

Department of Applied Psychology
GC University, Faisalabad.



*Syllabus for MSc Applied
Psychology Part I & II*
KP Bhatti
17/11/14

Proposed Syllabus for M.Sc. Applied Psychology

Part I & II

CURRICULUM AND SYLLABUS
OF MASTER OF SCIENCE IN
APPLIED PSYCHOLOGY
UNDER
ANNUAL SYSTEM
FROM 2012 AND ONWARDS



DEPARTMENT OF APPLIED PSYCHOLOGY
GOVERNMENT COLLEGE UNIVERSITY FAISALABAD

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Incharge
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CURRICULUM AND SYLLABUS

Master of Science In Applied Psychology

UNDER EXTERNAL AND ANNUAL EXAMINATION SYSTEM FROM
2012 AND ONWARDS

List Of Courses (All courses are compulsory)

PART-I

SCHEME OF STUDIES	MARKS
1. Contemporary School & Perspective in Psychology	100
2. Research Methodology and Research Designs	70
3. Cognitive/Experimental Psychology	70
4. Abnormal Psychology	70
5. Applied Statistics in Psychology	70
6. Social Psychology	70
Total	450

PRACTICALS

1. Practical work/research report and Viva Voce	30
2. Practical Work & Viva Voce in Cognitive Psychology	30
3. Practical Work & Viva Voce in Abnormal Psychology	30
4. Practical Work & Viva Voce in Applied Statistics in Psychology	30
5. Practical Work & Viva Voce in Social Psychology	30
Total	150

Total marks in MSc Applied Psychology part-I 600


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2012 AND ONWARDS

List Of Courses (All courses are compulsory)

PART-II

SCHEME OF STUDIES	MARKS
1. Behavioral Neuroscience	70
2. Psychological Assessment	70
3. Section A Optional Paper (Students will opt any one course of the following)	
(i) Counseling Psychology	100
(ii) Clinical Psychology	100
(iii) Developmental Psychology	100
(iv) Organizational Psychology	100
(v) Educational Psychology	100
4. Section B Optional Paper (Students will opt Thesis or any two courses of the following)	
(a) Thesis	200
OR	
(b) Any two courses of the following	
(i) Health Psychology	100
(ii) Human Resource Management	100
(iii) Military Psychology	100
(iv) Computer Studies in Psychology	70


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PRACTICALS

(i)	Practical Work & Viva Voce of Behavioral Neuroscience	30
(ii)	Practical Work & Viva Voce of Psychological Assessment	30
(iii)	Placement & Case Report of Counseling Psychology	100
(iv)	Placement & Case Report of Clinical Psychology	100
(v)	Case Report of Developmental Psychology	100
(vi)	Case Report of Organizational Psychology	100
(vii)	Case Report of Educational Psychology	100
(viii)	Practical Work & Viva Voce in Computer Studies in Psychology	30

Total marks in MA Psychology part-II 600

Grand total marks of MSc Degree 1200


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Curriculum and Course for M.Sc. Applied Psychology (Part I & II)
M.Sc. Part I

Paper I **Contemporary School & Perspective in Psychology**

Course Objectives

Marks 100

The main objective of this course is to familiarize the students with different perspectives in psychology. This course would provide a thorough understanding of basic concepts and various theories of human behavior, so that the students could apply these diverse perspectives to unlock the complexity and multiplicity of human behavior.

The course includes major schools and perspectives, such as, Psychodynamic, Behaviorist, Cognitive, Humanistic, Existential, Gestalt, Interpersonal, Islamic and Systemic. After having completed the course work students would be able to apply the theoretical knowledge in understanding complex human behavior, personality development. Moreover, this course will enable the students to apply diverse theoretical background to their research projects.

Course Contents

Structuralism

Functionalism

Psychodynamic Perspective

Classical theory of psychoanalysis (Freudian perspective)

Neo-Freudian (Jung, Adler, Horney, Erick Fromm, Sullivan, Hartmann)

Behaviorist Perspectives

Classical Behaviorism, (Pavlov, Watson)

Operant Conditioning (Thorndike, Skinner)

Social Learning (Bandura, Mahoney, Mischel)

Cognitive-Behaviorist Perspective

Kelley's Personal Construct Theory

Beck's Cognitive perspective

Seligman's model of learned helplessness

Cognitive-behaviorist perspective by Albert Ellis

Humanistic-Existential Perspective

Victor Frankl, Carl Rogers, Abraham Maslow, Thomas Szaz, R. D Lange

Gestalt Perspective

Wertheimer, Kohler, Koffka, Lewin, Fritz Perls

Stress Diathesis model

Hans Seyle

Lazarus' Perspective of Appraisal and Coping

Islamic Perspective

Muslim Scholars (Ibn-e-Sina, Al-Ghazali, Ashraf Ali Thanvi)

Eclectic Approach & Modern trends

Pedagogy

Lectures, tutorials, classroom discussion, invited lectures, internet activity assignment.

Recommended Books

Danziger, K. (1990) Constructing the subject: Historical origins of psychological research. New York: Cambridge University Press:

Francher, R. E. (1996) Pioneers of psychology. (2nd ed.). New York: Norton & Company.

Goodwin, C.J. (2005) A history of modern psychology. (5th ed). New York: John Wiley & Sons, Inc.

Hergenhahn, B. R. (2001). An introduction to the history of psychology. (4th ed). USA: Wadsworth, Thomas Learning.

Kanderal, H. H. (1987). Historical foundations of modern psychology. New Jersey: Prentice hall.

Leahy, T. A. (1998). History of modern psychology. (2nd ed). New Jersey: Prentice hall.

Lundin, W. R. (1985). Theories and systems of psychology. USA: Harcourt Publishing Co.

Pervin, L. A (2003). The Science of personality (2nd ed). New York: Oxford University.

Sacha, B, & Huib, L. J. (1977). Theoretical issues in psychology: An introduction. New York: Sage Publication Ltd.

