

UNIVERSITY OF DHAKA



Syllabus of Courses of One-Year Master of Science (MS)

Program in the Department of Psychology

for

the Sessions 2015 – 2016 and Onwards

UNIVERSITY OF DHAKA



The Credit Distribution of Courses of One-Year Master of Science (MS)

Program in the Department of Psychology at the University of Dhaka

for the Sessions 2015 – 2016 and Onwards

Program	Marks	Credits
Master of Science in School Psychology	850	34
Master of Science in Industrial- Organizational Psychology	850	34

Master of Science in School Psychology

Course Code	Course Title	Marks	Credits
SPSY 501	Introduction to School Psychology	50	2
SPSY 502	Fundamental Issues in Education	50	2
SPSY 503	Psychoeducational Testing	50	2
SPSY 504	Education of Exceptional Children	50	2
SPSY 505	Consultation & Collaboration	50	2
SPSY 506	Assessment, Prevention & Intervention	50	2
SPSY 507	Mental Health & Illness	50	2
SPSY 508	Psychology of Learning for Instruction	50	2
SPSY 509	Quantitative & Qualitative Research Methods	100	4
SPSY 510	Practical (Testing)	50	2
	Thesis	150	6
	Internship	50	2
	Seminar	50	2
	Viva	50	2
Total		850	34

Master of Science in Industrial-Organizational Psychology

Course Code	Course Title	Marks	Credits
IOPSY 501	Advanced Statistics and Research Design	100	4
IOPSY 502	Organizational Behavior and Management Psychology	50	2
IOPSY 503	Human Resource Management, Industrial Relations and Labor Law	100	4
IOPSY 504	Personnel Selection, Training and Placement	50	2
IOPSY 505	Consumer Psychology	100	4
IOPSY 506	Engineering Psychology	50	2
IOPSY 507	Personnel Counseling	50	2
IOPSY 508	Seminar	50	2
	Internship	100	4
	Thesis	150	4
	Viva	50	2
Total		850	34

Master of Science in School Psychology

SPSY 501: Introduction to School Psychology

2 Credits

- 1. An Overview of School Psychology**
 - 1.1 Past, Present, and Future of School Psychology
 - 1.2 School Psychology as a Profession
 - 1.3 Distinction between School Psychology and Educational Psychology
- 2. Functions of the School Psychologist**
 - 2.1 Assessment
 - 2.2 Consultation
 - 2.3 Counseling
 - 2.4 Intervention
 - 2.5 Behavior Management
 - 2.6 Special Education Input
 - 2.7 School-Community Liaison
 - 2.8 Parent Education
 - 2.9 Staff Development
- 3. Organizational Issues**
 - 3.1 Structure of School Systems
 - 3.2 Supervisory Models in the Provision of School Psychological Services
 - 3.3 Members of Pupil Personnel Departments
 - 3.4 Related Issues (e.g. records, medical, attendance, systems levelchange, etc.)
- 4. Issues in Consultation**
 - 4.1 Consultation with Parents, School Personnel, &Community Agencies
 - 4.2 Intervention and In-Service Programs
 - 4.3 Cultural Diversity
- 5. Assessment Issues**
 - 5.1 Intellectual Assessment
 - 5.2 Curriculum-Based Assessment
 - 5.3 Vocational Assessment
 - 5.4 Preschool Assessment
 - 5.5 Special Issues (e.g. learning disabilities)
 - 5.6 Diversity (e.g., cultural, SES, etc.) and Assessment
- 6. Internship Guidelines and Procedures**
 - 6.1 Principles, Conceptualization, and Management of the Internship
 - 6.2 Depth, Breadth, and Focus of the Internship
 - 6.3 Supervision, Mentoring, and Collaboration
 - 6.4 Intern Evaluation, Feedback, and Support

Readings

- Fagan, T.K. & Wise, P.S.(2007).*School Psychology: Past, Present & Future*. Bethesda, MD: National Association of School Psychologists.
- Jacob, S. & Hartsorne, T. (2007).*Ethics and Law for School Psychologists* (5thed.). New York: Wiley.

- Merrell, K.W., Ervin, R.A. & Peacock, G.G.(2006).*School Psychology for the 21st Century: Foundations & Practices*. New York: Guilford Press.
- National Association of School Psychologists (2014).*Best Practices Guidelines for School Psychology Internship*. Bethesda, MD: Author
- National Association of School Psychologists (2000).*Standards for Training and Field Placement Programs in School Psychology*.Bethesda, MD: Author
- Reynolds, C. R. & Gutkin,T. B. (1998). *The Handbook of School Psychology (3rded.)*. New York: John Wiley & Sons, Inc.
- Thomas, A. & Grimes, J.(Eds.) 2008.*Best Practices in School Psychology*. Washington DC: National Association of School Psychologists.

SPSY 502: Fundamental Issues in Education
2Credits

- 1. Philosophical Perspectives in Education**
 - 1.1 Idealism
 - 1.2 Realism
 - 1.3 Pragmatism
 - 1.4 Existentialism
 - 1.5 Essentialism
 - 1.6 Progressivism
- 2. Process of Education**
 - 2.1 Readiness for Learning
 - 2.2 Intuitive and Analytic Thinking
 - 2.3 Aids to Learning
 - 2.4 Quality in Education
 - 2.5 Quality Assurance
- 3. Curriculum**
 - 3.1 Concept of Curriculum
 - 3.2 Curriculum & Syllabus
 - 3.3 Competency-Based and Content-Based Curriculum
 - 3.4 Hidden Curriculum
 - 3.5 Integrated Curriculum
 - 3.6 Unified Curriculum and Diversified Curriculum
 - 3.7 Montessori Curriculum
 - 3.8 Balanced Curriculum
 - 3.9 Multidisciplinary Curriculum
 - 3.10 Co-curricular Activities
- 4. Instructional Pedagogy**
 - 4.1 Instructional Strategies
 - 4.2 Direct Instruction and Discovery
 - 4.3 Differentiated Instruction
 - 4.4 Scaffolding Instruction
- 5. Inclusive Education**
 - 5.1 Concept, Nature, and Scope
 - 5.2 Significance

5.3 Serving Process

5.4 Special Needs of the Target Group

6. Education in Bangladesh

6.1 Rational and Goals of Education in Bangladesh

6.2 Education Policy of Bangladesh

6.3 Provisions for Children with Special Educational Needs in Bangladesh

6.4 Roles and Responsibilities of the Support Organization in Education (e.g. NCTB, BISE, NAPE, NAEM, etc.)

Readings

Abel, D. C. (1992). *Theories of Human Nature*. New York: McGraw Hill.

