

SCHEME OF STUDIES FOR MSC PSYCHOLOGY
APPROVED BY ADVANCE BOARD OF STUDIES
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

Semester – 1

Course Code	Course Title	Credit Hours
Psy-901	Research Methodology	3
Psy-902	Functional Arabic	3
Psy-903	History of Psychology	3
Psy-904	Psychological Testing	3
Psy-905	Mental Health and Psychopathology	3
Psy-906	Mathematics	3
	Total Credit Hours	18

Semester – 2

Course Code	Course Title	Credit Hours
Psy-1001	Communication Skills	3
Psy-1002	Applied Statistics	3
Psy –1003	Personality Theories	3
Psy-1004	Computer Skill	3
Psy-1005	Developmental Psychology	3
Psy -1006	Neurological basis of Behavior	3
	Total Credit Hours	18

Semester – 3

Course Code	Course Title	Credit Hours
Psy-1101	Computer Application	3
Psy-1102	Counseling Psychology	3
Psy-1103	Human Resource Management	3
Psy-1104	Consumer Psychology	3
Psy-1105	Cognitive Psychology	3
Psy-1106	Motivation	3
Psy-1107	Advanced Social Psychology	3
Psy-1108	Forensic Psychology	3
Psy-1109	Environmental Psychology	3
Psy-1110	Cross Cultural Psychology	3
	Total Credit Hours	18

Semester – 4

Course	Course Title	Credit Hours
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Code		
Psy -1201	Organizational psychology	3
Psy -1202	Health Psychology	3
Psy -1203	Clinical psychology	3
Psy-1204	Leadership in organizations	3
Psy -1205	Marketing research & promotional strategies	3
Psy -1206	Behavioral analysis & management	3
Psy -1207	Sports Psychology	3
Psy -1208	Muslim Psychology	3
Psy -1209	Para Psychology	3
Psy-1210	Internship	3
	Total Credit Hours	18

Note:Board of Faculty, FSS decided that in semester III and IV students of Msc 2 –years will select six courses for each semester out of (10+10)course already approved by Advance Board of Studies for BS-2years

SEMESTER I

Psy-902 History and Schools of Psychology

Course Objectives

To develop a basic understanding of the various processes of scientific development and change and to become familiar with the chronological history of ideas which contribute to the field of psychology. To examine the historical context within which that historical development took place and the schools of psychology. To be able to place current psychological thought within that historical development and context.

Course Contents

Introduction

- a. Why study the history of psychology?
Revisions in the traditional views of science Persistent questions in psychology
- b. Early Greek Philosophy.
- c. The first philosophers: Thales, Alaxinander, Heraclites, Parmenides, Pythagoras, Empedoclesm, and Democritus
- d. Early Greek Medicine
- e. The relativity of Truth; Protagoras, Gorgias, Xenophobes, Socrates, Plato, Aristotle; After Aristotle
- f. Skepticism & Cynicism
- g. Epicureanism and Stoicism Neoplatonism and Emphasis on spirit
Contribution of Muslim Philosopher
- h. Scholasticism

The Beginning of Modern Science and Philosophy

- a. Renaissance Humanism; Challenges to Church authority; Rene Descartes
- b. Empiricism, Sensationalism, and positivism
- c. British Empiricism; French Sensationalism; Positivism
- d. Rationalism
- e. Spinoza; Immanuel Kant; Johann Friedrich Herbert; Friedrich Hegel
- f. Romanticism and Existentialism
- g. Early developments in physiology and the rise of experimental psychology; Individual differences; Early Research on brain functioning Voluntarism, Structuralism and other early approaches to psychology Voluntarism.

Psychobiology

- a. Karl and Lashley; New connectionism; Behavioral genetics
- b. Contemporary Psychology

- c. The Diversity in contemporary psychology
- d. The tension between pure, scientific and applied psychology
- e. Psychology's status as a science; Post modernism

Structuralism:

Wundt; Titchner; Other early approaches
The Darwinian Influence:
Charles Darwin; Sir Francis Galton; Intelligence testing after Galton

Functionalism:

Characteristic of functionalistic psychology; William James, Hugo, Munsterberg, and Stanley Hall; The fate of functionalism

Behaviorism:

The background of behavior; John B. Watson and behaviorism
William McDougal: Another type of behaviorism
Neo-Behaviourism
Positivism and logical positivism; Operationalism; Tolman, Hull, & Skinner

Gestalt Psychology:

The founding of Gestalt; Isomorphism and law of Pragnanz; Perceptual consistencies; Productive Thinking
Early diagnosis, explanation and treatment of mental illness
What is mental illness? Early explanation of mental illness; Early approach to the treatment of mental illness

Psychoanalysis and its early alternatives

Antecedents of the development of psychoanalysis; Studies on hysteria; Freud's self analysis; Freud's theory of personality
Humanistic Psychology
The Mind, the body and the spirit; Phenomenology; Existential Psychology

Cognitive Psychology:

Development before 1950s; Development during 1950s; Development after 1950; Artificial intelligence

Muslim Psychology

i) Al-Kindi (ii) AbnSina (iii) Ghazali (iv)Miskewah (v)Ashraf Ali Thanvi (vi)Shah Wali Allah

RECOMMENDED BOOKS:

1. Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York: Wadsworth.
2. Sharma, N., & Sharma, R. (2003). *History and schools of psychology*. New Delhi: Atlantic Publishers.
3. Ajmal, M. (1986). *Muslim contribution to psychotherapy and other essays*. Islamabad: National Institute of Psychology, Quaid-i-Azam University.
4. Boring, E. G. (1957). *A history of psychology*. New Jersey: Prentice-Hall.
5. Leahey, T. H. (1987). *A history of psychology*. New Jersey: Prentice-Hall Inc.
6. Murphy, G. (1949). *Historical introduction to modern psychology*. London: Routledge & Kegan Paul.
7. Shultz, D. (1981). *A history of psychology*. Florida: Academic Press.
8. Wolmen, B. B. (1979). *Contemporary theories and systems in psychology*. New York: Harper & Row.

Psy-901 Research Methodology

Course Objectives

The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings. The course also aims to develop scientific reasoning and understanding of link between theory and empirical investigation. To select research designs, methodologies, and measurement strategies used in social work research, and be able to assess the strengths and weaknesses. Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications. Apply research concepts and principles in the development and use of qualitative and quantitative methodologies and analytical approaches.