Sharif, M. M. (1983). A history of Muslim philosophy. Germany: Alinger HcmaIrerlag, New York: Harcourt Press.

Schultz, D. P. (2000). A history of modern psychology. Orlando, USA: Harcourt Brace College press.

Ymey, W. & King, D. B. (2003). A history of psychology: Ideas and context (3rd ed). Boston: Harcourt Press.

Paper II Research Methodology and Research Designs

Total Marks: 100

Theory: 70

Practical work and Viva Voce: 30

Course Objectives

This course is designed to familiarize the students with basic concepts of research methodology such as from generating research to data collection, analysis, and interpretation of research findings. The course aims at developing scientific reasoning & understanding of research process. At the completion of the course the students should be able to: understand the basic concepts of research methodology, be aware of ethical issues as per existing international standards, analyze and interpret finding of an empirical investigation. More over should be able to read and understand published research.

Course Contents

Introduction to Scientific Methods and Research

Science and Scientific Methods

Characteristics, assumptions and goals of scientific methods

Classification of research: basic & applied research, qualitative and quantitative research

Steps in psychological research

Ethics in Research

APA/ BPS/ CPA guidelines for ethical research with Human beings, and animals. Issues of freedom of choice, privacy and confidentiality, deception, debriefing and risk benefit ratio.

Critical review of Milgram, Ash and Zimbardo studies; ethical violation in these studies.

Concepts, Variables and Hypotheses

Concepts, constructs and variables

Operational definition and variables

Research problem and its characteristics

Review of literature, role of theory in research

Hypothesis, criteria and formulation of hypothesis

Research Designs

Observational/ Naturalistic Research Design

Survey Research Design

Unobtrusive/ Archival Research

Quasi-Experimental Research Design

Single case research design

Sample and Sampling Strategies

Sampling techniques, (Probability and Non Probability)

Methods / Tools for Data collection

Qualitative vs Quantitative research

Observation

Interview, types and characteristics

Questionnaire, construction and administration

Rating scales, checklists & inventories

Data Analysis and Interpretation

Summarizing the data using descriptive statistics using SPSS.

Hypothesis testing by using inferential statistics.

Analysis and interpreting the research findings.

Writing a Research Report

Guidelines for writing research report

Steps in research report writing

How to write a Research proposal

Thesis and Journal format.

Group Research and Viva Voce**(30 Marks)**

In addition to prepare a portfolio on exercises on different steps on research, students conduct a mini research project in group and will be orally examined for the work they have done.

Pedagogy

Lectures, Tutorials, class discussions, invited lectures, seminars, workshops, take home assignments, class quizzes

Recommended Books:

American Psychological Association (2001, 2010). Publication manual of the American psychological association (5th & 6th Ed.). Authors.

Bandyard, P., & Grason, A. (2000). Introduction psychological research (2nd ed.). New York: Palgrave.

Bachrach, A., (1996). Psychological research: An introduction: New York: Random House Inc.

Baker, T. L. (1994). Doing social research (2nd ed.). New York: Mc Graw Hills.

Burney, D. H., (1998). Research methods. (4th ed). California: books / Cole Publication Co.

Coolican, H. (1999). Research methods and statistics an psychology. Hodder & Soughton Educational Inc.

Craig, J. R & Metz, L. P. (1996). Methods of psychological research (3rd ed.). California: books / Cole Publication Co.

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- Goodwin, C. J. (1995). Research in psychology: methods and designs. New York: John Willey & Sons.
- Gravetter, F. J & Wallanu, L. B. (2003). Research methods for the behavioral sciences. USA; Thomson Wadsworth.
- Kerliher, F. N (1992). Foundations of behavioral research (2nd ed.). New York: Holt Rinehart & Winston Inc
- McBurney, D, H (1998). Research methods (4th ed.). Pacific Grove: Books/ Cole Publishing Company.
- Shaughnessy, J. T. Zechmeister, E. B. & Zechmeister, J. S (2000). Research methods in psychology (6th ed.). Boston: Mc Graw Hill Company.

Paper III**Cognitive / Experimental Psychology****Total Marks: 100****Theory: 70****Practical Work & Viva Voce: 30****Course Objective**

The main objective of this course is to train students in designing, conducting and reporting lab experiments both on human and animal subject; to provide conceptual clarity about cognitive processes and acquaint students with latest research in areas of learning, perception, and memory; to develop an experimental/ investigative approach among students.

Course Contents

Sensation

Major senses: vision, hearing and other senses.

Psychophysics: concepts of threshold, Absolute and Differential threshold, Weber's law, Method of measurement, Sensory adaptation, an overview of current research in Psychophysics.

Perception

Nature of perception, individual, situational and sociocultural factors in perception, perceptual organization, depth perception, perception of movement, courses and kinds of visual illusions. Perceptual constancies.

Learning

Nature of learning, classical conditioning; nature, basic terms and processes, theories and significance of classical conditioning. Operant condition: nature and processes, reinforcement; positive and negative reinforcement, primary and secondary reinforcement, schedules of

reinforcement factors and theories, Application of operant conditioning. Punishment, shaping, modeling.

Cognitive processes

Reasoning and decision making

Problem solving and creative thinking

Information processes

Memory

Definition memory, sensory memory, short-term memory long-term memory, measurement of memory, disorder of memory theories of forgetting, current research on memory.

Motivation

Definition of motivation. Maslow's Hierarchy of Needs theory, Hunger and Eating Obesity and Dieting.

Emotions

Definition, theories of emotion, Emotion stability and emotional quotient.

Pedagogy

Lectures, Tutorials, Class discussions, Special lectures, Video Sessions.

Practical Work and Viva Voce

The students have to perform various experiments and have to write report.

Recommended Books:

Ashcraft, M. (1988). Fundamentals of cognitive. NY; Longman Publishing Co.