Bruner, J. S. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.

Oregonstate.edu/instruct/ed416/PP2.html

Santrock, J. W. (2012). *Educational Psychology* (5th Ed.). New York: McGraw-Hill.

Study.com/academy/lesson/blooms-taxonomy.html

Woolfolk, A. (2004). *Educational Psychology* (9th Ed.). Singapore: Pearson Education Inc.

SPSY 503: Psychoeducational Testing

2 Credits

1. Introduction to Educational Assessment

1.1 The Language of Assessment: Tests, Measurement, and Assessment, Types of Tests, Types of Score Interpretations, Reliability, Validity, and Standardization

1.2 Assumptions of Educational Assessment

1.3 Participants in the Assessment Process: People Who Develop Tests, People Who Use Tests, People Who Take Tests, Other People Involved in the Assessment Process

1.4 Common Applications of Educational Assessment: Student Evaluations, Instructional Decisions, Selection, Placement, and Classification Decisions, Policy Decisions, Counseling and Guidance Decisions

1.5 What Teachers Need to Know about Assessment

1.6 Educational Assessment in the Twenty-First Century

2 Item Analysis for Teachers

2.1 Quantitative Item Analysis: Item Difficulty Index, Special Assessment Situations and Item Difficulty

2.2 Item Discrimination: Discrimination Index/Upper Lower Index, Item-Total Correlation Coefficients, Item Discrimination on Mastery Tests, Item Analysis of Speed Tests

2.3 Distracter Analysis: How Distracters Influence Item difficulty and Discrimination, Functional versus Non-Functional Distracter

2.4 Item Analysis for Constructed-Response Items

2.5 Item Analysis: Practical Strategies for Teachers

2.6 Using Item Analysis to Improve Items and Classroom Instruction

2.7 Qualitative Item Analysis

3 The Initial Steps in Developing a Classroom Test

3.1 Characteristics of Educational Objectives

3.2 Taxonomy of Educational Objectives: Cognitive Domain, Affective Domain, Psychomotor Domain

- 3.3 Behavioral Versus Non-behavioral Educational Objectives
- 3.4 Writing Educational Objectives
- 3.5 Developing a Table of Specifications (or Test Blueprint)
- 3.6 Implementing the Table of Specifications and Developing an Assessment: Norm-Referenced Score Interpretations, Criterion- Referenced Score Interpretations
- 4 The Development and Use of Test Items**
 - 4.1 Selected-Response Items: Multiple-Choice Items, True-False Items, and Matching Items, Guidelines for Developing Items, Strengths and Weaknesses of Selected-Response Items
 - 4.2 Constructed-Response Items: Oral Testing: The Oral Essay as a Precursor of Constructed-Response Items, Essay Items; Purpose of Essay Items, Essay Items at Different Levels of Complexity, Restricted-Response versus Extended-Response Essays, Guidelines for Developing Essay Items, Strengths and Weaknesses of Essay Items, Guidelines for Scoring Essay Items; Short-Answer Items: Guidelines for Developing Short-Answer Items, Strengths and Weaknesses of Short-Answer Items
 - 4.3 A Final Note: Constructed-Response versus Selected-Response Items
- 5 Performance Assessments and Portfolios**
 - 5.1 What is performance Assessments?
 - 5.2 Guidelines for Developing Effective Performance Assessments
 - 5.3 Strengths and Weaknesses of Performance Assessments
 - 5.4 Portfolios: Guidelines for Developing Portfolio Assessments, Strengths and Weaknesses of Portfolio Assessments
- 6 Assigning Grades on the Basis of Classroom Assessments**
 - 6.1 Feedback and Evaluation: Formal and Informal Evaluation, The Use of Formative Evaluation in Summative Evaluation
 - 6.2 Reporting Student Progress: Which Symbols to Use
 - 6.3 The Basis for Assigning Grades
 - 6.4 Frame of Reference: Norm-Referenced Grading (Relative Grading), Criterion-Referenced Grading (Absolute Grading)
 - 6.5 Combining Grades into a Composite
 - 6.6 Informing Students of the Grading System and Grades Received
 - 6.7 Parent Conferences

Readings

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment* (12th ed.). New Delhi: Dorling Kindersley.
- Anastasi, A. & Urbina. S. (2010). *Psychological Testing* (7th Ed). New Delhi: Pearson Education.
- Cohen, R. J. & Swerdlik, M. E. (2005). *Psychological Testing and Assessment* (6th ed.). New York: McGraw-Hill.
- Gregory, R. J. (2004). *Psychological Testing: History, Principles and Application*. New Delhi: Pearson Education.
- Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological Testing* (6th ed.). Belmont, CA: Wadsworth.
- Kline, T. J. B. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. New Delhi: Vistaar Publications.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education* (2nd ed.). New Delhi: PHI Learning Private Limited.
- Thorndike, R. M., & Christ, T. T. (2011). *Measurement and Evaluation in Psychology and Education* (8th ed.). New Delhi: PHI Learning Private Limited.

SPSY 504: Education of Exceptional Children
2 Credits

1. Educating the Exceptional Child

- 1.1 The Exceptional Child: Who is an exceptional child, Categories of Exceptional Children, The Interaction of Heredity and Environment, Intra-individual Differences
- 1.2 The Context of the Exceptional Child: The Influence of Family and Peers, Emotional Development and Family, The Ecological Approach, The Unique Influence of the Family

2. Children Who are Gifted and Talented

- 2.1 Definitions
- 2.2 Components of Intellectual Competence
- 2.3 Factors that Contribute to Giftedness and Talent
- 2.4 Studies of Students Who are Gifted
- 2.5 The Challenges Associated with Giftedness
 - 2.5.1 Special Groups of Children Who are Gifted: Girls Who are Gifted, Children of Extraordinary Ability, Underachievers Who are Gifted, Children with Disabilities Who are Gifted
 - 2.5.2 Educational Adaptations: Adapting the Learning Environment, Adapting Curriculum, Adapting Teaching Strategies

