialization practices, biological factors, or cultural mores. In doing so, a survey of major theoretical approaches of the area, particularly as they have been applied to various topics of the psychology of gender, is integrated into the course. Also, an in-depth analysis of gender role stereotypes and their implications for the individual is presented. The main objectives of this course are to: explore gender as a central organizing feature of human behavior and an overall picture of gender from a psychological perspective. Students will examine various theoretical models of male and female development from a psychological perspective. Upon successful completion of the course, the student will be able to: Evaluate major concepts and theories of the psychology of gender; Develop critical thinking skills that are necessary to analyze and evaluate societal issues so that one is prepared to discuss their implications for the way individuals perceive themselves and others; Articulate how gender impacts individuals' attitudes and behaviors; Explain how individual differences in biology, culture, and experience are important considerations in understanding gender issues; relate the concept of androgyny to notions such as the "effective person and explain why gender similarities are just as important as gender differences.

Contents

1 Defining Gender and Related Concepts
2 Historical Perspective
3 Gender Differences
4 Issues in Gender Studies
5 Theoretical Issues; Methodological Issues; Developmental Issues
6 Social Roles and Social Systems
7 Issues of Physical and Mental Health
8 Gender Discrimination; Gender-Based Violence
9 Gender and Power
10 Love Relationship
11 Sexuality
12 Parenting
13 Women Rights in Inheritance

Recommended Text

1 Bosson, V., & Buckner, A. (2019). *Introducing sex and gender: The psychology of sex and gender*. Thousand Oaks, CA: Sage
2 Brannon, L. (2016). *Gender: Psychological perspectives* (7th ed). New York: Routledge.
3 Linda, B. (2015). *Gender: Psychological perspectives* (7th ed.). London: Taylor and Francis.
4 Vicki, S. H. (2016). *Psychology of gender* (5th ed.). London: Taylor and Francis.
5 Helgeson, V. S. (2012) *The psychology of gender* (4th ed.). New Jersy

Suggested Readings

1 Unger, R. K. (2001). *Handbook of the psychology of women and gender*. New Jersey: John Wiley & Sons
2 Chrisler, J. C., & Mc Caeary, D. R. (2010). *Handbook of gender research in psychology*. New York: Springer
3 Weatherall, A. (2002). *Gender, language, and discourse*. New York: Routledge

PSYC-8125 **Cognitive Psychology** **3 (3 +0)**

This course provides students a coherent overview of both classic and contemporary data on the nature of cognition that spans a broad spectrum of subjects. Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an everchanging environment. While the main purpose of this course is to introduce students to the scientific study of the mind, they will also begin to understand the central role cognition plays in our everyday lives. This course aimed to get students to familiarize with the critical evaluation of experimental data and their relations to current models of human cognition and prepare the students for advanced study in specialized areas of cognitive psychology. Upon completing this course, students should be able to: Analyze, evaluate, and compare major theories in cognitive psychology and relate new experimental results to these theories; Critically evaluate the quality of cognitive research and formulate logical arguments based on theoretical or empirical analyses; Understand research methods in cognitive psychology, the strengths and weaknesses of these methods, and how these methods are being integrated with neuroscience to further our understanding of how the mind and brain function; Explain some of the broader implications of cognitive research for society.

Contents

1 Orientation to Cognitive Psychology
2 Antecedents & Emergence of cognitive psychology, Research methods, key issues and paradigms within cognitive psychology, Computer models of information processing and human cognition
3 Attention and Consciousness: Stages of processing, models & Processes of attention, Cognitive neuroscientific approach towards attention and consciousness
4 Perception & sensation: Forms, Models, theoretical approaches, and Deficits in perception.
5 Knowledge: Mental representation of knowledge, Mental manipulation of images, Synthesizing images and propositions, Spatial cognition and cognitive maps, organization of declarative knowledge, Representation of procedural knowledge, Integrative models of declarative and procedural knowledge.
6 Problem Solving and Creativity: Analyses, problem-solving cycle, Types of Problems, Obstacles and aids, Expertise, knowledge, and Creativity
7 Decision Making and Reasoning: Judgment and decision making, Types of reasoning, Inductive reasoning, Deductive reasoning, approaches to the study of reasoning and decision making, Cognitive illusions in decision making.

Note: The students have to perform certain experiments as prescribed by the teacher concerned.