Chance, P. (1987). Learning and behavior. New Jersey: Wordsworth Publishing Co.

Coren, M. (1998). Perception. New York: McMillan Publishing co.

Hilgard, E. R. & C. H (1995). Theories of Learning. New York: Appleton Century Craft.

Leahy, J. (1998). Learning and Cognition. New York: Wiley series in Psychology.

Martin, D. W. (1996). Doing psychology experiments, (5th ed.). Monterey, CA: Brooks/ Cole.

Sternberg, R. J (2003). Cognitive psychology. (3rd ed.). Belmont, CA: Wadsworth/ Thomson learning. Special lectures, Video sessions.

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Total Marks: 100

Theory: 70

Practical Work & Viva Voce: 30

Course Objectives

The course aims to familiarize students with history, basic concepts of Abnormal Psychology and its application. Particular emphasis will be placed on knowledge of symptomatology, diagnostic criteria and etiology of different psychological disorders.

Active participation of the students in form of discussions will be encouraged to maintain their interest in the course.

Course Contents

Abnormal Psychology

Scope of Abnormal and Clinical Psychology

Criteria of Normality and Abnormality

Diagnostic Classification system-DSM & ICDs

Brief History of Abnormal and Clinical Psychology

Pre-history times: Abnormal behavior as demonic possession.

Ancient Greece and Rome: The emergence of the scientific model.

The middle ages and Renaissance: The Re-emergence of spiritual explanations.

Nineteenth & twentieth centuries.

Current Status

Significant development & achievements

Perspective of Abnormal Psychology

Psychopathology and Etiology

Anxiety Disorders

Somatoform Disorders. Dissociative Disorders

Schizophrenia and other Psychotic disorders

Mood Disorders

Eating disorders

Adjustment disorders

Sexual and Gender Identity disorders

Personality disorders- Substance-Related disorders

Mental Retardation

Disorder usually first diagnosed in infancy, childhood and adolescence.

Cognitive disorders-Aging

Practical Work & Viva Voce

Recoded two case History and report writing Marks: 10

Viva Voce Marks: 10

Pedagogy

Lectures, Tutorials, Class discussions Special lectures, Video sessions.

Recommended Books

American Psychological Association. (2003). Diagnostic and Statistics Manual of Mental Disorders IV TR, Washington, DC: APA.

Barlow, D. H. (2001). Abnormal Psychology: an integrative approach (3rd ed.). New York: Wadsworth publishers,

Blaney, M. T., & Davis, P. M. (1999). Oxford text book of psychopathology. Singapore: Open University Press.

Carson, R. J. Mineka, S; Hooley, J. M (2003). Abnormal Psychology (12th ed.). New York: Pearson Allyn & Bacon.

Comer, R. J. (2002). Fundamentals of abnormal psychology (3rd ed.). New York: Wadsworth publishers.

Davison, G. C, & Neale, J. M. (2001). Abnormal psychology (8th ed.). New York: John Wiley and sons.

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Paper V**Applied Statistics in Psychology**

Total Marks: 100

Theory: 70

Practical Work & Viva Voce: 30

Course Objectives

Statistics analysis is an essential part of psychological research and students need to grasp the concepts and rationale underlying different statistical analyses. This course is designed to train the students in theoretical as well as applied statistics.

After the completion of this course the students should be able to: Know the importance of Statistics in Psychology; Understand basic concepts in statistics and perform different statistical tests (Parametric and Non Parametric) (or data analyses in Psychological research Using SPSS). Moreover, they would be able to interpret and discuss statistical result and present them in tables as per APA style.

Course Contents**Introduction**

Defining Statistics: Descriptive and Inferential Statistics. Scales of Measurement (Nominal, Ordinal, Interval, Ratio) Importance of Statistics in Psychology.

Descriptive Statistics and Graphic Representation of Data

Rational of using a particular descriptive statistics

Frequency distribution

Measurement of central tendency

Measurement of variability

Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart etc.

Measurement of Central Tendency

Mean, Median, Mode

When to use which measure of central tendency?

Measurement of Variability

Range, mean deviation, quartile deviation, variance, standard deviation,

When to use which measure of Variability

Shepherd's Correction. Coefficient of variation, z- scores

Probability

Defining probability and underlying theorems,

Types of probability (subjective, empirical and classical probability)

Permutations and combinations.

Application of probability theorems in statistics and research

Norma & Binomial Distribution

Normal distribution: its properties and application. Binomial distribution: its properties and application. Poisson distribution

Sampling Distribution

Sample and Sampling

Probability and Non Probability sampling techniques

Sampling distribution of Means, Proportions and Mean difference

Estimation and Testing Hypotheses

Null and Alternative Hypotheses, Acceptance and Rejection regions,

Point and Interval estimation, Confidence interval

Type I and type II errors

One Tailed & Two tests, level of Significance, P value

Inferential Statistics, Parametric Statistics

Testing hypotheses using parametric statistics: t-test, z-test, f-test (single sample, two sample, Independent and match groups)

Analysis of variance: One way, two way and multivariate analysis

Correlation, Regression and Prediction

Correlation vs Causation

Pearson Product Moment Correlation

Spearman's Rank order correlation

Regression analysis and Prediction. Scatter Diagram,

Linear & Curvilinear Regression

Standard error of Estimation

Non Parametric Statistics

Introduction to Non-Parametric tests

Chi Square test (Contingency table and proportions)

Non-Parametric tests. Wilcoxon test, Mean Whitney U test, Sign test, Kruskal Wallis

Introduction to SPSS (Practical)

Use of SPSS for all the above mentioned topics

Introduction Aid Resources

Computer lab, Multimedia, SPSS software, References books and research articles.

Practical and Viva Voce

Students will prepare a note book of different types of analysis and will be given exercises to carry out analysis using SPSS program on computer and interpret its output. Students will be orally examined or then practical work.

Pedagogy

Lectures, class discussions and invited lectures.