3. Children With Learning Disabilities

- 3.1. A Historical Overview
- 3.2. Definitions
- 3.3. Prevalence
- 3.4. Characteristics of Children with Learning disabilities
- 3.5. Classification of Learning disabilities
- 3.6. Adapting the Learning Environment
- 3.7. Adapting Curriculum
- 3.8. Adapting Teaching Strategies

4. Children with Emotional and Behavior Disorders

- 4.1. Definitions
- 4.2. Factors Related to Behavior Problems
- 4.3. Classifications and Characteristics
- 4.4. Identification and Placement
- 4.5. Intervention Strategies
- 4.6. Educational Adaptations

5. Children with Communication Disorders

- 5.1 Definitions
- 5.2 Difference between Speech and Language Disorders
- 5.3 The Elements of Verbal Language
- 5.4 Prevalence of Communication Disorders
- 5.5 Classifications of Communication Disorders
- 5.6 Identification and Assessment
- 5.7 Educational Adaptations

6. Children with Autism Spectrum Disorders

- 6.1 Definition
- 6.2 Prevalence
- 6.3 Causes and Characteristics

- 6.4 Developmental Profiles
- 6.5 Educational Adaptations

Readings

- Kirk, S. A., Gallagher, J.J., & Anastasiow, N. J. (2003). *Educating Exceptional Children* (10th Ed.). New York: Houghton Mifflin Company.
- Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th ed.). Columbus, OH: Pearson/Merrill.

SPSY 505: Consultation & Collaboration

2 Credits

1. The Foundation of Consultation and Collaboration

- 1.1 Consultation Defined
- 1.2 Common Characteristics of Consultation
- 1.3 Collaboration Defined
- 1.4 Consultation and Collaboration Compared with other Human Service
- 1.5 Whether Consultation or Collaboration

1. Consultants, Consultees and Collaborators

- 2.1 Characteristics of Effective Consultants and Collaborators
- 2.2 Skills Necessary for Consultants and Collaborators
- 2.3 Roles Consultants and Collaborators Assume

3. Generic Model of Consultation and Collaboration

- 3.1 Entry Stage
- 3.2 Diagnosis Stage
- 3.3 Implementation Stage
- 3.4 Disengagement Stage

4. School Based Consultation and Collaboration

- 4.1 Rationale for School Based Consultation and Collaboration Skills Necessary for Consultants and Collaborators
- 4.2 Consulting and Collaborating with Teachers
- 4.3 Consulting and Collaborating with Parents/Guardians

5 Case Study Illustrations of Consultation and Collaboration

- 5.1 School-Based Consultation Example
- 5.2 School-Based Collaboration Example

6 Ethical and Legal Issues

- 6.1 Ethics and Professional Issues
- 6.2 The Consultant and the Law

Readings

- Dougherty, A. M. (2013). *Psychological Consultation and Collaboration in School and Community Settings* (6th Ed.). Belmont: Cengage Learning.
- Erchul, W. P. & Martens, B. K. (2002). *School Consultation*. New York; Springer-Verleg.
- Greg, B., Mullis, F., Webb, L., White, J. F. & Myrick, R. D. (2005). *School Counselor Consultation*. New Jersey; Wiley.

SPSY 506: Assessment, Prevention & Intervention
2 Credits

- 1. Psychoeducational Assessment**
 - 1.1 Assessment of Cognitive Abilities
 - 1.2 Assessment of Social Abilities
 - 1.3 Assessment of Emotional Abilities
 - 1.4 Assessment of Behavioral Abilities
 - 1.5 Curriculum-Based Assessment
- 2. Assessment Process**
 - 2.1 Referral Process
 - 2.2 Informed Consent
 - 2.3 Referral Questions
 - 2.4 Classroom Observations
 - 2.5 Examinations of School Records
 - 2.6 Parent Conferences
 - 2.7 Teacher Conferences
 - 2.8 Multi Disciplinary Staffing
- 3. Prevention**
 - 3.1 Objectives of Preventive Measures
 - 3.2 General Issues of Children in Poverty
 - 3.3 Behavior Management in the Classroom
 - 3.4 Prevention and Intervention Strategies in the Day Care and School Setting
 - 3.5 Promising Opportunity for Better Prevention and Intervention
- 4. Early Intervention**
 - 4.1 Overview of Early Intervention
 - 4.2 What Puts Children at Risk
 - 4.3 Environmental Risk
 - 4.4 Early Education Programs
 - 4.5 Education Programs
- 5. Intervention**
 - 5.1 Foundations of Learning, Cognition & Academic Intervention
 - 5.2 Intervention Techniques and Programs for Academic Performance Problems
 - 5.3 Training Parents as Behavior Change Agents: Successes, Failures, and Suggestions for School Psychologists
 - 5.4 Group Interventions in the Schools
 - 5.5 Application of Behavioral Principles to Educational Settings
- 6. Students Rights in Schools**
 - 6.1 School Regulation of Students
 - 6.2 Behavior during Schools
 - 6.3 Privacy Issues
 - 6.4 Discipline and Punishment
 - 6.5 Suspension and Expulsion

Readings

Bradley, R. H. and Mansell, L. W. (1997). *Children in Poverty*. In Ammerman, R. T. and Hersen, M. (ed.). *Handbook of Prevention and Treatment with Children and Adolescents* (Pp.13-58). New York: John Wiley & Sons Inc.

- Gladding, S. T. (1996). *Counseling: A Comprehensive Profession* (3rd Ed.). New Jersey: Prentice Hall.
- Kirk, S. A., Gallagher, J. J. & Anastasiow, N. J. (2003). *Educating Exceptional Children*. Boston: Houghton Mifflin Company.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook* (1sted.). New York: Norton & Company.
- Shapiro, E.S. & Derr, T. F.(1990). *Curriculum based-assessment*. In Gutkin, T.B. & Reynolds, C. R. (Eds.). *The Handbook of School Psychology* (2ndeds.)(pp365-387). New York: John Wiley & Sons Inc.