Course Contents:

1. **Introduction**
 - a. Scientific and non-scientific approaches to knowledge.
 - b. The scientific method: definition, features, goals, and steps.
2. **Identifying a research problem**
 - a. Basic approaches
 - b. Sources of research literature
3. **Scientific theories and hypotheses**
 - a. Formulation of a hypothesis
 - b. Criteria of a hypothesis
 - c. The nature and types of hypotheses
 - d. Operational definitions
4. **Ethical issues in the conduct of psychological research: APA ethical standards**
 - a. Risk versus benefit
 - b. Anonymity and privacy of the subjects
 - c. Informed consent
 - d. Research with animals

Qualitative Techniques

Program evaluation Focus groups

5. **Descriptive research methods**

- a. Observation
 - i. Naturalistic observation \ observation without intervention
 - ii. Observationwithintervention
 - Participant observati
 - Structuredobservation
 - Field experiments
 - iii. Recording behaviour
 - Qualitativemeasuresofbehaviour
 - Quantitativemeasuresofbehaviour
 - iv. Analysis of observational data Advantages, problems, and methodological issues
- b. Unobtrusivemeasures of behaviour
 - a. Physical traces
 - b. Archival data

6. **Sampling techniques**

- a. Basicterminology;representativenessandbias
- b. Probability sampling
 - i. Random sampling methods: pure\simple random sampling; Random digit dialing, Systematic\intervalssampling
 - ii. Stratified random sampling
 - iii. Cluster sampling; simple and multistage
- c. Non-probability sampling: Accidental\Incidental \grab; Purposive; quota; Self-Selected; Snowball; Convenience; Clinical Sampling
- d. Time and event sampling
- e. Situation sampling

7. **Co-relational research**

- a. Thenatureandlogicofcorrelations Correlation versus causality
Measures in correlational research Interviews andquestionnaires
Margin oferror Reliabilityand validity Predictionsand decisions

8. **Surveys**

- (I) Nature, goals, and, basic steps
Survey methods: mail surveys, personal interviews, telephone surveys

9. **SurveyResearchDesigns**

- a. Cross-sectional design Successive independent samples design.
- b. Longitudinal design

10. **Experimental ResearchMethods**

- a. Experimental method: Control and variability, logic, characteristics
- b. Independent measure designs/Between group design Random group design.
- c. Alternative independent groups design.
- d. Methodological issues: Individual differences; Assigning

conditions.

- e. Repeated Measures designs/Within group design.
- f. Advantages and methodological issues: Differential carry-over effect, and general practice effect
Complex designs Small N designs Classical, After – only, Before – after no control group, Crossover, Solomon four-group, and Factorial designs

11. **Applied Research**

- a. Single Case research designs

12. **Quasi- Experimental Designs**

- a. Retrospective \ Ex Post Facto Designs Prospective Quasi – Experimental Designs Time Series Designs Event – Specific Alignment Designs Twin Studies and Adoption Studies

13. **Reporting Investigations**

- a. The structure of a research report based upon APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citations

Research Project

- b. The students will be expected to carry out small research projects either individually or in groups (preferably 2 students per group), and submit formal research reports. The final evaluation will be on the basis of the report as well as individual viva voce. APA protocol of report writing will be required.

RECOMMENDED BOOKS:

1. Ellis, L. (1994). *Research methods in social sciences*. Madison: Brown and Benchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

Psy-904 Psychological Testing

Course Objectives

To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Contents

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

2. **History of psychological testing:**
 - a. Antecedents
 - b. Rise of modern psychological testing
 - c. Current status and controversies

3. **Test construction and adaptation:**
 - a. A general introduction
 - b. Characteristics of a good psychological test
 - c. Steps of test construction and adaptation.

4. **Item writing:**
 - a. Types of items
 - b. General guidelines for writing items
 - c. Methods of scoring

5. **Item analysis:**
 - a. Meaning and purpose of item analysis
 - b. Item difficulty
 - c. Item discrimination
 - d. Item distracters
 - e. Factors influencing item difficulty and item discrimination
 - f. Item response theory

- g. Item characteristic curves.
- h. Problems of item analysis: Cross Validation.
- i. Item analysis of tests.

6. Reliability:

- a. Introduction
- b. Types of reliability
- c. Measurement of reliability
- d. Test-retest, split-half reliability
- e. Parallel forms and inter-rater reliability
- f. Cronbach alpha.
- g. Factors influencing reliability of test scores
- h. Improving reliability of tests.

7. Validity:

- a. Introduction
- b. Types of validity
- c. Face / Content, Criterion, Concurrent, Predictive and Construct validity
- d. Relation of validity & reliability
- e. Convergent & divergent validation
- f. Statistical methods for calculating validity
- g. Threats to validity
- h. Handling threats to internal and external validity.

8. Test norms:

- a. Introduction
- b. Types of norms
- c. Steps in developing norms
- d. Relativity of norms
- e. Cut-off scores.
- f. Response sets in test scores
- g. Meaning of response sets Types of response sets
- h. Implications of response sets Methods to eliminate response sets
- i. Interpretation of test scores
- j. Usage of computer in testing

9. Response sets in test scores:

- Meaning of response sets
- Types of response sets
- Implications of response sets
- Methods to eliminate response sets

Measurement of Abilities

10. Assessment of intellectual and cognitive abilities

- a. Intelligence
- b. Nature, Meaning, Different viewpoints
- c. Types of intelligence tests: Howard Gardner, Robert Sternberg,

- Simon-Binet, Wechsler, Kaufman.
- d. Differential Ability Scales
- e. Problems in testing intelligence during infancy, childhood, adulthood and old age.
- f. Cross cultural & longitudinal studies in intelligence testing.
- g. Diversity in test performance

11. **Personality Assessment and Testing**

- a. Meaning & purpose of personality assessment and testing.
- b. Types of personality tests:
 - i. Objective and projective tests.
 - ii. Projective Techniques
 - iii. Nature of Projective Techniques
 - iv. Types of projective techniques: Ink Blot, Pictorial, Verbal, Expressive,
 - v. Performance, Autobiographical memories.
 - vi. Evaluation & Criticism of Projective Techniques
- c. Interview:
 - i. structured, semi structured and unstructured
- d. Current status of different personality assessment techniques
- e. When to use which test or assessment techniques

RECOMMENDED BOOKS:

1. Anastasia, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan.
- Anastassi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York: Prentice-Hall Inc.
2. Cronbach, L. J. (1970). *Essentials of psychological testing* (3rd ed.). London: Harper & Row Publishers.
3. Thorndike R. L., & Hagen, E. P. (1995). *Measurement and evaluation in psychology and education* (4th ed.). New York: Macmillan
4. Aiken Lewis. R. *Psychological Testing & Assessment* (Latest Edition) Allyn & Bacon, Inc.
5. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing & assessment* (6th ed.). New York: McGraw-Hill.
6. Panda, L H. (1998). *Psychological testing: Theory and application*. New York: Allyn & Bacon.
7. Pittenger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
8. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

Psy-905 Mental Health and Psycho-pathology

Course Objectives

Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology. Ability to apply course materials to case studies of individuals.