Recommended Text

1 Robert, J. S., & Karin, S. (2016). *Cognitive psychology* (7th ed.). USA: Nelson Education, Ltd
2 Galotti, K. M. (2013). *Cognitive psychology in and out of laboratory* (5th ed.). USA: Publisher: Vicki Knight.
3 Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Belmont, CA: Wadsworth.

Suggested Readings

1 Buyer, L. S. (2004). *Study guide for reed's cognition: Theory and application* (6th ed.). Belmont: Wads wroth/Thomson Learning.
2 Goldstein, E. B. (2005). *Cognitive psychology: Connecting mind, research, and everyday experience.* Belmont: Thomson Wadsworth.

PSYC-8126 Psychology of Religion and Spirituality 3 (3 +0)

This course introduces students to the psychology of religion and spirituality. Topics include how people know what they know about religious and spiritual phenomena; psychosocial characteristics of religious traditions; individual differences in religiousness and spirituality; stereotyping and prejudice perpetrated by and directed toward, religious and non-religious groups; biological, psychological, and social/cultural influences on personal religiousness; religious and spiritual experiences such as awe; religion, spirituality, and health; religion and violence; mindfulness; forgiveness; compassion; and gratitude. Upon successful completion of the course, the student will be able to: Demonstrate knowledge of the key concepts, theories, and research findings related to the psychology of religion and spirituality, Apply concepts to help describe and explain religious and spiritual behavior, Think critically and scientifically about religious and spiritual behavior, Demonstrate knowledge of and appreciate religious and spiritual perspectives different from their own.

Contents

1 Ways of knowing what is true about religious and spiritual phenomena
2 The scientific method
3 Relations between science/Psychology and religion
4 Similarities and differences between "religion" and "spirituality"
5 Individual differences in religiousness and spirituality; Psychosocial differences across religions
6 Stereotyping and prejudice perpetrated by and directed toward, religious and nonreligious groups
7 Biological, psychological, and social/cultural causes of personal religiousness and spirituality; Characteristics, causes, and consequences of religious and spiritual experiences
8 Relations between religiousness and health outcomes/violence
9 Practices historically connected with religion and spirituality (such as mindfulness, forgiveness, compassion, and gratitude)

Recommended Text

1 Hood, R. W., Hill, P. C., & Spilka, B. (2009). *The psychology of religion: An empirical approach* (4th ed.). The Guilford Press: New York.
2 Paloutzian, R. F. & Park, C. L (2005). *The handbook of the psychology of religion and spirituality* (Eds). The Guilford Press: New York.
3 Rother, S. (2004). *Spiritual psychology: The twelve primary life lessons*. Lightworker Publications: London.
4 Mark, L., & Elizabeth, C. (2003). *The path of the higher self.* Summit University Press: Gardiner, U.S.A.

Suggested Readings

1 Ferrucci, P. (2004). *What we may be: Techniques for psychological and spiritual growth through psychosynthesis.* New York: Tarcher (Penguin).
2 Nelson, J. M. (2009). *Psychology religion and spirituality*. Springer Publications: New Delhi.
3 Hussain, A. (2005). *Spiritual psychology*. Global Vision Publishing House: London.
4 Hussain, A. (2006). *Islamic psychology: Emergence of new field*. Global Vision Publishing House: Karachi.

PSYC- 8127 **Family Science** **3 (3 +0)**

This course offers an introduction to family studies and explores families (culturally and socioeconomically) throughout the life span. This course enables students in learning how individuals and families interact, want to help solve problems related to families, and have good communication skills. Topics include dating practices and traditions, marriage trends and satisfaction levels, cohabitation statistics, division of couple and family labor, alternatives to marriage, family communication patterns, conflict resolution, parenting practices, causes of divorce, and consequences of divorce on children, remarriage trends, and step-parenting dynamics. Main objectives of this course are to explain the framework and philosophical assumptions of Family Studies, describe why Family Studies is a social science, compare and be able to offer examples of basic concepts, research findings, and theories in Family Studies, see and apply Family Studies theories and research in their own lives and in the family-related behaviors of those around them to the extent they apply, and utilize enhanced critical thinking skills for the analysis of family forms, family dynamics, and cross-cultural variations in families.