SPSY 507: Mental Health & Illness

2 Credits

- 1. Mental Health**
 - 1.1 Definition of Mental Health
 - 1.2 Attributes of a Mentally Healthy Person
 - 1.3 Personality Development
 - 1.4 Goals and Perspectives of Mental Health
 - 1.5 Mental Health Status of Children and Adolescents in Bangladesh
- 2. Mental Health Promotion**
 - 2.1 Definition and Types of Happiness
 - 2.2 Gratitude, Signature Strengths & Flow
 - 2.3 Positive Emotions, Relationships, and Traits
 - 2.4 Optimism, Emotion Regulation, and Well-Being
- 3. Diagnostic and Statistical Manual of Mental Disorders**
 - 3.1 History of DSM
 - 3.2 Overview of DSM-5
 - 3.3 Classification of Mental Illness
 - 3.4 Criteria of Clinical Significance
 - 3.5 Elements of a Diagnosis
- 4. Common Disorders among Child and Adolescent**
 - 4.1 Anxiety Disorders
 - 4.2 Obsessive-Compulsive Disorder
 - 4.3 Trauma and Stress Related Disorders
 - 4.4 Disruptive, Impulse Control, and Conduct Disorders
 - 4.5 Mood Disorders, Depression, and Suicide
 - 4.6 Externalizing Disorders
 - 4.7 Attention Deficit Hyperactive Disorders (ADHD)
 - 4.8 Specific Learning Disorders
 - 4.9 Substance-Related and Addictive Disorders
- 5. Stress and Adjustment**
 - 5.1 Stress Defined
 - 5.2 What Makes Events Stressful?
 - 5.3 Bio-Psychosocial Aspects of Stress
 - 5.4 Psychosocial Modifiers of Stress
 - 5.5 Responses to Stress and Coping
 - 5.6 Management of Stress

6. **Psychotherapeutic Techniques in Treating Mental Illness**
 - 6.1 Behavior Therapy
 - 6.2 Cognitive Behavior Therapy
 - 6.3 Rational Emotive Therapy
 - 6.4 Psychoanalysis
 - 6.5 EMDR

Readings

- American Psychiatric Association: *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)*, 5th ed. Washington, D.C.: Author.
- Baumgardner, S. R. (2009). *Positive Psychology*. New Delhi, India: Pearson.
- Fredrickson, B. (2001). The role of positive emotions in positive psychology: The broaden-and build theory of positive emotions. *American Psychologist*. 56(3), 218-226.
- Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University.
- Rashid, T. (2009). "Positive Interventions in Clinical Practice." *Journal of Clinical Psychology* 65(5), 461-466.
- Seligman, M.E. P., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*. 55(1), 5-14.

Viewings

- The Happy Movie (Dir: Roko Belic) (You may rent on itunes for \$3.99 or free on Netflix) Epicurus on Happiness: <http://www.youtube.com/watch?v=iromIAQzQY>

SPSY 508: Psychology of Learning for Instruction 2 Credits

1. **Introduction**
 - 1.1 Introduction to theories of Learning and Instruction
2. **Learning and Behavior**
 - 2.1 Radical Behaviorism
3. **Learning and Cognition**
 - 3.1 Cognitive Information Processing
 - 3.2 Meaningful learning and Schema Theory
 - 3.3 Situated Learning
4. **Learning and Development**
 - 4.1 Cognitive and Knowledge Development
 - 4.2 Interactional Theories of Cognitive Development
5. **Learning and Biology**
 - 5.1 Biological Basis of Learning and Memory
6. **Motivation, Teaching and Learning**
 - 6.1 Exploring Motivation
 - 6.2 Achievement Processes
 - 6.3 Motivation, Relationships and Socio-cultural contexts
 - 6.4 Exploring achievement difficulties
 - 6.5 6.2 Behavioral Views of Learning
7. **Learning and Instruction**
 - 7.1 Gagne's Theory of Instruction
 - 7.2 Constructivism

8. Learning

- 8.1 Cooperative and Collaborative Learning in the Classroom
- 8.2 Associative Learning: Definition, Theory & Examples
- 8.3 Characteristics of Learning Styles
- 8.4 Bloom's Taxonomy
- 8.5 Mastering Learning

Readings

Driscoll, M. P.(2000). *Psychology of Learning* (2nded.). New York: Allyn and Bacon.
Woolfolk, A. (2004). *Educational Psychology* (9thed.). New Delhi: Pearson Education Inc.
Santrock, J.W. (2012). *Educational Psychology* (5thed.). New York: McGraw- Hill.
Study.com/academy/lesson/blooms-taxonomy.html

SPSY 509: Quantitative & Qualitative Research Methods

4 Credits

1. Non-Parametric Tests

Wilcoxon rank-sum test, Mann-Whitney test, Wilcoxon signed-rank test, Kruskal-Wallis Test, Friedman's ANOVA

2. Correlation and Regression

Positive versus Negative correlation, Linear versus Non-linear correlation, Low, Moderate, Strong, and Perfect correlation, Scatter Diagram & Bivariate correlation, Partial and Semi-partial (or Part) correlations, method of least squares, Types of regressions

3. Mediation and Moderation Analysis

Partial and complete mediation, Total, indirect, and direct effect, Simple and multiple Mediation, Mediation analysis, Moderation analysis

4. Logistic Regression (LR)

An introduction to LR, Working of LR, Binary LR with quantitative IVs (on SPSS), Binary LR with categorical IVs (on SPSS)

5. Factor Analysis

When to use factor analysis, Graphical representation of factors, Mathematical representation of factors, Basic terminologies in factor analysis, Steps in factor analysis

6. Research and its Purposes

Steps leading to the formulation of a research problem

7. Quantitative and Qualitative Research

History of qualitative research; Qualitative psychological research; Research question (in the context of qualitative research)

8. Approaches to Qualitative Research

8.1 Grounded Theory – Its origin and split in methodology; the Classic Grounded Theory or GT; Essential elements of GT methodology (the beginning, data collection, open coding, constant comparison method, memoing, theoretical coding, theoretical sampling, selective coding, delimiting, sorting & writing, analytic rules developed during sorting, analyzing data using GT

methodology); Strengths and weaknesses of Grounded Theory; Suitability of Grounded Theory for psychological research

8.2 Case Study – The case study as an approach to qualitative research; When to use case study; The ‘case’ or unit of analysis; Binding the case; The case study designs – single or multiple case study designs; Some considerations for designing and implementing a rigorous case study, including a conceptual framework; Conducting case studies – techniques of data collection and analysis; Challenges/ limitations of case study research; Characteristics of a good quality case study