Recommended Books:

Alder, H. L. & Rossler, E. B.(1972).Introduction to probability and statistics. San Francisco: Freeman and Company.

Ferguson, G. A. & Takane, Y. (1989).Basic Statistical Methods. New York: Harper & Row Publishers Singapore: Mc-Graw Hill Inc.

Garret, E. II & Woodworth, S. R.(1996).Statistics in Psychology and education. California; Longmans Green and company.

Howell, D. (2002). Statistical methods for psychology (5th ed.). California: Thomson learning Inc.

Wallnau, L. B. Gravetter, F. J. (2000).Statistics for behavioral sciences. California: Wadsworth Inc.

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Course Objectives

After completing the course the students will be able to understand the nature and scope of social psychology, think critically about complexities of social interaction. Utilize the knowledge of social psychology in real life situations.

Course Contents

Nature, History and Scope of Social Psychology

Definition and brief history of Social Psychology

Social Psychology as an applied science

Theories in Social Psychology

Allied disciplines: sociology, social work, anthropology

Methods of Social Psychology

Systematic observation

Experimental research

Surveys and interviews

Content analysis and cross-cultural studies

Quasi experiments

Archival research

Gross culture comparisons of group process and behavior

Reduction of inter group conflicts

Social Perception

Social cognition person schemas, roles and scripts

Impression formation organization Impressions

Attribution; bias in attribution, research in attribution

Interpersonal Communication

The meaning of communication channels of communication, Patterns of communication, communication and social interaction, deceptive communication language and verbal communication, Non-verbal communication

Altruism, Aggression and Violence

Altruism: the motivation to help

Factors: rewards and costs of helping

Aggression: the motivation to harm frustration and aggression

Threatened self-esteem and aggression

Controlling and socializing

Non-aggressive ways to conflict resolution

Violence in Mass media

Violence in societies

Social Psychology in Action

Application of social psychology in Health Psychology,. Environmental psychology and legal affairs organization psychology, peace and conflict management

Practical Work & Viva Voce

Students will indulge social survey on issues to personal and perspectives.

Pedagogy

Lectures, tutorials, class discussion, special lectures and video sessions.

Recommended Books

Baron, R.A. Byrne, D. (1997). Social psychology (8th ed.). Boston: Allyn & Bacon.

Brewer, M. B. & Carno, W. D. (1994). Social psychology. New York: West publishing company.

Brigham, f. c. (1191). Social psychology (2nd ed.). New York: Harper Collins publishers.

Myers, D. G. (1996). Social psychology (5th ed.). New York: the McGraw Hill Inc,

Hogg, M. A. (1992). The social psychology of group cohesiveness: from attraction to social identity: New York: Harvester Wheatsheal

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Curriculum and Course for M.Sc. Applied Psychology (Part I & II)
M.Sc. Part II

Paper VII

Behavioral Neuroscience

Total Marks: 100

Theory: 70

Practical Work & Viva Voce: 30

Course Objectives

Behavioral Neuroscience is a course that will explore the underlying cellular mechanisms that enable a human to solve and respond to particular problems encountered in its natural environment. Behavioral Neuroscience is designed to be an introductory focusing on the relationship between aspects of brain function and the relationship between the brain and our subjective experience, the serious students of human behavior can no longer enjoy the luxury of ignoring “all that biology study”. It is expected that after completion of this course, the students will processes a new and exciting perspective on human behavior.

Course Contents

Introduction

Brief historical background
 Important contribution and their concepts
 Current trends in the field of Behavioral neuroscience
 Contribution of various and related disciplines

Nervous System; Structure and Functions

Neurons and Glia.
 The neuron; neuronal characteristics, types, transmission and communication system
 Neuro anatomical directional terms and planes of reference
 Major structures of nervous system, their function and connections
 Metabolism
 Brain pathways

Neuro-Chemistry

Introuction, Synaptic transmission
 Neurotransmitters, neuro modulatrs and neuro hormones

Major neurotransmitters and their functions

Dopamine

Nor- Epinephrine

Serotonin

Acetylcholine

GABA

Glycine, peptides (opioids)

Brain Damage

Causes of brain damage: CVA, Head injury, Infections Psychological implications of brain damage.

Motivation

Homeostasis

Involvement of brain areas and Neurotransmitters in motivational behavior

Isotonic regulation, temperature regulation, thermostats,

Aggression and its types

Sleep and circadian rhythms (type and basic function)

Eating (types and disorders)

Weight, Glucose and metabolic Regulation

Memory and Amnesia

Types of memory, associated brain areas and neurochemistry

Abnormalities due to disruption in brain areas

Memory disorders (Korsakoff Syndrome, Alzheimer's, and Parkinson Disease etc.)

Drug Addiction of different types of substances

Brain areas involved in addiction

Neurobiological theories of addiction

Human Speech and Communication

Physiology of communication

Brain areas related to speech: Broca's area, Wernicke's area

Reading and writing disorders: dyslexia

Lateralization in speech

Emotions

The nature circuits involved in emotions

The limbic system

The role of neurotransmitters in emotional responses

Neurological Disorders

Psychiatric disorders with organic/ biochemical etiology

Epilepsy

Mental retardation

Cerebral Palsy

Multiple scleroses

Stroke

Head injury

Neuropsychological Assessment

Psycho-physiological measure, EEG, EMG, EOG

Neuropsychological testing

Luria Nebraska

Halsted Reinten

Bender Gestalt

Benton Visual Retention Test

Neuropsychological function inventory: Card sorting, Stroop, Trail making

Experiments

Basic Neuroanatomical directional terms and planes of reference

Dissection of Ruminant Brain

Administration of tests and report writing of at least three patients suffering from psycho physiological on a patient suffering from any neurological disorders: Brain tumor epilepsy, etc.

Recommended Books:

Beatty, J. (2002). The human brain essentials of behavioral neuroscience. University of California: Sage publication Inc.