Contents

1 Introduction of Family & What is Family Psychology?
2 Systematic Epistemology of family Psychology
3 The scientific foundations of family
4 Contemporary trends in family science
5 Changing Families
6 Family System Theories
7 Nuclear Family System vs. Joint Family System
8 Extended Family System
9 Functions of Family
10 Family and Kinship Systems
11 Current Issues in Family Structures and Systems
12 Cross-Cultural Perspectives of Family

Recommended Text

1 Walcheski, M. J., & Reinke, J. S. (2015). *Family life education: The practice of family science.* Minneapolis, MN: National Council on Family Relations.
2 Thoburn, J. W. (2015). *Family psychology: Theory, research, and practice*. Santa Barbara, CA: Praeger/ABC-Clio.
3 Donato, S., & Parise, M. (2015). Introduction to the special section on the bright side of the couple relationship: Pro-relationship processes in response to positive and negative events. *Family Science, 6*, 1, 94-98.

Suggested Readings

1 Rosnati, R. (2015). Family resources in the transition to adoption: Introduction to the Special Section. *Family Science, 6*(1), 38-42, doi: 10.1080/19424620.2015.1080962
2 Bermúdez, J. M., Muruthi, B. A., & Jordan, L. S. (2016). *Decolonizing research methods for family science: Creating space at the center.* https://doi.org/10.1111/jftr.12139
3 Allen, K., & Huff, N. (2014). Family coaching: An emerging family science field. *Family Relations, 63*(5), 569-582. doi: 10.1111/fare.12087
4 Cushman, D. (2014). The future of family science. *NCFR Report*, 59(3), 5–6.
5 Duncan, S. F., & Goddard, H. W. (2011). *Family life education: Principles and practices for effective outreach*. Newbury Park, CA: Sage.

PSYC- 8128 Socio-pathology: Identification and Treatment 3 (3 +0)

Social pathology is a term used to describe social factors, such as poverty, old age, or crime that support social disorganization. At the same time, the term refers to the study of these factors and the social problems they may lead to. The course will consider the social, situational, and personality factors responsible for the occurrence of antisocial behaviors such as violence and aggression, and of prosocial behaviors such as helping others in disaster or crises. The objectives of this course are to teach students about key theories, methods, and findings in the scientific study of prosocial and antisocial behavior. By studying this course students will be able to learn what sociopathology is and what it's the antecedent? This course will introduce them about 21st-century actions often defined as social pathology include: Substance abuse, Violence, Abuses of women and children, Crime, Terrorism, Corruption, Criminality, Discrimination, Isolation, Human rights violations. Successful completion, of course, will also enable the student to understand that these social problems are relative and usually differ among different cultures. Social pathology also depends on the values and organization of the time that a person lives in (vine, clubs, etc). Therefore, dealing with them also demands knowledge of cultural aspects too.

Contents

1 Introduction; An Alternative Conception of Social Pathology
2 History, Systems of Domination and Moral Norms
3 The Individual in Capitalistic Society
4 Emancipatory Politics and Social Transformation
5 Socialization Process
6 Pro-Social and Anti-Social Behavior
7 Theories of Aggression and Delinquency
8 Suicide; Violence and Its Types
9 Juvenile Delinquency
10 Crimes and Justice
11 Contemporary trends

Recommended Text

1 Smith, R. C. (2017). *Society and social pathology: A framework for progress* (eBook). Palgrave Macmillan, 10.1007/978-3-319-50325-7
2 Krahé, B. (2013). *The social psychology of aggression* (2nd ed.). New York: Psychology Press.
3 Gerrig, R. J. (2007). *The psychology of the survivor: Overanalyze*. USA: BenBella Books
4 Kocsis, R. N. (2007). *Serial murder and the psychology of crimes.* New Jersy: Humana Press

Suggested Readings

1 Zurn, C. (2019). Social pathology. In A. Allen & E. Mendieta (Eds.), *The Cambridge Habermas lexicon* (pp. 418-420). Cambridge: Cambridge University Press. doi:10.1017/9781316771303.108
2 Schneider, J. (2018). The challenges of conceptualizing social problems. In A. Treviño (Ed.), *The Cambridge handbook of social problems* (pp. 3-22). Cambridge: Cambridge University Press. doi:10.1017/9781108656184.002
3 Braun, Y., & Dreiling, M. (2018). Social problems in a global perspective. In A. Treviño (Ed.), *The Cambridge handbook of social problems* (pp. 77-98). Cambridge: Cambridge University Press. doi:10.1017/9781108656184.006