1. Introduction to Abnormal Psychology

- a. Concept of Abnormality;
- b. Criteria of Normality and Abnormality;
- c. Defining Psychological Abnormality
- d. (Deviance, Distress, Dysfunction, Danger)
- e. Paradigm shift of mental health

2. Historical Background of Modern Abnormal Psychology

- a. Ancient views and treatment
- b. Greek and Roman views; Europe in the middle ages
- c. The Renaissance; 19th Century
- d. Views of abnormality; modern trends

3. Models of Psychopathology

- a. Biological Model
- b. The Psychodynamic Model
- c. Behavioral Model
- d. Cognitive Model
- e. The Humanistic Model
- f. The Socio-cultural Model
- g. Eclectic Approach

4. Clinical Assessment of Abnormality:

- a. A brief overview of clinical observation, tests and interviews
- b. Diagnostic Classification Systems: DSM and ICD

Introduction and basic concept of Abnormal Behavior
Differential Diagnosis and Etiological Factor described in DSM-IV

Axis I, II, III, & IV

1. Anxiety Disorders
2. Somatoform Disorders
3. Dissociative Disorders
4. Schizophrenia
5. Mood Disorders
6. Eating Disorders
7. Adjustment Disorders
8. Sexual & Gender Identity
9. Developmental or Childhood and Infancy Disorders
10. Psychoactive Substance use Disorders
11. Factitious Disorders
12. Sleep Disorders

13. Delirium 14. Dementia
15. Amnesic Disorders 16. Cognitive Disorders

RECOMMENDED BOOKS:

1. American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC.
2. Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman and Company.
3. Neale, J.M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

SEMESTER-II

Psy-1002 Applied Statistics

Course objectives

This course is designed to train the students in theoretical as well as applied statistics, with particular reference to psychology. The statistical analysis is a very essential part of psychological research and students need to grasp the concepts, theoretical rationale, use of certain statistical analysis, and also to learn to carry out thesis analysis. At the completion of course the students should be able to:

1. Understand basic concepts in statistical research
2. Carry out statistical techniques of data analysis manually
3. Carry out statistical analysis using SPSS
4. Interpret and discuss statistical results and present them in tables.

Course content

1. Introduction

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

2. Management of Data

- a. Types of data
- b. Collection of data
- c. Classification and organization of data
- d. Presentation of data (Tables, charts, Graphs)

3. Descriptive statistics

- a) Measures of central tendency (Mean, Median, Mode)
- b) Measures of Dispersion (Range, deviation, Z Scores, Standard Deviation, Variance)

4. Correlation, Regression and Prediction

- a) Correlation (Pearson product moment correlation, Spearman rank order correlation, Point bi-serial estimation)
- c) Linear regression
- d) Scatter diagram
- e) Standard error of estimation.

5. Probability

- a) Defining probability

- b) Subjective, empirical and classical probability
- c) Laws of probability
- d) Permutation and combination.

Probability: Distributions (Binomial & Binomial Normal Distribution);

Proportion & Application.

Normal Distribution: Proportion & Application).

2. Sampling Distribution & Estimation

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

3. Hypothesis testing (Inferential statistics) Hypothesis formulation (Null and Alternative Hypotheses)

Level of significance acceptance and rejection regions

One tailed & two tailed hypotheses tests.

Type – I & type – II errors. Testing the hypotheses: difference between means and within means of both large & small samples (Z-test & T-test) Analysis of variance (one – way and two – way analysis of variance)

4. Introduction to Non-parametric statistics; introduction to non-parametric tests: chi-square test (contingency table and proportions, Yates Correction) Other non-parametric tests: (Wilcoxon test, Mann-Whitney test, Sign test, Kruskal Wallis)

5. Analysis of data using SPSS: Introduction to SPSS coding & entering the Data. Analysis and Interpretation of **SPSS** output.

Note:

Practical & Viva Voce:

Students will prepare a note book of different types of analysis and will be given exercise to carry out analysis using SPSS program on computer and interpreting its output. Students will be overall examined on their practical work.

RECOMMENDED BOOKS:

Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education*. New York: West Publishing Co.

Howell, D. C. (2004). *Fundamental statistics for behavioral sciences*. (4th ed.). Australia: Thomson, Brook.

McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-Hall

Moore, D. S., & McCabe, G. P. (1998). *Introduction other practice of statistics*. (3rd ed.). New York: Longmans.

Psy-1003 Personality Theories

Course Objectives

To examine, in depth, specific theories under each of the major psychological models of personality and examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. Students will be able to articulate the major concepts and principles of each personality theory discussed in the class and in the text. Students will be able to articulate each theories assessment techniques and the theories approach to the treatment and understanding of psychopathology.

Course Contents

1. **Psychology of personality**
 - a. Introduction to the Discipline
 - b. Meaning of personality
 - c. Meaning of theory
 - d. Components of personality theory

2. **The Psychoanalytic Legacy; Sigmund Freud**
 - a. Biographical sketch
 - b. Basic concepts
 - c. Personality structure
 - i. Three interacting systems.
 - ii. Personality development
 - iii. Five sequential stages.
 - iv. Personality dynamics
 - v. instincts/anxiety/catharsis and anti-catharsis
 - vi. Defense mechanisms
 - d. Application of psychoanalytic theory; Dream analysis paraphrases
 - e. Psychotherapy
 - f. Critical evaluation

3. **Personality's ancestral foundations: Carl Jung:**
 - a. Biographical sketch
 - b. Basic concepts: Conscious and unconscious; Archetypes, Personality typology Personality development
 - c. Further applications: Dream analysis; Psychopathology; Psychotherapy
 - d. Critical evaluation

4. **Overcoming inferiority and striving for superiority: Alfred Adler**

- a. Biographical sketch
- b. Basic concepts:
 - I. Developing social feelings: society; work and love
 - II. Style of life; future goals vs. past events; overcoming inferiority
Striving for superiority and superiority complex; Family influences on personality development
- c. Further applications: Dream analysis; Psychopathology
Psychotherapy
- d. Critical evaluation

5. **Neo Freudians**

- a. **Karen Horney**
 - i. Basic anxiety
 - ii. Coping by way of 10 neurotic needs moving towards, or against, or away from people
 - iii. Development of an idealized vs. a real image of self
 - iv. Claims, should and Defense mechanisms.
- b. **Harry Stack Sullivan**
 - v. Empathy
 - vi. Anxiety and security
 - vii. 3 modes of experience
 - viii. 6 stages of Development
- c. **Henry A. Murray**
 - ix. Definition of need
 - x. variety of needs
 - xi. Strength of needs and interactions Environmental press
 - xii. Thema
- d. **Erik Erikson**
 - xiii. Psycho-social stages of personality development
 - xiv. Identity crises
- e. **Erich Fromm**
 - xv. Existential needs
 - xvi. Individual and social characters

f. **Evolutionary Psychology**

6. **Dispositional theories:**

- a. Gordon Allport
 - i. Personality development
 - ii. Personality traits
 - iii. Critical evaluation

- b. Raymond Cattell
 - i. View of a person; Understanding of the person Factor analysis; Economic model
 - ii. Basic concepts; Data types; Traits; Personality of nations c) Critical evaluation
 - iii. Hans Eysenck
 - iv. Basic concepts; Traits and types; Measuring and describing E, N, and P
 - v. Critical evaluation

7. **Humanistic and existentialist theories**

- a. Abraham Maslow
- b. Basic concepts
- c. Five basic human needs
- d. Self actualizing person
- e. Critical evaluation
 - i. Carl Rogers
 - ii. Biographical sketch
 - iii. Basic concepts
 - iv. Actualization
 - v. Importance of self
 - vi. Personality development
 - vii. Client centered therapy
- f. Critical evaluation
- g. George Kelly
- h. Biographical sketch
- i. Basic concepts
 - viii. Personality as a system of constructs
 - ix. Relation among constructs
- j. Personality development
 - x. Predictability
 - xi. Dependency constructs
 - xii. Role playing
 - xiii. Choices: the C-P-C cycle
 - xiv. Critical evaluation