8.3 Ethnography – Ethnography and disciplines using ethnography; Ethnomethodology and methodological principles; Features of ethnography as social research method; Data collection methods; Guidelines for fieldwork; Principles that may need to be considered for observing, recording and sampling data; Analyzing, interpreting and reporting findings; Ethics in ethnographic research; Evaluating ethnography; Limitations of ethnography

9. Evaluating Qualitative Research

Strengths and Weaknesses of Qualitative Research; Strategies to Enhance the Quality of Qualitative Research

10. Analyzing Qualitative Data

Readings

- Allan, G. (2003). A critique of using grounded theory as a research method. *Electronic Journal of Business Research Methods*, 2(1), 1-10 [On line]. Available at <http://www.ejbrm.com> (Retrieved on 06/9/2011)
- Dick, B. (2005). *Grounded theory: a thumbnail sketch* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html> (Retrieved on 17/8/2011)
- Drew, C. J., Hardman, M. L., & Hart, A. W. (1996). *Designing and Conducting Research* (2nd Ed.). Boston: Allyn and Bacon. [Chapters 7 & 15]
- Field, A. (2013). *Discovering statistics using SPSS* (4thed.). London: Sage.
- Glaser, B. G. (1978). *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. (1998). *Doing Grounded Theory – Issues and Discussions*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. with the assistance of Judith Holton (2004). Remodeling Grounded Theory. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 5(2), Art.4 [Online Journal]. Available at <http://www.qualitative-research.net/fqs/> (Retrieved on 02/8/2011)
- Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company
- Howitt, D. (2010). *Introduction to Qualitative Methods in Psychology*. Essex, England: Pearson.
- Howell, D. C. (2010). *Statistical methods for psychology* (7th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Kinnear, P. R., & Gray, C. D. (2009). *SPSS 16 Made Simple*. NY: Psychology Press.
- Kelle, U. (2005). “Emergence” vs. “Forcing” of Empirical Data? A Crucial Problem of “Grounded Theory” Reconsidered. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 6(2), Art. 27 [On line Journal]. Available at <http://www.qualitative-research.net/fqs/> (Retrieved on 06/8/2011)
- McConway, K. (Ed.). (1994). *Studying Health and Disease*. Buckingham: The Open University Press.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd Ed.). London: Sage Publications.
- Sim, J., & Wright, C. (2000). *Research in Health Care*. London: Stanley Thornes (Publishers) Ltd.
- Simmons, O. E. (2008). "Stages of a classic (Glaserian) grounded theory study", Grounded Theory Institute [On line] <http://www.groundedtheory.com> (Retrieved on 18/7/2011)
- Strauss, A. L., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage.
- Willig, C. (2001). *Introducing Qualitative Research in Psychology – Adventures in Theory and Method* (1st Ed.). Buckingham: Open University Press.

SPSY 510: Practical (Testing)
2 Credits

[Five tests from any five sections among six to be conducted]

7 Testing Intelligence

- 7.1 What is Intelligence?
- 7.2 Nature versus Nurture
- 7.3 The Stability of Intelligence
- 7.4 Stanford-Binet Intelligence Scales-Fifth Edition
- 7.5 Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

8 Preschool and Educational Assessment

- 8.1 Achievement Tests
- 8.2 Aptitude Tests
- 8.3 Diagnostic Tests
- 8.4 Illinois Test of Psycholinguistic Abilities (IITA)
- 8.5 Kaufman Assessment Battery for Children (K-ABC)

9 Testing Disabilities and Impairments

- 9.1 Visual, Hearing, Motor, and Cognitive Disabilities
- 9.2 Emotional and Social Impairments
- 9.3 Beck Scale for Suicide Ideation (BSS)
- 9.4 Beck Youth Inventory for Emotional and Social Impairments (BYI)

10 Testing Aptitudes or Special Abilities

- 10.1 Concepts and Characteristics
- 10.2 Differential Aptitude Tests (DAT)
- 10.3 Iowa Tests of Music Literacy

11 Testing Vocational Interests

- 11.1 Foundations of Interest Measurement
- 11.2 Validity of Interest Measurement
- 11.3 Strong Interest Inventories
- 11.4 Kuder Interest Inventories

12 Testing Learning Disabilities

- 12.1 Learning Disability Defined
- 12.2 Types of Learning Disabilities
- 12.3 Torrance Tests of Creative Thinking (TTCT)
- 12.4 Wide Range Achievement Test-3 (WRAT-3)

Readings

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment* (12thed.). New Delhi: Dorling Kindersley.
- Cohen, R. J. & Swerdlik, M. E. (2005). *Psychological Testing and Assessment* (6thed.). New York: McGraw-Hill.
- Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological Testing* (6thed.). Belmont, CA: Wadsworth.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education* (2nded.). New Delhi: PHI Learning.
- Thorndike, R. M., & Christ, T. T. (2011). *Measurement and Evaluation in Psychology and Education* (8thed.). New Delhi: PHI Learning.

Master of Science in Industrial-Organizational Psychology

IOPSY 501: Advanced Statistics & Research Design 4 Credits

1. Non-Parametric Tests

Wilcoxon rank-sum test, Mann-Whitney test, Wilcoxon signed-rank test, Kruskal-Wallis Test, Friedman's ANOVA

2. Correlation and Regression

Positive versus Negative correlation, Linear versus Non-linear correlation, Low, Moderate, Strong, and Perfect correlation, The Scatter Diagram & Bivariate correlation, Partial and Semi-partial (or Part) correlations, The method of least squares, Types of regressions

3. Mediation and Moderation Analysis

Partial and complete mediation, Total, indirect, and direct effect, Simple and multiple Mediation, Mediation analysis, Moderation analysis

4. Logistic Regression (LR)

An introduction to LR, Working of LR, Binary LR with quantitative IVs (on SPSS), Binary LR with categorical IVs (on SPSS)

5. Factor Analysis

When to use factor analysis, Graphical representation of factors, Mathematical representation of factors, Basic terminologies in factor analysis, Steps in factor analysis

6. Research and its Purposes - Steps leading to the formulation of a research problem

7. Quantitative and Qualitative Research - History of qualitative research; Qualitative psychological research; Research question (in the context of qualitative research)

8. Approaches to Qualitative Research

8.1 Grounded Theory – Its origin and split in methodology; the Classic Grounded Theory or GT; Essential elements of GT methodology (the beginning, data collection, open coding, constant comparison method, memoing, theoretical coding, theoretical sampling, selective coding, delimiting, sorting & writing, analytic rules developed during sorting, analyzing data using GT methodology); Strengths and weaknesses of Grounded Theory; Suitability of Grounded Theory for psychological research.