PSYC- 8129 **Environmental Psychology** **3 (3 +0)**

This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology. Here, the environment is broadly defined to include not only our physical surroundings (both natural and built) but also the larger, the socio-cultural, and political milieu in which we live. Starting with foundational theories on place attachment and place identity, the course will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding. Later the course will also address the emerging importance of the politics of place, as manifest through the appearance, meanings, and uses of urban public space; design processes, and how they can be enriched through an environmental psychology perspective. In addressing these issues, the course will provide a critical framework for understanding the role of the environment in our everyday lives. Successful completion of the course will enable the student to Explore and understand various perspectives on human-environment interrelationships; Gain insight into how the environment influences our feelings and experiences; Gain first-hand knowledge about key environment and behavior issues through hands-on activities.

Contents

1 History and focus of environmental psychology
2 The Nature and Scope of Environmental Psychology
3 The scientific method, research, and theory
4 Environmental perception and cognition
5 Environmental attitudes and appraisal
6 Emotional Relationships to Place: Attachment & Identity
7 Relationships to Nature
8 Personal space and territoriality
9 Crowding and overpopulation; Privacy
10 Home/residential Environments
11 Urban Environments vs. Work Environments
12 Noise, Weather and climate issues
13 Natural and technological disasters
14 Environmental risk perception
15 Sustainability issues
16 Environmental problems and solutions
17 Designing more habitable environments

Recommended Text

1 Steg, L., Agnes, E., & de-Groot, J. I. M. (2013). *Environmental psychology: An Introduction*. Blackwell Publishing Inc.
2 Gifford (2007). *Environmental psychology: Principles and practice* (4th ed.). Colville, WA Optimal Books.
3 Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). *Environmental Psychology* (5th ed). New York: Harcourt-Brace, Inc.
4 Durning, A. (1992). *How much is enough? The consumer society and the future of the earth*. New York: Norton.

Suggested Readings

1 Helgesen, S. (2001). *Six strategies for taming the new world of work*. New York: The Free Press.
2 Sommer, R. (2002). Personal space in a digital age. In Bechtel and Churchman (Eds). *Handbook of environmental psychology*. New York: John Wiley and Sons.
3 Gifford, R. (2002). *Environmental psychology: Principles and practice*. London: Optimal Books.

PSYC-8130 **Rehabilitation Psychology** **3 (3 +0)**

This course includes topics on assessment and treatment of psychological and neurocognitive impairments due to illness, physical injury, and developmental disorders. The main objectives of this course are to get knowledge of the Rehabilitation psychology - meaning – definition, knowledge of Functions of rehabilitation psychology, demonstrate the ability to understand Rehabilitation counseling, know Rehabilitation Psychology and Injury Risk, and understand Psychosocial aspects of cardiac rehabilitation, Prioritize the patient's problem. After successful completion of this course student will be able to understand about the impact of physical illness and disability on psychological functioning; Understand issues related to assessment, rehabilitation, and recovery of people with physical illness and disability; Develop in-depth knowledge about rehabilitation for people with neurological conditions; Evaluate evidence about the effectiveness of rehabilitation; Develop the ability to apply psychological knowledge within a rehabilitation context; apply research and clinical skills relevant to working as a clinical psychologist in healthcare and research.

Contents

1 Concept and definitions of disability
2 Types of disabilities.: Visual impairment
3 Hearing and speech impairment; Locomotor disability
4 Mental retardation & Mental illness
5 Cerebral parsley; Autism
6 Learning disabilities; Multiple handicaps
7 Goals and objectives of rehabilitation
8 Multiple disciplinary approaches to rehabilitation: Biological, medical, psychological, educational and social aspects
9 Screening and early identification of people with developmental disabilities
10 Early intervention: definition, assessment, and strategies for intervention
11 Intervention packages for various disabilities
12 Therapeutic services and restorative techniques.

Recommended Text

1 Marini, I., Glover-Graf, N., & Millington, M. (2012). *Psychosocial aspects of disability: Insider perspectives and counseling strategies*. New York: Springer Publishing Company.
2 Krueger, D. W., & Collins, L. B. (2005). *Rehabilitation psychology: A comprehensive textbook*. London: Aspen Systems Corp
3 Hallahan, D. & Kauffman, J. (1986). *Exceptional children: Introduction to special education.* New York: Prentice-Hall.