8. **Behaviorist theories**

- (I) B.F. Skinner
 - a. Basic Concepts
 - i. Operant conditioning
 - ii. Positive reinforcement
 - iii. Negative reinforcement and punishment
 - iv. Schedules of reinforcement
 - v. Operant conditioning and reinforcement
 - vi. Development of humans: Language, Personality and

- child rearing
 - b. Critical evaluation
- (II) John Dollard and Neal E. Miller
 - a. Basic concepts
 - i. Psychopathology
 - ii. How fear is learned
 - iii. Effect of fear
 - iv. Critical evaluation
- (III) Social Learning Theory of Albert Bandura
 - a. Basic concepts
 - i. Models and modeling
 - ii. Goals and self-regulating
 - iii. Self-efficacy
 - iv. Reward
 - v. Defensive behavior
 - b. Critical evaluation
 - i. Current paradigms

RECOMMENDED BOOKS:

1. Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nd ed.) Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
3. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory and research* (9th ed.). New York: John Wiley & Sons.
5. Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
6. Ewen, R. B. (1998). *An introduction to theories of personality*. (5th ed.) New Jersey: Lawrence Erlbaum Associate Publishers.
7. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.

Psy-1005 Developmental Psychology

Course Objectives:

To know the important aspects of developmental research and some of the theoretical explanations of the developmental process. Understand the relationship between heredity and environment as they form the foundations of human development. Understand the advances in cognitive, moral, and social development occurring in late childhood, ages seven to twelve. Understand the crises and their effects on the individual in various developmental stages throughout out the lifespan. Understand the developmental challenges of adolescence.

1. Nature and Scope
2. Research Methods in Developmental Psychology: Longitudinal;
3. Cross-Sectional; Experimental Aspects of Development: Physical, Psychological, Social, Linguistic & Cognitive
4. Phases of Development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old-age

RECOMMENDED BOOKS:

1. Ahmad, F. Z. (1993). Mental health and patterns of child rearing in Pakistan. Pakistan: Institute of Clinical Psychology, University of Karachi, Karachi.
2. Bee, H. (1994). Lifespan development. HarperCollins College Publishers.
3. Berk, E. L. (2000). Child development (5th ed.). Boston: Allyn & Bacon.
4. Feldman, R. S. (1999). Child development: A typical approach. USA: Prentice-Hall, Inc.
5. Papalia, E. D., Olds, W. S., & Feldman, D. R. (2001). Human development (8th ed.). New York: McGraw-Hill.
6. Sprinthall, N. A., & Collins, W. A. (1984). Adolescent psychology: A developmental view. (3rd ed.). USA: McGraw-Hill.

Psy-1006 Neurological Bases of Behavior

Course Objectives

To present current methodologies and concepts in experimental psychology. To equip students with techniques of communicating results of experiments. To instill an ethical approach to conduct the experimental research.

Course Contents

1. **Origins of Neuropsychology**
 - a. Neurological explanation of behavior
 - b. Historical roots of Physiological Psychology
 - c. Evolution of brain
 - d. Genetics and evolution of behavior
 - e. Ethical issues in Neuropsychological research

2. **Physiology of Neural Cells**
 - a. Neurons
 - b. Types of neurons
 - c. Nerve impulse
 - d. Communication within a neuron
 - e. Communication between neurons.

3. **Physiology of Nervous System**
 - a. Basic features of nervous system
 - b. Central nervous system
 - c. Peripheral nervous system
 - d. Development of the brain.
 - e. Investigating how the brain controls behavior.

4. **Emotions and Regulation of Internal Body States**
 - a. Neural control of emotional response patterns
 - b. Role of orbit frontal cortex in social judgment and emotions
 - c. Neural basis of the communication of emotions
 - d. Endocrine system and emotions
 - e. Homeostasis
 - f. The psychology and biology of thirst
 - g. The multiple controls of hunger
 - h. Physiological mechanisms of sleep and waking.

RECOMMENDED BOOKS:

1. Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole Publishing Company.
2. Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.).

Boston:AllynandBacon.

SEMESTER-III

Psy-1101 Computer Applications

Course objectives

This course is designed in view of the application of computers in wide range of areas. This course would familiarize students with basics of computers. It further aims to educate the students about the tremendous potential of computer as an instrument for research work in a variety of disciplines. It will cover brief introduction to computer hardware and software related to discipline of psychology. After having completed this course, students would be able to use windows software such MS office including MS excel, MSword & Power Point.

Course contents

Chapter I: Introduction to computer sciences

History of computer development; Uses and limitations; Basic units of personal computers (PC)

Chapter II: Introduction to Window

Basic features of windows as operating system starting up; Windows desktop; Using applications; Managing files and folders; Managing the desktop; Change settings

Chapter III: Introduction to MS word

Basic features of M/S Word Menu bar and tool bars; Typing, editing formatting text; Opening, saving and closing documents; Printing, copy and past; Making tables and graphs; Numbering; Bordering the tables

Chapter IV: Introduction to MS Excel

Basic features; Introduction to spreadsheet; Menu bar and formula bar; Manipulating data in rows; columns and all entries; Applying formula Creating and formatting charts; Designing a table; Auto file and advance filter; Printing features

Chapter V: Introduction to power Point

Methods to deliver a presentation; Preparing slides /presentation;Blank presentation; Using templates for presentation; Color scheme;Animation scheme; Data formatting; Viewing an slide show; Adding clipart to slide, insigne a should or, video file, adding animations to slides;Printing in power point.

BOOKS RECOMMENDED

Person, Ron., Christopher, V. B. & Shelley O' ara (1994). *Using excel version 5 for windows*. Indian polis: Que Corporation.

Psy-1102 Counseling Psychology

I. The Counseling Profession: A Historical Perspective

- The development of counseling as a distinct profession
- Historical and Social factors
- Frank Parsons and other early influences
- Beginnings of professional organizations and professional identity; Influence of World War-I & II
- Government involvement; Current Trends and future directions.

II. The Criteria of Mental Health

- The Concept of Adaptive and Maladaptive Behaviour;
- Healthy personality with particular reference to Jahoda (1958), Shoben, (1957) Allport (1961) Kinnier (1993) and others.

III. The Process of Counseling

- Nature & Importance of professional relationship;
- Ingredients of helping relationship,

IV. Characteristics of Effective Counselors/ Psychotherapists: A client's rights.

V. Counseling as an Applied Social science;

- It's Nature and Scope in Pakistan,
- Self-exploration and awareness facilitation through micro-skills: attending, listening and influencing skills.

VI. The Counseling Interview

- Introduction.
- Kinds of Interviews
- The Intake Interview
- The Diagnostic Interview
- Interviewing with significant others
- The Case History Interview and some other major types Interview techniques in Counseling
- Structuring the counseling relationship
- Relationship Techniques

VII. Tests in Counseling

- Introduction,

- Limitations of the Use of Psychological Tests
- Types of Psychological Tests
- Factors affecting psychological test results
- Test Use in Counseling Situations
- Test Interpretation in Counseling

BOOKS RECOMMENDED:

Caizzo, D., & Grpss, D. (1991). *Introduction to counseling: Perspectives for the 1990*. Boston: Allyn & Bacon. 41

Gladding, T. S. (1988). *Counseling: A comprehensive profession*. Toronto: Merrill Publishing Company.