8.2 Case Study – The case study as an approach to qualitative research; When to use case study; The 'case' or unit of analysis; Binding the case; The case study designs – single or multiple case study designs; Some considerations for designing and implementing a rigorous case study, including a conceptual framework; Conducting case studies – techniques of data collection and analysis; Challenges/ limitations of case study research; Characteristics of a good quality case study.

8.3 Ethnography – Ethnography and disciplines using ethnography; Ethnomethodology and methodological principles; Features of ethnography as social research method; Data collection methods; Guidelines for fieldwork; Principles that may need to be considered for observing, recording and sampling data; Analyzing, interpreting and reporting findings; Ethics in ethnographic research; Evaluating ethnography; imitations of ethnography

9 Evaluating Qualitative Research

Strengths and Weaknesses of Qualitative Research; Strategies to Enhance the Quality of Qualitative Research.

10 Analyzing Qualitative Data

Readings

- Allan, G. (2003). A critique of using grounded theory as a research method. *Electronic Journal of Business Research Methods*, 2(1), 1-10 [On line]. Available at <http://www.ejbrm.com> (Retrieved on 06/9/2011)
- Dick, B. (2005). *Grounded theory: a thumbnail sketch* [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html> (Retrieved on 17/8/2011)
- Drew, C. J., Hardman, M. L., & Hart, A. W. (1996). *Designing and Conducting Research* (2nd Ed.). Boston: Allyn and Bacon. [Chapters 7 & 15]
- Field, A. (2013). *Discovering statistics using SPSS* (4thed.). London: Sage.
- Glaser, B. G. (1978). *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. (1998). *Doing Grounded Theory – Issues and Discussions*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. with the assistance of Judith Holton (2004). Remodeling Grounded Theory. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 5(2), Art.4 [Online Journal]. Available at <http://www.qualitative-research.net/fqs/> (Retrieved on 02/8/2011)
- Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company
- Howitt, D. (2010). *Introduction to Qualitative Methods in Psychology*. Essex, England: Pearson.
- Howell, D. C. (2010). *Statistical methods for psychology* (7th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Kinnear, P. R., & Gray, C. D. (2009). *SPSS 16 Made Simple*. NY: Psychology Press.
- Kelle, U. (2005). “Emergence” vs. “Forcing” of Empirical Data? A Crucial Problem of “Grounded Theory” Reconsidered. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 6(2), Art. 27 [On line Journal]. Available at <http://www.qualitative-research.net/fqs/> (Retrieved on 06/8/2011)
- McConway, K. (Ed.). (1994). *Studying Health and Disease*. Buckingham: The Open University Press.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd Ed.). London: Sage Publications.
- Sim, J., & Wright, C. (2000). *Research in Health Care*. London: Stanley Thornes (Publishers) Ltd.
- Simmons, O. E. (2008). “Stages of a classic (Glaserian) grounded theory study”, Grounded Theory Institute [On line] <http://www.groundedtheory.com> (Retrieved on 18/7/2011)
- Strauss, A. L., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage.
- Willig, C. (2001). *Introducing Qualitative Research in Psychology – Adventures in Theory and Method* (1st Ed.). Buckingham: Open University Press.

IOPSY 502: Organizational Behavior & Management Psychology

2 Credits

1. Introduction

- 1.1 Introduction to Organizational Behavior: Nature of organizations, Understanding organizational behavior, An organizational behavior system, Historical development of organizational behavior

- 1.2 Organizational Effectiveness: Components of organizational effectiveness, Assessing organizational effectiveness, Determinants of organizational effectiveness
- 1.3 Organizational Structure: What is organizational structure? Elements of organizational structure, Common organizational designs, New options, Why do structures differ? Organization structure and employee behavior, Implications for
- 1.4 Managers.

2. Organizational Goal Setting and Planning

- 2.1 Goals in Organizations: Organizational mission, , Goals and plans, Hierarchy of goals, Criteria for Effective Goals, Goal characteristics
- 2.2 Planning Types and Models: Management by Objectives, Single-use and Standing plans, Contingency plans.
- 2.3 Thinking Strategically: What is strategic management? Purpose of strategy, Strategy formulation versus implementation.
- 2.4 Strategic Management: Situation analysis, Business-level strategy, Porter's competitive forces and strategies.

3. Individuals in Organizations

- 3.1 Determinants of Individual Performance: A model of individual behavior and performance, Motivation, Ability, Learning, Perception and Personality, Organizational systems and resources, Keys to effective management, Interpreting motivational models, Keys to effective management
- 3.2 Communication and Perception: Interpersonal communication – coding and decoding, Selectivity and organization in Perception, The significance of non-verbal communication, Perceptual set and assumptions about human behavior, Sex, appearance, attractiveness and discrimination, Person perception – errors and avoidance.

4. Groups in the Organization

- 4.1 Foundations of Group Behavior: Defining and classifying groups, Basic group concepts, Group decision-making.
- 4.2 Group Formation: Formal & informal groups, Group structure and process, Group control, Group effectiveness
- 4.3 Understanding Work Teams: Why have teams become so popular? Teams versus groups – what's the difference? Types of teams, Creating effective teams, Turning individuals into team players, Teams and quality management, Implications for managers

5. Introduction to Management

- 5.1 The Changing Paradigm of Management: The definition of management, Four management functions, Organizational Performance, Management skills, Management types, What is it like to be a manager?
- 5.2 Managing Conflict: Perspectives on organizational conflict, Functional and dysfunctional conflict, Buchanan- Huczynski coordination- conflict model
- 5.3 Organizational Power and Politics: Organizations – rational or political? Organizational politics, Organizational power; Power & influence

6. Human Resource Management (HRM)

- 6.1 Strategic goals of HRM: Environmental influences on HRM, Attracting an effective workforce: Human resource planning, Recruiting, Selecting
- 6.2 Developing an effective workforce — Training and development: Performance appraisal

6.3 Maintaining an effective workforce – Compensation:Wage & salary structure, Benefits, Termination

7 Managerial Ethics and Corporate Social Responsibility

7.1 What is managerial ethics? Criteria for ethical decision-making – utilitarian approach, individual approach, moral-rights approach, and justice approach: Factors affecting ethical choices – the manager, the organization

7.2 What is social responsibility? Organizational stakeholders:The natural environment, Evaluating corporate social performance – economic responsibilities, legal responsibilities, ethical responsibilities, and discretionary responsibilities.