Suggested Readings

1 Harward, W., & Orlarisky, M. (1988). *Exceptional children: An introductory survey of special education.* New Jersey: Merril
2 Frank, R. G., Rosenthal, M., & Caplan, B. (2009). *Handbook of rehabilitation psychology*. Washington DC: Amer Psychological Association.
3 Randall, M., & Patterson, J. B. (2012). *Rehabilitation counseling: Basics and beyond.* London: Pro ed.
4 Kennedy, P. (2012). *The Oxford handbook of rehabilitation psychology.* London: Oxford Library of Psychology.

PSYC- 8131 Test Construction and Adaption 3 (3 +0)

This course will provide information on how to build and evaluate psychological tests and how to effectively and appropriately interpret test results. Students will learn about the advantages and disadvantages of different assessment formats such as selected-response items, performance assessments, and computer-based testing. Main objectives of this course are to describe fundamental aspects of test quality such as reliability and validity, operationally define testing purposes, develop a variety of item formats including multiple-choice and constructed-response items, develop answer keys and scoring rubrics for different item formats, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures, use standard-setting techniques to set "passing scores" and other performance standards on tests, develop appropriate documentation to properly communicate the quality of an assessment and understand the utility of educational assessments within the broader context of educational policy and decision making

Contents

1 Test Construction (Ability and Personality): Steps, General Principles, and Guidelines.
2 Setting Standards (Cut-off scores, Norms, etc)
3 Writing different types of test items: Multiple choice, True-False, Completion, Matching, Odd-man-out, Analogies.
4 Format of Test Items: Dichotomous, Polychotomous, Likert, Category, Checklist, Q-sort.
5 Easy Type Tests: Construction and Characteristics, How to Improve its development and use.
6 Adaptation: Nature, Meaning, and Purpose.
7 Translation: Nature and Definition;
8 Translation Types: Pragmatic, Aesthetic-Poetic, Ethnographic, Linguistic;
9 Translation Methods: Back Translation, Bilingual Technique, Committee Approach, Pre-Testing
10 Methods of assessing its quality: Back Translation, Knowledge Testing, Performance Testing; Context, Redundancy, Decentring, and Types of errors in Translations: Rules for a good translation.
11 Cultural Issus in Measuring Psychological Constructs: Multicultural Testing
12 Cultural Relativism, Culture freeness and culture freeness, and culture fairness
13 Test Bias: Statistical Concept of Bias (Slope and Intercept Bias)
14 The Assessment of Affective Variables: Thurston and Likert Scales, Rating Scales, Differential Scales, Q-Sort technique, Questionnaires, Adjective Checklist, Content Analysis.
15 Problems of Test Development and adaptation especially in Pakistan.

Recommended Text

1 Anastasi, A., & Urbina, S. (2012). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall.
2 Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment*: *An introduction to tests and measurement* (8th ed.). New York: McGraw-Hill Education.

Suggested Readings

1 Goldfinger, K., & Pomerantz, A. M. (2014). *Psychological assessment and report writing*. Los Angeles: Sage Publication Inc.
2 Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2006). *Adapting educational and psychological tests for cross-cultural assessment*. USA: Lawrence Erlbaum Publishers.

PSYC-8132 Assessment under Different Settings 3 (3 +0)

This course presents fundamental principles and methods of psychological assessment for the professional practice of psychology in various domains; theoretical and empirical foundations of psychological assessment; the assessment interview; selection, administration, scoring, interpretation and communication of information about assessments; culture and psychological assessment; development of psychological formulations; ethical, legal and professional issues in psychological assessment. Main objectives of this course are to gain experience with administering, scoring and interpreting standardized tests of intelligence and personality; the conduct and reporting of a mental status examination; critically evaluating a range of tests relevant to professional psychology practice; reporting the findings of a psychological assessment in written form; the relation of test results and data of psychological assessment to psychological formulation and diagnosis. By the end of this course, students will be enabled to: Describe the origins of psychological testing, how normative data and test standardization play a role in multiple settings; psychological assessment, and the concepts of reliability and validity as they relate to psychological measures; Recognize the limitations of psychological assessments and identify ethical issues in the conduct of psychological testing; and to apply their understanding of psychological assessment methods and tools to interpret basic intellectual, personality, and neuropsychological test findings