Ivery, A., & Irey, M. (1993). *Counseling and psychotherapy: A multicultural perspective*. Boston: Allyn & Bacon.

Nugent, A. F. (1994). *An introduction to the profession of counseling*. (2nd ed.). New Jersey: Prentice-Hall Inc.

Peterson, V. J., & Nisenholz, B. (1999). *Orientation to counseling*. (4th ed.). London: Allyn & Bacon.

Rao, S. N. (1987). *Counseling psychology*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

Psy-1103 Human Resource Management

- Meeting HRM Challenges
- Managing Workflow/Job Analysis
- Understanding the Legal Environment
- Managing Diversity
- Recruiting, Selecting, Socializing
- Managing Separation, Downsizing
- Appraising Performance
- Training the Work Force
- Developing Careers
- Managing Compensation
- Rewarding Performance
- Designing/Administering Benefits
- Employee Relations and Communication
- Employee Rights and Discipline
- Work with Organized Labour
- Workplace Safety and Health
- Meeting International HRM Challenge

BOOKS RECOMMENDED

Angelo, S. DeNisi & Ricky, W. Griffin. (2001). *Human resource management*. Boston: Houghton Mifflin.

Daniel, C. F. & Hugh, J. A. (1983). *Managing individual and group behavior in organizations*. (2nd ed.). New York: McGraw-Hill.

Daniel R. Ilgen and Elaine D. Pulaskos (Eds.), (1999). *The Changing nature of performance: Implications for staffing, motivation, and development*.

San Francisco: Jossey-Bass.

Peter Drucker. (1999). *Management challenges for the 21st century*. New York: Harper Business.

Psy-1104 Consumer Psychology

Objectives of the Course, Text, and Reference Books

The broad objectives of this course are to familiarize the students with this new emerging field of human behaviour; 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. The following text-books are recommended. The various topics with relevant page numbers from each text are given in the recommended books below:

Course contents

1. Defining CB. Segmentation of market

(LB: pp 1-79; BME: pp 187-211; 8K: pp 46-74)

2. Environmental influences: Culture, subculture, social class, social group, family and personal.

(LB: pp 81-293; 8K: pp 320-490; BME: pp 311-427)

3. Individual determinants of CB: Personality, motivation, information, learning and memory, attitudes and attitude change.

(LB: pp 297-479; 8K: pp 83-310; BME: pp 187-305)

4. Consumer Decision Process: Problem, search

(LB: pp 483-533; 8K: pp 500-552; BME: pp 67-123)

5. Purchase Processes.

(LB: pp 535-571; SK: pp 558-591; BME: pp 127-154)

6. Post Purchase Behaviour.

(LB: pp 573-593; BME: pp 159-180)

7. Modeling and Researching CB.

(LB: pp 597-624; 5K: pp 24-41; BME: pp 5-61)

8. Consumerism

(LB: pp 625-655; SK: pp 600-640)

9. Organizational Buyer Behaviour.

(LB: pp 657-684)

LB: Loudon and Bitta. **BME:** Blackwell, Miniard and Engel. **SK:** Shiffman

andKrnuk.

BOOKS RECOMMENDED

Blackwell, R. D., Miniard, P. W. & Engel, J. F. (1990). *Consumer behavior*. (9th ed.). Blackwell.

Loudon, D. & Bitta, A. D. (1993). *Consumer behavior: Concepts and applications*. (4th ed.). New York: Prentice-Hall International.

Shiffman, L. & Kanuk, L. L. (2000). *Consumer behavior*. (7th ed.). Upper Saddle River: Prentice-Hall.

Psy-1105 Cognitive Psychology

Course Objectives

To understand the contributions made to the understanding of human thought processes by cognitive psychologists. To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving and language. To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what psychologists have observed. To develop each student's skills in analytical and synthetic thinking, research methods.

Course Contents

1. Introduction

- a. Historical Perspective
- b. Cognitive neuroscience
- c. The eye and Visual cortex
- d. Perception of movement and form
- e. The ear and auditory cortex
- f. Magnocellular and parvocellular pathways
- g. Memory scanning. Mental processing revealed by reaction time experiments.
- h. Colour perception
- i. Depth Perception.

2. Visual & Auditory Perception

- a. Sensory memory: iconic memory & Echoic memory
- b. Pattern Recognition
- c. Selective adaptation of linguistic feature detectors
- d. Failure to detect change to people during a real world interaction
Dichotic listening task

3. Visual Imagery

- a. Visual images preserve metric spatial information. Reinterpreting visual patterns
- b. Neural Basis of mental imagery. Size-distance paradox.
- c. Mental rotation.

4. Attention & Short Term Memory

- a. Magic number 7, chunking
- b. Studies of interference in serial verbal reactions
Attention and cognitive control.

- c. Selection for actions and the of inhibitory mechanisms Visual Perception.
 - d. Masking.
5. **Learning & Long Term Memory**
 - a. Retention in episodic memory
 - b. Semantic integration of verbal information into a visual memory
Working Memory and long term memory
 - c. Creating false memories
 - d. Fan effect
 - e. Levels of processing
 - f. Practice effects
 - g. Mnemonic devices
 - h. Recall vs recognition
 - i. Implications for studying and examination: the SQ3R's
 6. **Thinking and Problem Solving o Categorization**
 - a. Basic Objects in natural categories
 - b. Concepts and conceptual structure Modestollens
 - c. Cognitive biases & gambler's fallacy
 - d. Heuristics and algorithms
 7. **Psycholinguistics**
 - a. Chomsky's contribution
 - b. Language comprehension Reading: Parsing
 - c. Linguistics Determinism: Whorf-Sapir hypothesis
 8. **Cognitive Development**
 - a. Piaget's contribution
 - b. Social and Emotional development Moral Development
 - c. Gender differences in development
 - d. Development of Language in genie Child's learning of morphology
 - e. Rule learning by 7-month old infants
 - f. Bilingual development: child-adult differences.

RECOMMENDED BOOKS:

1. Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.). John Wiley Inc.
2. Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth.
Sternberg, R.J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College Publishers.
3. Groome, D. (1999). *Cognitive psychology: Processes and disorders*. London: Psychology Press.
4. Reed, S.K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth/Thomson Learning.

Psy-1106 Motivation

Introduction to Motivation

1. Definition, Nature and Scope
2. Historical Background
3. Motivated Behavior: Characteristics and dominants
4. Biogenic and sociogenic Motives
5. Motivation and its role in attitude change, National Development, inorganization
6. Methods used to assess human motivation: Projective Techniques and Theories
7. Methodological Problems
8. Motivation, Power and Politics
9. Fostering Achievement motivation and childrearing practices
10. Variables which influence the Achievement process⁴⁵
11. Treatment Approaches to underachievement

Theories of Motivation

1. Biological Theories of Motivation
2. Theory of Unconscious motivation
3. Cognitive Theory
4. The Need-Drive-Incentive Theory
5. The Stimulus-Cue Theory
6. The affective arousal Theory
7. Dynamic Theory of Motivation
8. Motivational Theory of Emotion
9. Theories of reinforcement
10. Cross-Cultural Theories of Motivation

BOOKS RECOMMENDED

- Atkinson, J. W. (Ed.) (1958). *Motives in fantasy, action and society*. Princeton: Van Nostrand.
- Atkinson, J. W. & Raynor, J. (1974). *Motivation and achievement*. New York: Winston-Wiley.
- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton: Van Nostrand.
- Beck, R. C. (2000). *Motivation: Theories and principles*. (4th ed.). Singapore: Pearson Education.
- Maslow, A. H. (1954). *Motivation and personality*. N.Y.: Harper Co.
- McClelland, D.C. (1971). *Assessing human motivation*. Morristown, N.J: General Learning Press.
- McClelland, D. C. (1975). *Power the inner experience*. New York: Irvington &

Co.