Smock, T. (1999). Physiological psychology, USA: Prentice Hall.

Squire, L. (1990). Neuropsychology of memory, USA: Guilford press.

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Paper VIII

Psychological Assessment

Total Marks: 100

Theory: 70

Practical Work & Viva Voce: 30

Course Objectives

The main objective of this course is to introduce analysis, rationale, the basic issues and principles of testing a measurement in psychology. The students will learn about the history of

psychological testing, sources of information of the psychological tests, item analysis, reliability and validity, interpretation and analyses of test results, and applies issues of testing in educational, process of psychological test development; its standardization and it will have to prepare a psychometric report on the basis of self assessment and assessment of others.

Course contents

Introduction to Testing and Measurement

Introduction and Brief Historical Background of Psychological Testing and Measurement

Assumptions Underlying Psychological testing

Ethical

Guidelines for Testing and Test Use

Test Development

Various steps involved in test construction and administration role of theory in test construction item analysis, reliability and validity analysis etc.

Determining Psychometric Properties of Test

Introduction and types of validity

Evaluating test validity

Threats to validity

Introduction and types of Reliability

Factors influencing reliability

Norms for Psychological tests

Development of norms and types

Types of Tests

Ability tests/ Maximal Performance test performance tests/ Typical performance test

Assessment of Intelligence and Intellectual abilities

Simon-Stan ford binet scale

Wechsler intelligence scale – WAIS, WISC, WAIS III R, WISC III R

Raven Progressive Matrices all sets

Personality testing

Inventories, checklists, ratings

Self report measure

Objective personality tests: MMPI, 16 PF, EPPS

Projective personality tests: TAT, Rorschach, Hand tests

Projective drawing tests: HTP, Draw a Man test

Semi projective personality tests: RISB, WRAT

Achievement and Aptitude Tests

Standardized achievement tests

Differential aptitude test battery

Diagnostic Assessment

Clinical

Neuropsychological

Applications of Psychological tests in different settings

In educational setting

In clinical and counseling setting

In industrial/ organizational setting

In neuropsychological

Applied of Psychological test in Pakistan

Miscellaneous Issues: Test bias/ culture fair culture free tests: testing and law

Practicum & Viva Voce

Construction of 25 objective test items, administration of test, performing item analysis and determining reliability and validity of test

Self administration/ administration, scoring and interpretation of above listed types of tests in each of the following categories: Personality test

Intelligence test and an Aptitude test Battery Value, interest or achievement test,

Test translation and adaptation

Pedagogy

The traditional lecture strategy will be combined with classroom interactive discussion, extension lecture and.

Recommend Books

Anastasi, A. & Urbian, S. (1997). Psychological testing (7th ed). Upper Saddle River, NJ: Prentice Hall.

Cohen, R. J. & Swerdlik, M. E. (2002). Psychological testing and assessment: An introduction to tests and measurement (5th ed). Boston: McGraw-Hill

Goodwin. W. L, Driscoll, L. A. (1980). Handbook for measurement and evaluation and education in early childhood education. San Francisco: Jossey-Bass.

Aiken L. R. (1990). Psychological and assessment (3rd ed). Boston: Allyn and Bacon.

Aiken L. R. (2003). Psychological and assessment (11th ed). Boston: Allyn and Bacon.

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Students will opt any one course of the following**Paper IX (a)****Counseling Psychology****Marks: 200****Theory: 100****Placement & Case Report: 100****Course Objectives**

To provide students adequate knowledge of the concepts and theoretical models of counseling, the course is designed to help students learn major dimensions of counseling within its ethical and legal framework. Emphasis of course would be on building and working in a counseling relationship, with special emphasis on issues of termination.

Course Contents

Introduction to Counseling

Definition of Counseling

The development of counseling as distinct profession

Goals of Counseling

Current trends and future directions

Distinction between guidance, counseling and psychotherapy

On Becoming a Counselor

Characteristics of effective counselor

Role and responsibilities of a counselor

Personal values in counseling

The bases and importance of theory in counseling

Building a Counseling Relationship

Definition and descriptions of therapeutic alliance

Factors that influence the counseling process:

Structure

Initiative

The physical setting

Client qualities

Counseling relationship: The core conditions

Genuineness

Unconditional positive regard

Empathic understanding

Concreteness
Working in a counseling relationship
Counseling skills in the understanding and action phases
Changing perception
Leading
Immediacy
Multi-focused responding
Empathy and advance empathy
Self disclosure
Humor
Confrontation
Transference and counter transference

Termination of Counseling Relationship

Function of termination
The process of termination
Timing of termination
Issues in termination

Approach to Counseling

Introduction

View of human nature
Key concepts
Counseling process: therapeutic process in counseling
Application: techniques and procedures
Evaluation

Cognitive Behavioral counseling

Introduction
Rational emotive behavior therapy
View of human behavior
Key concepts
Counseling process: therapeutic process in counseling
Application: techniques and procedures
Evaluation

Personal Centered counseling

Introduction
Rational emotive behavior therapy

Counseling process: therapeutic process in counseling

Application: techniques and procedures

Evaluation

Existential Counseling

Introduction

View of human behavior

Key concepts

Counseling process: therapeutic process in counseling

Application: techniques and procedures

Evaluation

Assessment in Counseling

The nature and importance of assessment in counseling

Why assessment?