Contents

1 Methods in Personality Assessment: Objective, Projective, Ink-blots, Pictures, Words, Figures, Behavioral Assessment, etc.
2 Clinical and Counseling Assessment: The Test, The Interview, The Case History Data Forensic Psychological Assessment, Writing Report; Neuropsychological Assessment: Tests, Batteries, and Other tools
3 Assessment of People with Disabilities: Visual, Hearing, Motor, Cognitive (Learning) Disabilities assessment. Disability and Diversity.
4 Assessment in Carrier and Business: Assessing Interests, Attitude, Aptitude, Motivation, Job Satisfaction, Stress, and Burnout. Screening, Selection, Classification, and Placement Testing and Item Response Theory (Latent Trait Theory)
5 Assignment in this course will include Official Study Visits to Places like ISSB, FPSC, PPSC< NTS, EATA, and other organizations. They will be briefed about the mechanism of testing there, to develop an applied vision in Testing and Evaluation. Lectures will be arranged for them and they will be asked to write reports

Recommended Text

1 Gregory, R. J. (2011). *Psychological testing: History, principles, and applications* (6th ed.). Boston, MA: Pearson Education
2 Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2006). *Adapting educational and psychological tests for cross-cultural assessment*. USA: Lawrence Erlbaum Publishers.

Suggested Readings

1 Hopkins, K. D. (1998). *Educational and psychological measurement and evaluation* (8th ed.). Boston: Allyn & Bacon.
2 Irvin, S.H., & Carrole, W. K. (1988). Testing and assessment across cultures: Issues in methodology and theory. In Triandis, H.C. & Berry, J.W. (1990). *Handbook of cross-cultural psychology: Methodology*. Boston: Allyn and Bacon, Inc; (II), 181-244.

PSYC- 8133 **Psychological Warfare** **3 (3 +0)**

This course offers a student to seek understanding regarding personal interaction on a psychological level. Psychological warfare has been defined as warfare psychologically waged; that is, military operations carried out with close and studied reference to the politics, opinion, and morale of the enemy. It is not in this sense that the term has been used in American practice during World War II. Psychological warfare has been, more narrowly, defined as comprising the use of propaganda against an enemy, together with such other operational measures of military nature as the effective use of propaganda may require. It runs from trivial tricks like getting people to like and respect you more, to tactical life skills like making a convincing argument or persuading somebody to do you a large favor. In case one is up for some heavier artillery, it also teaches you how to play manipulative tricks on people by exploiting arcane quirks in the human mind, to psychological combat maneuvers practiced by law enforcement and the military. The main objectives of this course are to: Understand the role of PSYWAR in international relations, the political process, and international business, and enable students to detect, analyze and neutralize PSYWAR technologies (entry-level).

Contents

1 Nature and Scope
2 Psychological Warfare over the ages (Historical and Islamic perspective).
3 Basic Psychological concepts in psychological warfare.
4 Learning, Perception, Cognition, Personality, Motivating, Attitude and Opinion, Target Audience,
5 Psychological Factors; Sociological Factors; Cultural Factors.
6 Role of intelligence
7 Research and Analysis
8 Evaluation of Effectiveness
9 Offensive and defensive Psychological Warfare
10 Tools of Psychological Warfare
11 Rumour, Brain Washing, Indoctrination/Disinformation
12 Mass communication, Use of different type of Mass Media
13 Interpersonal and persuasive communication
14 Panic as a Psychological Warfare Tool.

Recommended Text

1 Tanielian, T., & Jaycox L. H. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery.* Santa Monica, CA: Rand.
2 Hoffman, M. A. (2001). *Secret societies and psychological warfare*. USA: Independent History and Research Publications.
3 Lineberger, P. M. A. (2010). *Psychological warfare*. USA: Coachwhip Publications.
4 Bass, B. M. (1981). *Leadership on the future battlefield*. Rawalpindi: Army Education Press.

Suggested Readings

1 Boring E. G. (1975). *Psychology for the armed forces*. New York: John Wiley.
2 Framken, R. E. (1983). *Human motivations*. New York: John Wiley
3 Gal. R. & Mangels-Drof, A. D. (Eds.) (1991). *Handbook of military psychology*. New York: John Wiley.
4 Waller, J. M. (2007). *Fighting the war of ideas like a real war*. New York: The Institute of World Politics Press.