Readings

Arnold HJ and Feldman DC (1986). Organizational Behavior. Singapore: McGraw-Hill BookCo.

Bower JL (ed.) (1991). The Craft of General Management. Boston: Harvard Business School Publishing.

Buchanan D and Huczynski A (1997). Organizational Behavior: An Introductory Text (3rd Ed.). Harlow: Prentice Hall Europe.

Cascio WF (1982). Applied Psychology in Personnel Management (2nd Ed.) Reston (Virginia): Reston Publishing Company, Inc.

Cooper, C and Makin, P (1984). Psychology for Managers (2nd Ed.). London: The British Psychological Society.

Daft RL and Marcic D (1998). Understanding Management (2nd ED.). Orlando: Harcourt Brace & Company.

Davis K and Newstrom JW (1989). Human Behavior at Work: Organizational Behavior (8th Ed.). Singapore: McGraw-Hill Book Co.

Handy C (1999). Understanding Organizations. London: Penguin Books Ltd.

Robbins SP (2005). Essentials of Organizational Behavior (8th Ed.). New Delhi: Prentice-Hall of India Private Limited.

IOPSY 503: Human Resources Management, Industrial Relations and Labor Law

4 Credits

1. Human Resources Development (HRD) and Talent Management

Human resources development and evolution, Talent management process , Environmental constraints and human resources development, Recruiting & evaluating candidates, Legal issues surrounding the selection process, Selecting, hiring, and out placing employees within the organization, The recruitment and selection of a diverse workforce including an analysis of labor force demographics, Equity in recruitment and selection, Sensitivity to diverse cultures

2. HRD, Job Analysis and Human Resources Planning

Job analysis, Job design, Job evaluation; method of job evaluation, Concept of Strategy and planning, Role of Strategic HRP, Alignment of HR Strategy and Business Strategy; Strategic Model of HRP, Techniques of HR forecasting; Benefits of HR forecasting, Strategic HRP and HR demand; Strategic HRP and HR supply

3. HRD and Training Development& Career Development

Nature and scope of training and development function, Strategy and training; organizations of the training department; training needs assessment; learning and behavior; designing of training

programs; Evaluation of training programs; training techniques; technical training; training and development of managers; training in organization development; Theory and practice of career development; developing career structures; identifying organizational needs; institutionalizing the career development system; evaluating the system

4. Human Resources Development and Compensation Management

Practices of compensation and benefits administration with emphasis on current theories of compensation and benefits trends, cost, value and systems; The changing nature of compensation and benefits, The changing expectations of employees and competitive needs of employers , Evolving trends in performance and pay realignment to the strategic objectives of the organization, Performance based compensation and benefit programs for an organization

5. HRD and Industrial Relation and Labor Law in Bangladesh

Nature, concepts and practices of industrial relations and labor law; Nature, theories and models of industrial relations; Nature, process, forms and theories and practices in industrial conflict and labor policies and legislation; Unionism in general as well as in Bangladesh context; Dispute settlement machinery in Bangladesh ; Special emphasis is given on comparative industrial relations across nations and international influence on the pattern of industrial relations in Bangladesh

6. HRD and Performance Appraisal

Performance appraisal of employees in organizations such as in-depth analyses of human difficulties in accurately appraising performance, Appraisal methods;360 degree appraisal process

7. HRD and Human Resources Information System

Core Data for Strategic HR planning and System, HR Information System and Strategic HRD, Comprehensive HRD system and HRD information planning system

Readings

- Johnason, P. (2009). HRM in changing organizational contexts. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 19-37). London: Routledge.
- Collings, D. G., & Wood, G. (2009). *Human resource management: A critical approach*. In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 1-16). London: Routledge.
- Paauwe, J., & Boon, C. (2009). Strategic HRM: A critical review. In D. G. Collings, G. Wood (Eds.) & M.A. Reid, *Human resource management: A critical approach* (pp. 38-54). London: Routledge.
- Klerck, G. (2009). "Industrial relations and human resource management". In D. G. Collings & G. Wood (Eds.), *Human resource management: A critical approach* (pp. 238-259). London: Routledge.
- Buettner, Ricardo (2015). *A Systematic Literature Review of Crowdsourcing Research from a Human Resource Management Perspective. 48th Annual Hawaii International Conference on System Sciences. Kauai, Hawaii: IEEE. pp. 4609–4618. doi:10.13140/2.1.2061.1845. ISBN 978-1-4799-7367-5.*
- Griffin, Ricky. *Principles of Management* (2008).

IOPSY 504: Personnel Selection, Training and Placement

2 Credits

1. Introduction to Selection, Placement and Training

Meaning of Personnel Selection, Placement and Training, The Planning of Human Resource Needs, Recruiting goals, Employee Placement, Need Assessment for Training

2. Assessment Methods for Selection and Placement

Job Related Characteristics, Psychological Tests, Biographical Information, Work Samples, Assessment Centers, Interviews

3. Recruitment and Selection

Factors that affect recruiting efforts, Constraints on recruiting efforts, Internal recruitment channels, External recruitment channels, Job application blanks, Inputs and challenges to selection, Selection: An overview, Selection process

4. Performance Appraisal

Significance of Performance Appraisal, Performance Criteria, Methods of Assessing Job Performance

5. Training and Career Development

Setting Objectives, Steps to training, Training Design, Training Methods, Delivery of a Training Program, Evaluation of Training, Career planning and Employee need

Readings

- Anastasi, A. (1979). Fields of Applied Psychology. McGraw Hill Inc. New York.
- Blum, M. L. and Naylor, J. C. (1968). Industrial Psychology. CSB Publishers, New Delhi, India.
- Chapanis, A. (1996). Human Factors in System Engineering. John Wiley and Sons Inc.
- Dunnette, M. D. (1966). Personnel Selection and Placement. Belmont, California : Wadsworth Publishing Co.
- Howell, W. C. and Dipboye, R. I. (1982). Essential of Industrial and Organizational Psychology, Homewood, Illinois: The Dorsey Press.
- McCormick, E. J. and Hagen, D. R. (1995). Industrial and Organizational Psychology, London, Routledge Publications.
- Miner, J. B. (1992). Industrial-Organizational Psychology. New York: McGraw-Hill International Edition.
- Saal, F. E. and Knight, P. A. (1995). Industrial/Organizational Psychology. Brooks/Cole Publishing Company. California. USA.
- Scultz, D. P. and Scults S. E. (1998). Psychology and Work Today. Prentice-Hall Inc. New Jersey. USA.
- Spector, P. E. (1996). Industrial and Organizational Psychology. John Wiley and Sons Inc. New York. USA.