The process of assessment

The Assessment Interview

Interviewing essentials and techniques

The physical arrangement

Report

Communication

Types of Initial Interviews

Client versus- counselor initiated interviews

Information, oriented interview

Relationship oriented interview

Identification of goals of interview

Types of interview: the intake interview; the case history interview; the crisis interview the diagnostic interview

Mental status examination

Reliability and validity of interview data, error and bias in interviews

Tests in Counseling

Function of tests in counseling

Prediction

Diagnosis

Identification of problems

Evaluation

Uses and purposes of tests in counseling

Classification of tests

Intelligence test

Aptitude test

Achievement test

Interest inventories

Test administration, scoring, interpretation and communication of test results

Counseling in Specific Settings

Individual counseling

Group counseling

Marital and family counseling

Career counseling

Counseling the older adult

Counseling client with disabilities

School counseling

Pastoral counseling

Counseling in medical setting

Career counseling over the Life-Span

Career counseling & the nature of career

Importance of career counseling

Major theories of career counseling

Career counseling with children

Career counseling with adolescents

Career counseling with college

Career counseling with adult

Counseling in Academic Setting

Elementary school counseling and guidance

Emphasis and roles , Activities

Middle school counseling and guidance

Emphases and roles

High school and college student counseling

Placement & Case Report

The students will be required to submit five counseling cases (written reports) pertaining to everyday personal/ interpersonal adjustment problems of persons from different settings. Each case should be unique in terms of problem, background, diagnosis and preferably dealt with proposed counseling plan. The format includes:

Brief Bio-Data

Reason for referral

Presenting complaints

History of present problem

Family history

Occupational history

Social history

Development history

Marital history pre-morbid personality

Formal psychological assessment

Behavioral Observation

Trait specific assessment

Personality assessment

Ability/Aptitude test

Identification of the problem

Formulation of the case

Management plan (Recommendations)

Each case should be unique in terms of problem and background

Recommended Books:

Axelson, J.A. (1999) counseling and development in a multicultural society. London; Brooks/ Cole Publishing Company.

Carroll, M. & Holloway, E. (1991). Counseling supervision in context. London: SAGE Publication Inc.

Davy, J. & Ellis, S. (2000). Counseling skills in palliative care. Buckingham: Open University press.

Gillilan, B.E. & James, R.K. (1998). Theories and strategies in counseling and psychotherapy. London: Allyn and Bacon.

Goldenberg, H. Goldenberg, I. (1990). Counseling today's families. (4th ed). USA: Brooks/ Cole Publishing Company.

Hanser, J. Steric, R. & Warner, R. II. Counseling theory and process. (latest ed.) Boston: Allyn and Bacon.

Nayak, A. K. (1997). Guidance and counseling. New Dehli: APH publishing Corporation.

Palmer, S. & McMahon, G. (2000). Handbook of counseling (2nd ed.). New York: British Association for Counseling.

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Marks 200

Theory 100

Placement & Case Report 100

Course Objectives

To develop understanding of basic in Clinical Psychology

To develop skills required accurate Clinical Assessment and Diagnosis

Learning to synthesize, formulate the clinical information and prepare Therapeutic Intervention plan

Course Contents

Status and scope of Clinical Psychology

Scientific nature of Clinical Psychology

Application in relevant disciplines

Research in Clinical Psychology

Design in Clinical Research

Ethics in Clinical Psychology

Psychotherapy

Psychodynamic therapy

Behavior Therapy

Cognitive behavior Therapy

Humanistic & Existential

Rational emotive Behavior Therapy

Clinical Assessment

Nature of Clinical Assessment

Behavioral Assessment: Formal & Informal, Direct & Indirect information

Behavioral observation: Formal & Informal, Direct & Indirect observation

The Interview

Interviewing techniques

Evaluation of Clinical interview as method of assessment, its Reliability and Validity.

Mental state examination

Diagnostic Testing

Testing in Clinical practice, Research & training

Rational for use of diagnostic tests.

Tests

Wechsler Adult intelligence Scale (WAIS)

Reven Progressive Matrices

Thematic Apperception Test (TAT)

Rotters Incompletes Blank (RISB)

Bender-Gestalt Test (BGT)

Hand Test

Minnesota Multiphasic personality inventory (MMPI)

Benton Visual Retention Test (BVRT)

Interpreting, Synthesizing and Communication Assessment Results

Psychological Report Writing

Placement & Case Report

The students will be submit five clinical cases (written reports) of the patients based on assessment and proposed intervention.

Recommended Books:

Golden, C. J.(1990). Clinical interpretation of objective psychological tests. (2nd ed.). Toronto: Allyn and Bacon.

Kumer, A. (2002). Clinical Psychology. (2nd ed.). Delhi: Anmol Publishers.

Lichstein. K. L. (1988). Clinical relaxation strategies. New York: Johan Wiley and Sons.

Nietzel, M.T. Berstein, D. A. & Millich, R. (1998). Interdiction to clinical psychology. (5th ed.). New Jersey: Prentice Hall.

Paper IX (c)

Developmental Psychology

Marks: 200

Theory: 100

Placement & Case Report: 100

Course Objectives:

This course is an overview of Psychology study of development process across lifespan.

Students will focus on the physical, cognitive and social/ personality areas of development. The periods of infancy, childhood, adolescence, adulthood, and old age will be focused.

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Course Contents:**Introduction**

Historical perspective

Research Methods

Theoretical and ethical issues in research in developmental.

Cross Culture issues in Human Development

The Prenatal Period

Phase of prenatal development and birth

Heredity

Genetic, environmental and prenatal factors influencing development

Significant development in genetic research

Infancy and Early Childhood

Physical growth

Sensory motor development

Vocalization and language acquisition

Perceptual and intellectual development

Self identity and personality development

Cultural differences in child rearing

Cognitive, moral and social development in the preschool years

Island of competence

Speech and language Development

Factors influencing acquisition of language

Theories of language acquisition

First words and sentences

Language and Cognitive

Culture factors in language acquisition

Theories of Development

Freud and the psychoanalytical theory

Behaviorist Approach

Piaget's theory

Middle Childhood

Biosocial development: physical, cognitive, emotional and perceptual development

Gender identification and sex typing

Parent-child relationships.

Problems faced by children in third war countries with special reference to Pakistan

Issues of schooling

Developmental Aspects of Exceptionality

Disorder usually first diagnosed in fancy, childhood and adolescence.