Petri, G. (2000). *Motivation: Theory, research and application*. (5th ed.).
London: Oxford University Press.

Winter, D. G. (1973). *The Power Motive*. New York: Free Press.

Psy-1107 Advanced Social Psychology

Course Objectives

This course will examine a number of major research topics in social psychology. Students are expected to gain substantial knowledge of the field, including major concepts, theories, empirical findings, and controversies. Also, students will also have the opportunity to communicate critically and creatively about these theories and findings.

Course Contents

1. **Orientation to Theories**
 - a. Stereotypes
 - b. Prejudice and Discrimination
 - c. Nature
 - d. Social causes
 - e. Historical Manifestation
 - f. Combating Prejudice and hate crimes.

2. **Interacting with others**
 - a. Interpersonal Attraction – need
 - b. Characteristics of other situation and problems
 - c. Intimacy — Parent-child.
 - d. Interpersonal violence.

3. **Group Influence**
 - a. Nature and functions
 - b. How groups affects individual performance
 - c. Facilitation
 - d. Social loafing
 - e. Coordination in groups
 - f. Cooperation or conflict
 - g. Perceived fairness in groups
 - h. Decision making by groups:
 - i. Process
 - j. Nature
 - k. Potential dangers.

4. **Leadership**
 - a. History of leadership
 - b. Types and leadership styles
 - c. Effective leadership process
 - d. Core activities of a leader
 - e. Leadership Training
 - f. Leadership & Gender.

5. **Role of Media in Social Psychology**
 - a. Perception, Persuasion
 - b. Propaganda
 - c. Portrayal of Role Models & Media and Agent of change,

6. **Social Psychology in action**
 - a. Applying social psychology to:
 - b. Interpersonal aspects of the legal system
 - c. Health related behavior
 - d. Worldofwork

REFERENCES

1. Feldman, R. S. (1998). *Social psychology: Theories, research and application*. New York: McGraw-Hill.
2. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St.MartinPress.
3. Forsyth, D.F. (1987). *Socialpsychology*. California: BrooksPublishing Company.
4. Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill.
5. Wayant, J. M. (1986). *Applied social psychology*. New York: OxfordUniversityPress.

Psy-1108 Forensic Psychology

• Introduction to Forensic Psychology

History of Forensic Psychology; Defining Forensic Psychology; Legal Research for the social scientist

• Applying Psychology to Civil Proceedings

Understanding Adult Domestic Law Issues; Understanding Child Domestic Law Issues; Conducting Personal Injury Evaluation; Personality Assessment in Personal Injury Litigation

• Applying Psychology to Criminal Proceedings

Evaluating eyewitness testimony in Adults & children; Competency to stand Trial; Insanity Defense; Specific intent and Diminished capacity; Probation and Parole

• Special Applications

Violence Risk Assessment; Psychology and Law Enforcement; Polygraph Testing

• Communicating Expert Opinions

Writing Forensic Report; Serving as an expert witness
47

• Interviewing with Offenders

Punishments and alternate routes to crime prevention; Practicing psychology in Correctional settings; Psychotherapy with criminal offenders

• Professional Issues

Practicing Principled Forensic Psychology; legal, ethical and moral consideration; Training in Forensic Psychology

BOOKS RECOMMENDED:

Heidensohn, F. (1985). *Women and crime*. London: Macmillan Education Ltd.
Laurence, S., & Wrightman. (2001). *Forensic psychology*. Belmont:
Weiner, B. A., & Hess. A. (2006). *The handbook of forensic psychology*. (3rd ed.). New York: Wiley.

Psy-1109 Environmental Psychology

ENVIRONMENTAL PSYCHOLOGY

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 Behaviour in Environmental and Cultural Variances
8. Environmental Changes and Stress
9. The City as an Unnatural Habits
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 in Reference to Entranced Issues
16. Environment and Adjustment, Gender, Age Job Family, Fashion, Religion Society.

BIBLIOGRAPHIC INFORMATION

Baum, A. (1998). *Advances in environmental psychology*. New York: Lawrence Erlbaum Associates.

Cassidy, T. (1997). *Environmental psychology*. UK: Psychology Press.
48

Garling, T., & Golledge, R. (Eds.). (1997). *Behaviour and environment: Psychological and geographical approaches*. Amsterdam: North Holland.

Spindler, G. D. (1998). *Making of psychological anthropology*. University of California Press.

Stokols, D., & Altman, I. (Eds.). (2000). *Handbook of environmental psychology*. New York: Wiley.

Course Objectives

The course should result in the students' higher awareness of the balance between the social and biological substrates of human behavior. Students should learn the difference between area studies, cross-cultural studies, and intercultural studies. Students should learn the basics of successful cross-cultural research and be competent to conduct a valid study of behavior in the cross-cultural context.

Course Contents

1. **History of Cross Cultural Psychology**
 - a. Methodological issues of cross-cultural psychology Comparability and Equivalence
 - b. Emics and Etics
 - c. Sampling Strategy in Cross Cultural Research
 - d. Problems of translation, adaptation and application of psychological tests across cultures

2. **Culture and Basic Psychological Processes**
 - a. Culture and Cognition
 - b. Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock
 - c. Cross Cultural Studies on Perception and Cognitive Styles
 - d. Cross Cultural Research on Motivation
 - e. Socialization across cultures:
 - f. Individualism & Collectivism
 - g. Sex-trait stereotypes
 - h. Development of Gender-stereotypes
 - i. Parental acceptance–Rejection Theory (PART)
 - j. Cross Cultural Testing of PART
 - k. Worldwide application of Piaget cognitive theory
 - l. New Trends in Cross Cultural Research
 - m. Indigenous Psychology across Cultures

RECOMMENDED BOOKS

1. Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Sydney: Thomson's Wadsworth.
2. Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Allyn & Bacon.
3. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Allyn & Bacon.
4. Kagitcibasi, C. (1996). *Family and human development across cultures*.

- New Jersey: Lawrence Erlbaum Associates, Publishers.
5. Rohner, R. P. (1986). *The warmth dimension: foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.
 6. Rohner, R. P. H. (1999). *Handbook for the study of parental acceptance and rejection*. Stress, CT: University of Connecticut.