PSYC- 8134 Muslim Contribution to Clinical Psychology 3 (3 +0)

This course is designed to familiarize the student with the changing relationship between psychology and religion. Main objectives of this course are to: discuss the basic tenets of Islamic faith and worldview and how they affect one's behavior and thought processes, develop a familiarity of the works of early Muslim scholars to build upon their contributions to modern psychology, familiarize the student with the concept of "Islamization of knowledge" (IOK), its critique, and challenges and discuss the relevance of Islamic psychology to mental health

Contents

1 Historical background of Muslim Psychology
2 Psychological works of prominent early Muslim scholars
3 Al-Miskawayh (941-1030). Self-reinforcement, cure of the human soul.
4 Ibn-Sina (980-1037). Mind-body relationship, classical conditioning, physiological psychology.
5 Al-Ghazali (1058-1111). Human personality, soul, happiness, anxiety, and fear.
6 Ibn Taymiyyah (1263-1328). Human nature, illnesses of the heart, possession.
7 Ibn Qayyim al Jawziyyah (1292-1350). Automatic thoughts, cognitive therapy.
8 The doctrine of Tasawwaf regarding Sufi & Saints
9 Muslim Traditions in Psychotherapy
10 The relevance of Islamic psychology to mental health (Alawi, 87-98)
11 Preventive treatment from an Islamic perspective (enhancing positives, avoiding negatives, gaining knowledge from Qur'anic sources, developing Taqwa, etc.)
12 Empirical research and measurement considerations (Ilyas, 99-114)
13 Culturally relevant aspects of therapy for the majority of Muslim cultures (Al Issa, 277-293) Contribution of modern Psychologist in Muslim Traditions of Therapy in Pakistan
14 Muslim Psycho-Therapy in Pakistan

Recommended Text

1 Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays*. Islamabad: National Institute of Psychology.
2 Amber, H. (2004). Psychology from an Islamic perspective: Contribution of early Muslim scholars and challenges to contemporary Muslim psychologists. *Journal of Relation and Health,* 43 (4), 357-377
3 Rizve, A. A. (1989). *Muslim traditions in psychotherapy and modern trends*. Lahore: Institute of Islamic Culture.
4 Ibrahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. *Journal of the International Society for the History of Islamic Medicine,* 1 (2), 2-9.

Suggested Readings

1 Hanafy, Y. A., Fatma, A. & Dening, T. R. (1996). Evidence for the existence of schizophrenia in medieval Islamic society. *History of Psychiatry, 7*(25), 055-062
2 Hofmann, M (2000). *Islam: The alternative*. Lahore: Suhail Academy.
3 Mohamed, Y. (1998). *Human nature in Islam.* Kuala Lumpur: A.S. Noordeen.
4 Mohamed, Y., & Kriel, M. (Ed.) (2002). *Islam to the modern mind lectures in South Africa 1970 and 1972*. Fazlur Rahman Ansari. Iqra Publishers: South Africa.

PSYC- 8135 **Research Dissertation**

The student completes a standalone thesis in his or her area of specialization
Research Guidelines for Dissertation Writing

Dissertations should be prepared while taking in to view the following guidelines

1 The first chapter introduces the subject area of the study and its importance with the help of a relevant literature review discussing the theoretical viewpoints relevant to your research.
2 Clearly define the nature and rationale of the present study and its implication.
3 Specify the objectives and hypotheses (if any)
4 Give proper sample specifications
5 Operationally define variables
6 Give details of tests or instruments used in the study.
7 Results should be reported preferably in the order/sequence of the variables and factors of the study which have been described before in draft.
8 The discussion should not base on repeat relevant literature; rather should give a critical analysis of the findings of the present study in the light of relevant research quoted in the chapter of introduction.
9 Try to make complete references list at the end. Try to quote all references following the APA manual style (latest edition).
10 Annexure/ Copies of tests and instruments used, indigenously developed, translated, and adapted must be submitted in Testing Resource Centre (TRC) at the Department and should not be made a part of the thesis/ dissertation in the bound form. The ph.D. coordinator will provide these measures to the examiner.
11 The first draft must be checked before the submission of the second draft.
12 Please proofread a draft well before submission; it must be complete in all respects. I t is expected that No typo/ grammar/editing and referencing mistakes are made in any draft at any stage.
13 APA Style manual must strictly be followed while writing any draft.