Phobias and rituals

Schizophrenia

Epilepsy.

Assessment of Child Psychopathology

Methods of assessment: types of interviews, tools of neuropsychological assessment. Treatment and intervention.

Adolescence

Biosocial development: moral development, values and religion.

Identify formation

Parental relations, peer relations and peer pressure.

Drug abuse, alcohol and tobacco, eating disorder, suicide.

Warning sings for parents and care givers.

Adulthood and Middle Age

Cognitive and psychological growth in early and middle adulthood. Challenges of adulthood.

Occupational and families stresses.

Gerontology

Cognitive and psychological changes in the elderly.

Challenges faced by the elderly and the strategies for dealing with them

Delirium, dementia, and amnestic and other psycho-cognitive disorder

Treatment and intervention

Strategies for care givers.

Death and bereavement

Placement & Case Report

Five case reports based on assessment proposed intervention and placement reports.

Recommended Books:

Berk, I. E. (1996). Child development (3rd ed.). New Delhi: Prentice Hall of India

Cole, M. & Cole, S. R. (1998). The development of Children. San Deigo: scientific American Book

Elkind, D. I & Weiner, B. (1978),. The development and adjustment. New York: Mcmillan

Hurlock, E. B. (1978). Child Development. (6th ed.). Auckland: McGraw Hills.

- Mc Candless, B. (1997). Children and adolescent. New York: Holt Publishing Co.
- Mussen, A & Conger, A. (1998). Child development personality. New York: Harper & Row.
- Papalia, D. E. & Old S. W. (1990). A child's world: infancy through adolescence. (5th ed.). New York: halt, Rinehort and Winston Inc.
- Santrock, J. W. (1998). Child development. (8th ed.). Boston: McGraw Hills.

Paper IX (d) Organizational Psychology

Marks: 200

Theory: 100

Placement & Case Report: 100

Course Objectives:

To train students to work in organizational settings employing the principals of organizational behavior and to provide understanding of interpersonal interaction in organizational and related issues.

Course Contents

Introduction

What is organizational?
 Historical development in industrial Psychology
 Role of Psychology in industry
 Scope of organizational Psychology

Research Method

Important research methods
 Recruitment and placement

Job Analysis

Introduction to job Analysis
 Techniques of job analysis
 Sources of job analysis information

Performance Appraisal

Determinates of work performance.
 Performance appraisal
 Methods of assessing performance

Conditions of Work and Productivity

Physical work condition (Illumination, Temperature, Noise)

Psychological condition (Monotony, Boredom, Stress)

Temporal condition (Rest periods, shift work)

Accidents and Safety Problems

Physical and psychological causes of accidents.

Safety Procedures.

Social Factors on Industry

Motivation, job satisfaction

Job dissatisfaction, its causes and limitation.

Training in Industry

Techniques of training, Guidance. Leadership and Management

Consumer' Behavior

Analysis of consumer's behavior

Advertising

Factors effecting effectiveness of advertisement

Assessment in organizational settings

Human Resource Management

Placement & Case Report

Five case Reports based on assessment and proposed intervention

Recommended Books:

Becenzo, D. A. (1999). Human Resource management. New York: John Wiley and Sons.

Brinckole, W. D. & Conghlin, M. T. (1991). Managing organizations. California. Cencoe press

Casico, P. (1978). Applied Psychology in personnel management. Virginia: Reston publisher

Dessler, G. ((2000). Human behavior improving performance at work: Virginia: Reston publisher

Schermerhom, Jr. & Obsorn, R. N. (1982). Managing organizational behavior. Canada: John Wiley & sons Inc.

Schultz, S. E. (1984). Psychology and word today. (6th ed.). New York: Macmillan publishing Company.

Marks: 200

Theory: 100

Placement & case report: 100

Course Objectives:

To teach the students different methods of improving teaching skills.

To make them aware of importance of psychology in the field of education.

To improve student-teacher relationship

Course Contents:

Introduction

Educational Psychology: Definition and Key Concepts Important topics in Educational Psychology

Today research methods in Educational Psychology

Learning Theories and Implication for Practice

Thorndike's connectionism

Classical conditioning

Operant conditioning

Social cognitive learning

Cognitive Psychology and the Construction of Knowledge

Meaning of cognitive Psychology

Emergence of cognitive psychology

Major approaches to learning with a cognitive psychology orientation

The brain and thinking

Information processing and the acquisition of knowledge

Cognition across cultures

Thinking and Problem Solving Strategies

Thinking and thinking skills

Problem solving

The DUPE model

Transferring strategies and skills

Motivation and Student learning

Theories of motivation

What affects student's motivation?

Educational implications of motivational theories and research

Students with special needs

Effective reaching strategies

What makes an effective teacher?

Approaches and the design of instruction

Technology based teaching strategies

Teaching the big ideas in reading and mathematics

Adapting instruction to the individual differences of learners

The eleven big ideas in effective teaching

Case Reports

Five case reports based on assessment and proposed intervention

Recommended Books:

Elliott, S. N. Kratochwill, T.R. Cook, J. L. and Travers, J. F. (2000). Educational psychology: effective teaching, effective learning. (3rd Ed.). McGraw Hill.

Slavin, R.E. (1997). Educational psychology: theory and practice. (5th ed.). Sydney: Allyn and Bacon.

Wakefield, J. F. (1996). Educational psychology; learning to be a problem solver. Boston: Houghton Mifflin Co.

Woolfolk, A. E. (1998). Educational psychology. (7th ed). London: Allyn and Bacon

Students will opt Thesis or any two courses of the following

(a) Thesis

Marks: 200

Paper X (a) Health Psychology

Marks: 100

Course Objectives:

To provide knowledge disciplines of Health psychology

To develop an understanding of the Psychological aspects of disease and relationship between health and lifestyles

To prepare students to work in medical setting and in collaboration with medical professionals

Course Contents

Introduction , Definition

Historical background. Events leading to development of health Psychology

The ciopsychosocial model and biomedical model.