SEMESTER–IV

Psy-1201 Organizational Psychology

- Introduction to Organizational Behavior, Information Technology & Globalization (PP1-60)
- Diversity & Ethics; Design & Culture (PP 66-135)
- Reward Systems; Perception & Attribution (PP 142-205)
- Personality & Attitudes (PP 212-238)
- Motivation Need & Processes (PP 246-279)
- Positive Psychology (PP 286-317)
- Communication; Decision Making (PP 328-385)
- Stress & Conflict; Power & Politics (PP 392-454)
- Group & Teams: Job Design & Goal Setting (PP 460-526)
- Performance Management (PP 534-563)
- Leadership Processes (PP 572-600)
- Leadership Styles (PP 606-630)

BOOKS RECOMMENDED

Cris Argyris & Donald Schon. (1978). *Organizational learning*. Addison-Wesley.

Debra, L. N. & James Campbell Quick. (2000). *Organizational behavior*. (3rd ed.). Cincinnati: South-Western.

Edgar H. Schein, (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Fred Luthans, Alexander, D. S. & Edwin, A. Locke (2000). (Eds.). *Handbook of principles of organizational behavior*. London: Blackwell.

Jerald Greenberg & Robert A. Baron. (2000). *Behavior in organizations*. (7th ed.). Upper Saddle River, N.J.: Prentice-Hall.

Stephen, P. R. (1990). *Organization theory*. (3rd ed.). Upper Saddle River, N.J.: Prentice-Hall.

Psy-1202 Health Psychology

1. Historical Background

The changing field of medicine ; the involvement of psychology. The modern concept of health and illness; Behavioural medicine and behavioural health; Definition, development, and scope of Health Psychology.

2. Behavioral Medicine and psychological principles

The conditioning models; Observational learning; Cognitive learning

3. 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

4. Psychological interventions in Health Psychology

Relaxation training; Biofeedback; Behaviour modification; Cognitive therapy; Counseling; Assertiveness training; Hypnosis; Social skills training; Health education

5. The psychology of sickness and well-being

Being sick and feeling sick : seeking health care; Relationship between physical , mental , and social well-being; Compliance; following medical advice; Psychological factors influencing physical health; Personality type; Health beliefs; Locus of control and self-efficacy; Social support; Stress tolerance

6. Stress, coping, and health

Models of stress Selye, Mason, and Lazarus; Measuring stress and identifying stressors; Stress and illness; Stress management

7. 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

8. Health Psychology for better hospital\ clinic setting

The hospital environment; Doctor — patient communication

BOOKS RECOMMENDED:

- Bernard, L. C. & Krupat, E. (1994). *Health psychology: Biopsychological factors in health and illness*. New York: Harcourt Brace College Publishers.
- Brannon, L. & Reist, J. (2000). *Health psychology: An introduction to behavior and health*. (4th ed.). USA: Wadsworth.
- Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice-Hall.
- Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide to health education*. Chichester: John Wiley & Sons.
- Fiest, J. & Brannon, L. (2001). *Health psychology: An introduction to behaviour and health*. Belmont: Wadsworth Publishing Company.
- Forshaw, M. (2002). *Essential health psychology*. London: Arnold.
- Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.
- Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale: Lawrence Erlbaum Associates Publishers.
- Spacapan, S., & Oskamp, S. (Eds.). (1988). *The social psychology of health and illness*. London: SAGE Publications.

1. History of Clinical Psychology
2. Definition, Scope and present status
3. a) Training of Clinical Psychology
b) Differentiate between psychiatrist and psychologist
c) Interview, Testing, intervention, projective tests.
d) Neuro Psychological tests
4. Psychological Assessment
5. Psycho Therapies for different disorders
 - a) Psychology analytical therapy
 - b) Client – Centered therapy
 - c) Behavior Therapy
 - d) Group Therapy
 - e) Rehabilitation

BOOKS RECOMMENDED

- Barker, C., Pistrang, N., & Elliott, R. (2002). *Research methods in clinical psychology: An Introduction for students and practitioners*. New York: John Wiley & Sons.
- Boll, T. J., Raczynski, J. M., & Leviton, L. C. (2004). *Handbook of clinical health psychology: Disorders of behavior and health*. American Psychological Association (APA).
- Halgin, R. P., Whitbourne, S. K., & Halgin, R. (2004). *Abnormal psychology: Clinical perspectives on psychological disorders*. New York: McGraw-Hill.
- Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2004). *Insider's guide to graduate programs in clinical and counseling psychology*. The Guilford Press
- Shafranske, E. P. (1996). *Religion and the clinical practice of psychology*. American Psychological Association (APA).
- Walker, E. (1990). *The History of clinical psychology in autobiography*, Volume I, - Brooks/Cole Pub Co.

- What is Leadership in Organizations?
- Difference between Management and Leadership
- The Historically Important Studies on Leadership:
- Iowa Studies
- Hawthorn Studies
- Michigan Studies
- Traditional Theories of Leadership:
- Trait Theories
- Situational Approaches
- Modern Theoretical Processes of Leadership in the New Environment:
- Contingency Theories
- Charismatic and Transformational Leadership
- Leadership Styles and Management Grid
- The Roles and Activities of Effective Leader

BOOKS RECOMMENDED:

Bernard M. Bass, (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Cris Argyris & Donald Schon. (1978). *Organizational learning*. Addison-Wesley.

Daniel, C. F. & Hugh, J. A. (1983). *Managing individual and group behavior in organizations*. (2nd ed.). New York: McGraw-Hill.

David G. Myers (1990). *Social Psychology*. (2nd ed.). New York: McGraw-Hill.

Edgar H. Schein, (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Spencer A. Rathus. (1990). *Psychology*. (4th ed.). Fort Worth Tex.: Holt, Rinehart & Winston.

Stephen, P. R. (1990). *Organization theory*. (3rd ed.). Upper Saddle River, N.J.: Prentice-Hall.

- An orientation towards marketing research
- Research designs in marketing:
- Qualitative Techniques
- Quantitative Techniques
- Cross-sectional
- Longitudinal
- Market Segmentation
- Demographic Segmentation
- Psychographic Segmentation
- Implications of Market Segmentation
- Promotional Strategies
- Selection of Media
- Types of Promotional Strategies
- Mode of Advertisement
- Publicity
- Psychology of Advertisement
- Creating Effective Advertisement

BOOKS RECOMMENDED:

McQuarrie, E. F. (1996). *The market research toolbox: A concise guide for beginners*. London: SAGE Publications.

McDaniel, C. Jr., & Gates, R. (2005). *Marketing research essentials*. New Jersey: John Wiley & Sons.

Crawford, C. M., & DiBenedetto, C. A. (2005). *New product management*. (7th ed.). New York: McGraw-Hill.

1. Basic Human Behavior – (S-O-R)
2. Theories and concept about behavior
Classical and operant conditioning
3. Stimulus Central of behavior, motivation and reinforcement
Information and decision
4. Target behavior and nature of organism
5. Theory and practice of behavior modification reinforcement in
motivation
6. Applied behavior assessment
Research case, research design, Data evolution program development
and learning process.
7. Competencies in critical analyzing behavior
8. Behavior analytical research proposal caring out behavior research in
the field.
writing applied research/treatment report
9. Behavioral intervention in the children
10. Behavioral modification for various type of clients and mental
abnormalities
11. Assertion training, systematic desensitizing, Bio food training
cognition restricting, modeling and aversive method.