IOPSY 505: Consumer Psychology

4 Credits

1. Introduction to Consumer Psychology

Introduction, The impact of the digital revolution on consumer behavior, Marketing ethics and social responsibility, Consumer behavior and decision making are interdisciplinary, Consumer research paradigms, The consumer research process

2. Consumer Motivation

Motivation as a psychological force, Dynamics of motivation, Types and systems of motivation, The measurements of motives

3. Personality and Consumer behavior

Nature of personality, Psychology and understanding consumer diversity, Brand personality, Self and self image. Virtual personality or self image

4. Consumer perception and learning

Elements and dynamics of perception, Consumer imagery, Elements of learning, Behavioral and cognitive theories of learning, Measures of learning

5. Consumer attitude formation and change

What are the attitudes?, Structural model of attitudes, Attitude formation, Strategies of attitude change

6. Communication and consumer behavior

Components of communication, The communication process, Designing persuasive communication

7. Social class, reference group and family influence on consumer behavior

What is social class?, The measurement of social class; Social class mobility; Affluent and middle-class consumers, Arrival of “techno-class”; Selected consumer behavior applications of social class, Understanding the power of reference group; Celebrity and other group appeals, Socialization of family members; Family decision making and consumption-related roles

8. Influence of Culture on Consumer behavior

What is culture? , The invisible hand of culture; Culture is learned, Measurements of culture, Impact of cultural elements on consumer behavior

9. Subcultures and cross cultural consumer behavior

What is subculture?, Nationality, religious, geographic, racial, age and sex as sub cultural components, Sub cultural interaction, Cross cultural consumer analysis; Alternative multinational strategies; Cross cultural psychographic segmentation, Marketing mistakes

10. Consumer influence, the diffusion of innovations and decision making

Dynamics of opinion leadership process, Motivation behind opinion leadership; situational environment of opinion leadership, The diffusion process; A profile of consumer innovator , Models of consumers; Model of consumer decision making, Consumer gifting behavior

Readings

Consumer Behavior. L.G. Schiffman and L.L.Kanuk (2004), 8th Edition.

Consumer Behaviour. Blackwell, Miniard and Engel 2006 ,10th Ed. Thomson Learning.

Consumerology. Philip Graves. Nicholas Brealey Publishing (2010).

Predictably Irrational: The Hidden Forces That Shape Our Decisions. *Dan Ariely* (2010)

IOPSY 506: Engineering Psychology

2 Credits

1. Introduction

Ergonomics and its nature, History and Scope of ergonomics, Man-machine system.

2. Equipment Design

Display design: Visual Display, Auditory Display , Tactual and Olfactory Display; Control Design

3. Environmental Conditions

Illumination: The Nature of light , Measurement of light , The Effects of Lighting on Performance; Climate: Heat Stress, Psychological Effects of Heat Stress, The Effects of Heat Stress on Performance, Reducing heat Stress, Cold Stress, Physiological Effect of Cold Stress, Effects of cold stress on performance; Noise: The effects of Noise on Performance, Handling Noise Performance

4. Human Error, Accidents and Safety

Nature of Human Error: Human Error Classification Schemes, Dealing with Human Error; Accident : Nature of Accident, Collection and Analysis of Accident and Injury data, Theories of Accident Causation, Cause and Prevention of Accident

5. Physical Work and Manual Materials Handling

Human output and Control: Muscle Physiology, Work Physiology, Measures of Physiological Strain; Motor skills: Biomechanics of Human Motion, Control and Acquisition of Motor Responses, Speed and Accuracy of Movements

Readings

Blum, M.L. and Naylor, J.C. (1968). Industrial Psychology. CSB Publishers, New Delhi, India.

Chapanis, A. (1996) . Human Factors in System Engineering. John Wiley and Sons Inc.

Sanders and McCormick (1993). Human Factors in Engineering and Design. Mcgraw-Hill. Inc. New York (7th Ed)

Scultz. D.P. and Scults S.E. (1998). Psychology and Work Today. Prentice-Hall Inc. New Jersey. USA.

Spector, P.E. (1996). Industrial and Organizational Psychology. John Wiley and Sons Inc. New York. USA.

IOPSY 507: Personnel Counselling

2 Credits

1. Introduction to Industrial Counseling

Counselling and Industrial Counselling, Counselling and other profession, Issues in industrial counselling, Counselling in multicultural and diverse organization

2. Counselling Process

Steps of counselling in organization, Personal and Professional Aspects of Counselling (Including counsellor skills, transference, countertransference), Factors influencing counselling process, Types of interview, Conducting an initial interview, Termination of counselling relationship

3. Theories in Counseling Practice

Psychoanalytic theory, Humanistic theory, Behavioural theory, Cognitive theory, Crisis theories

4. Groups in counseling

Brief history of groups, Psychodrama, T-groups, Encounter groups, Group marathons, Self-help/support groups, Benefits and drawbacks of groups, Issues in groups, Qualities of effective group leaders

5. Counselling in action

Stress management, Anger management, Conflict Management and negotiation, Work-life balance, Non-violent communication

6. Ethical and legal issues in counselling

Ethics, Morality, and Law, Ethics in Counselling, Professional codes of ethics and standards,
The law and counselling, Ethics and the laws

Readings

Gladding, S. T. (2004). *Counseling: A Comparative Profession*, Pearson, Inc., New Jersey.

Hartung, P. J., & Blustein, D. L. (2002). Reason, intuition, and social justice: Elaborating on Parson's career decision-making model. *Journal of counselling and Development*, 80, 41-47.

Myers, J. (1990). Personal interview. Greensboro, NC. Rogers, C. R. (1942). *Counseling and Psychotherapy*. Boston: Houghton Mifflin.