Different models in health psychology

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The systems of the body:

The nervous system, The endocrine system
 The cardiovascular system, The renal system
 The reproductive system, The immune system

Psychological Interventions in Health Psychology

The need for health promotion
 Biofeedback
 Relaxation training
 Behavior modification
 Health education

Stress Coping

Understanding stress and stresses
 Models of stress and coping
 Strategies for stress management

Pain and Pain Management

Understanding pain
 Theories of pain
 Strategies for pain management

Some Diseases

Coronary heart Disease
 Cancer , AIDS, Diabetes, Ulcers
 Eating disorder

Health Related Behavior

The relation ship between lifestyles and health
 Health behavior
 Exercise
 Accident prevention
 Preventive behavior
 Diet weight control

Recommended Books:

Khan, W. M (1987). Understanding health. (2nd ed.). New York:
 Saafino. E.P (2002). Health Psychology. Canada: John Willey and Sons.
 Straut, R. O. (2002). Health Psychology. New York: Worth Publishers
 Taylor, S.E. (1999). Health Psychology. (4th ed.). New York: McGraw Hill.

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Paper X (b)

Human Resource Management**Marks: 100****Course Objectives:**

To Train students to work in organization settings employing the principles of Organizational behavior.

To provide understanding of interpersonal interaction in organizational and related issues

Course Contents

Introduction to Human Resource management

Nature, scope and importance of Human Resource Management.

Selection, Recruitment/ Classification of Workers and Placement

Recruiting goals. Foundations of selection

Effective selections devices

Training and Development

Technique of training

Guidance programs for workers

Career development

Performance Appraisal

Evaluating employee performance

Promotion demotion, transfer, dismissal

Establishing rewards and pay plans other employee benefit

Creating a Productive, Safe and Fair Workplace

Safety and health programs

Employee rights

Effective HRM Communication

HRM communication program

Guidance for supporting communication program

Means of communication

Recommended Books:

Casico, W.P. (1998). Applied psychology in HRM. (5th ed.). USA. Prentice Hall.

Casico, W.P. (2003). Management human behavior at work: organizational behavior. USA: McGraw Hill.

Decenzo, D.A. & Rjbbins. S.P (2002). Human Resource Management. (7th ed.). USA. John Willey and Sons.

Decenzo, D.A.(1999). Human Resource Management. New York: John Willey and Sons.

Dessler, G. (2002). Human behavior improving performance at work: Virginia: McGraw Hill.

Paper X (c)**Military Psychology****Marks: 100****Course Objectives:**

To familiarize students with nature and scope of psychological services in armed forces.

To provide knowledge about application of psychological principles in military setting

Course Contents:

Historical development of military Psychology

Nature and scope

Contribution of different psychologist

Role of psychologists in selection, recruitment and decision making

Selection and role of military in Pakistan

Recruitment of soldiers and commissioned officers in Pskistan

Army Alpha and Beta test and their administration

Perception

Geometrical Illusions

Optical illusions

Camouflage

Morale and motivation

Stress and maladjustment in military personnel

Clinical assessment of maladjusted and stressed personnel and measure of their rehabilitation

Leadership in Military

Theories and models of leadership

Leadership in the battlefield

Psychological Warfare

General Warfare

Basic concepts, learning, perception, personality, motivation

Organizational Warfare

Concepts of organization

Operational objectives

International law of Propaganda and Ethics of Psychology warfare

Social warfare

Brain washing

Propaganda

Rumor

Panic and psychological warfare tool

Recommended Books:

Laugherty, W. (1979). A psychological warfare casebook. Johns Hopkins University press reprints.

Lawrence, L. (2002). The psychology of war. Comprehending its mystique and its madness. Watson Guptill Publishers; expended edition.

Reuven, G. & Dolgin, D. L. (1996). Handbook of military psychology. (ed.). new Jersey: John Willey and sons.

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Paper X (d)

Computer Studies in Psychology

Marks: 100

Course Objectives:

This course is designed in view of the application of computer in wide range of areas. This course would familiarize students with basics of computer. The course will cover introduction to computer hardware and software related to psychology. After having completed this course students would be able to use widow software such as MS office including MS word, MS excel, MS power point, and SPSS to analyze data.

Course Contents

Introduction to computer

History of computer development

Uses and limitations

Basic units of personal computers

Introduction to Windows

Why window?

Basic feature of window 95/98

Starting up

Using applications

Managing files and folders

Managing the desktop

Chanting settings

Introduction to MS Word

Basic feature of MS Word

Tying, editing, formatting test.

Saving and printing.

Making tables in word

Introduction to MS Power Excel

Basic feature

Everyday worksheet tasks

Creating and formatting charts

Printing worksheet

Introduction to MS Power Point

Basic feature

Everyday tasks

Preparing presentations

Introduction to statistical Package for Social Sciences (SPSS)

Basic feature

Entering statistical data

Assigning variable names and values labels.

Computing and recording techniques

Calculating descriptive statistics

Computing difference between two means by T-test

Computing difference between multiple group by T-test

Computing relationship between variables

Regression analysis

Nonparametric statistics

Doing Online Literature Search

Using search engines: Yahoo, Google, Aha Vista

Using data bases: science direct, Ebsco, host, black synergy, Psychinfo, medical index etc.

How to make online search effective?

Recommended Books:

Kinear, P. & Gray, C.D. (1994). SPSS for windows made simple. Hove, east Sussex, Erlbaum Publishers.

Maran R. (1995). Window 95 simplified Foster City, C. A: IDG Books Worldwide, Inc.

Maran R. (1995). Teach yourself word97. C. A: IDG Books Worldwide, Inc.

Nelson. K.Y. (1996). Windows 95 is driving me crazy: Berkeley. CA peach pit press.

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