BOOKS RECOMMENDED

- Gambrill, E. D. (1977). *Behaviour modification: Handbook of assessment, intervention and evaluation*. London: Jossey-Bass Publishers.
- Martin, G., & Pear, J. (1983). *Behavior modification: What it is and how to do it*. (2nd ed.). New Jersey: Prentice-Hall, Inc.
- Miltenberger, R. G. (1997). *Behaviour modification: Principles and procedures*. New York: Brooks / Cole publishing Company.
- 54
- Spiegler, M. D., & Guevremont, D. C. (1998). *Contemporary behaviour therapy*. (3rd ed.). London: Brooks / Cole Publishing Company.
- Turner, S. M., Calhoun, K. S., & Adams, H. E. (1981). *Handbook of clinical behaviour therapy*. New York: John Wiley & Sons.

Introduction to Sports Psychology

Historical Background of Sports Psychology
Theories and Models of Sports Psychology
Methods and Measure of Sports Psychology

Imagery

Development of Imager
Neuromuscular Theories of Mental Practice
Cognitive Theories of Mental Practice
Bio-Informational theory of Mental Practice

Motivation

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

Concentration

Development: Origin of Concentration; Attention as a 'Filter' Attention as a 'Zoom lens'; Attention as a 'resource'; Psychometric Approach; Effective Concentration; Mental Practice

Anxiety

Introduction to Anxiety
Drive Theory; Catastrophe Theory; Processing efficiency theory Conscious Processing or 'Reinvestment' Hypothesis; Physiological Measures; Self-report Instruments; Physical Relation Techniques; Simulation Training; Choking under pressure

Sports Exercise

Perceptual and cognitive expertise in sports; Identifying patterns of play; Reading on opponents intentions; Visual search behavior; Role of Deliberate Practice in Developing; Expertise in Sport

Acquiring Sports Skills

Demonstrating the Skills; Providing verbal instructions about the skills; Practice Scheduling; Feed Back

Teams

How to define a Team; Individual performance in team; TeamDynamics;
Teams in Content; Team Roles

The Athlete's Career

Gerontology Theory; Thamatology Theory; Transition Models

Exercise and Mental Health

Depression; Anxiety; Vlood State; Stress responsivelySelf Esteem; Body
Image; Endorphin Hypothesis; Mastery;Hypothesis; Distraction or Time-out-
Hypothesis; ThermogenicHypothesis

BOOKS RECOMMENDED:

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

Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and
exercise psychology*. Washignton D. C.: American Psychological
Association.

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

1) Introduction

- i) Definition, Subject matter and scope
- ii) Historical background of Muslim Psychology

2) Studies of Muslim Scholars on Psychology

- i) Al-Kindi (ii) AbnSina (iii) Ghazali (iv)Miskewah (v)Ashraf Ali Thanvi (vi)Shah Wali Allah

3) Methodology

- i) Quranic concept of Human Psyche ii) Concept of Man

4) Personality Theories

- i) Ghazali ii) Miskewah iii) Ashraf Ali Thanvi

5) Self Determination

Nafs, Laataif, Hawadas, Khawater

6) Muslim approaches to Mental Health

Well being, love, contentment, satisfaction, hope, optimism and happiness

7) Behavior modification

- i) Ibadat ii) Zakat iii) Tauba

8) Psychotherapy

- i) Muslim tradition to psychotherapy ii) Ghazali therapy of opposite iii)Sufi psychotherapy iv) Reading therapy

9) Muslim Psychological Assessment

- i) Ghazali personality inventory ii) Dewn's projective test for children iii)Shakhseytka se rukhijaiza

BOOKS RECOMMENDED:

Ajmal, M (1986). *Muslim contribution to psychotherapy*. Islamabad: National Institute of Psychology.

- Badri, M. (1979). *The Dilemma of Muslim Psychology*. London: MWH Publishers
- Huq, M. (1984). *Concept of personality development in the light of Islamic thoughts*. Bangladesh Journal of Psychology 7, 118-128.
- Latif, A. (2000) *Holistic health, healing and spirituality*. Lahore: Psyche Hope.
- Rizvi, A. A. (1994). *Muslim Tradition in psychotherapy and modern trends*. Lahore: Institute of Islamic Culture.
- Rizvi, A. A. (1998) *Muslim nafsiat kay khadokhal*. Lahore: Urdu Science Board.
- Rizvi, A. A. (2005) *Quranic concept of psyche*. Lahore: Institute of Muslim Psychology .
- Rizvi, A. A. (2005). *Reading therapy*. Lahore: Institute of Muslim Psychology .
- Rizvi, A.A. (1994) *Traditions, paradigms and basic concepts of Muslim psychology*. Lahore: Institute of Muslim Psychology.

1-INTRODUCTION

- i) What is Parapsychology?
- ii) Historical Perspective
- iii) Difference between Psychology and Parapsychology.

2-WORLD RELIGION AND PARAPSYCHOLOGY

- i) Islam
- ii) Judaism
- iii) Christianity
- iv) Hinduism
- v) Buddhism

3-BASIC BRANCHES OF PARA PSYCHOLOGY

- i) Soul
- ii) Extra Sensory Perception (ESP)
- iii) Telepathy
- iv) Clairvoyance
- v) Pre-recognition
- vi) Out-of-body experiences (OBE's)
- vii) Near-Death-Experiences (NDE's)
- viii) Altered-state of consciousness through meditation
- ix) Dreams
- x) Psychic Healing
- xi) Meditation

4-PARAPSYCHOLOGY AND MYSTICISM

- i) Defining mysticism and its origin
- ii) Islam and mysticism
- iii) Prevalent form of Mysticism

5-HOLISTIC HEALTH & HEALING

- i) Principles of Body
- ii) Principles of Mind
- iii) Principles of Spirit
- iv) An Integration of Body & Mind & Spirit

6- CURRENT TRENDS AND EVALUTION

- i) The standard practices of ESP evaluation and the ultimate truth.
- ii) Can Para psychological good or bad? True or False?
- iii) Research problems

7- SUBMISSION OF REPORT BY STUDENTS

BOOKS RECOMMENDED:

1. Barber, T. X. (1986). *Foundations of parapsychology*, London: Routledge&Kegan Paul Boston.
2. Robert, B. (2004). *We are eternal*. New York: Boston Warner Books.
3. Hazel, C. (2005). *The evidence for the sixth sense*. London: Cico Books.
4. Martin, E. (1978). *The Signet handbook of parapsychology*. United State of America

5. Latif, A. (2000). *Holistic health healing*. (Compiled work) Lahore: Hope.
6. Michael, N. (2002). *Journey of souls*, USA: Si. Paul Minnesota.
7. John, L. R. (1977). *Parapsychology and the nature of life*. New York: Harper & Row Publishers.
8. Leslie, D. W. (1970). *Life begins at death*. London: Cox & Wyman Ltd.

- Selection of relevant area to be made in consultation with internship committee.
- Approval of area of internship has to be approved by the internship committee (at least comprising of 2 members).
- Time period for internship 16-18 weeks.
- Bi-weekly report has to be submitted and formally approved satisfactorily by the internship committee.
- Mid-Term report should be submitted between 8-9 weeks to internship committee.
- Final report should be submitted and formally rated by the internship committee **satisfactory/unsatisfactory**.