

Syllabus for One-Year MS Program in Psychology Sessions: 2020-2021 and Onwards

Department of Psychology, Faculty of Biological Sciences
University of Dhaka, Dhaka 1000, Bangladesh

The MS (Master of Science) in Psychology Program has provision for two groups – Group A (Non-Thesis Group) and Group B (Thesis Group). Students admitted to this program can study in the Thesis Group, subject to the fulfillment of the requirements specified by the academic committee of the department. The detailed layout of the offered courses in this program is shown below, with the structure of theoretical courses depicted on the subsequent pages.

Course Structure of MS in Psychology

Course Code		Course Title	Marks	Credits	
Theoretical	Compulsory	PSYM501	Family Psychology	100	4
		PSYM502	Neuropsychology	100	4
		PSYM503	Early Childhood Development and Education	100	4
		PSYM504	Psychosocial Therapy and Intervention	100	4
	Optional (Any One)	PSYM505.01	Psychological Disorders of Childhood and Adolescence	100	4
		PSYM505.02	Neuroleadership		
		PSYM505.03	Environmental Psychology		
		PSYM505.04	Advanced Social Psychology		
Sub-total 1			500	20	
Practical	PSYM506	Thesis/Project	150	6	
	PSYM507	Internship	100	4	
Oral	PSYM508	Seminar	50	2	
	PSYM509	Viva Voce	50	2	
Sub-total 2			350	14	
Grand Total			850	34	

PSYM 501: Family Psychology**Credit Hours: 4****Unit Contents****1 Introduction to Family Psychology**

1.1. A Scientific Paradigm for Family Psychology:

Domains of Inquiry, Core Theory Dimensions, Systemic “Family Psychology”
Paradigm**2 Marriage**

2.1. A Critical View of Marriage and Marital Satisfaction

2.2. Marital Satisfaction: An Integrated Model

2.3. Marital Satisfaction: Assessment and Diagnosis

2.4. Marriage Education

3 Marital intervention**4 Families in Divorce and Remarriage**

4.1 Divorce, Remarriage and Stepfamilies

4.2. Theories and Models of Remarriage and Stepfamilies

4.3. Children’s Adjustment in Stepfamilies

4.4. Relationships in Stepfamilies

4.5. Parenting and Stepparenting

4.6. Conflict in Stepfamilies

5 Family Diversity

5.1. Race, Culture, Ethnicity

5.2. Diversity: A Cultural and Social Environmental Framework

6 Qualitative Research and Family Psychology

6.1. Definitions and Other Fundamentals

6.2. The Products of Qualitative Research

6.3. Using Qualitative Methods with Quantitative Methods

6.4. Some Common Concerns

7 Training in Family Psychology: A Competencies-Based Approach

7.1 Core Competencies in Professional Psychology

7.2. Training in Competencies in Family Psychology

8 Couple and Family Assessment

8.1. Characteristics of Family Functioning

8.2. Issues in Assessing Families.

8.3. Clinical Application of Family Assessments

9 Therapies in Family Psychology

9.1. Solution-Focused Brief Therapy

9.2. Behavioral and Cognitive-Behavioral Therapies

10 Ethical and Legal Considerations in Family Psychology

10.1. Competence in Family Psychology

10.2. Unique Ethical Issues in Family Psychology Practice

Readings

Bray, J. H., & Stanton, M. (Eds.). (2009). *The Wiley-Blackwell handbook of family psychology*. Wiley Blackwell. <https://doi.org/10.1002/9781444310238>

Pinsof, W. M., & Lebow, J. L. (Eds.). (2005). *Oxford series in clinical psychology. Family psychology: The art of the science*. Oxford University Press.

PSYM502: Neuropsychology**Credit Hours: 4****Unit Contents****1 The Beginnings of Neuropsychology**

- 1.1. What is neuropsychology?
- 1.2. The brain hypothesis
- 1.3. The neuron hypothesis
- 1.4. Modern developments

2 Imaging the Brain's Activity

- 2.1. The brain's electrical activity:
Single-cell recording, Electroencephalographic (EEG) recording; Event-related potential (ERP) recording; Megnetoencephalography (MEG); Transcranial magnetic stimulation (TMS)
- 2.2. Static brain imaging technique:
Conventional radiography; Pneumoencephalography; Angiography; Computerized tomography
- 2.3. Dynamic brain imaging:
Positron-emission tomography (PET); Magnetic resonance imaging (MRI); Functional magnetic resonance imaging (fMRI)

3 Organization of the Sensory and Motor Systems

- 3.1. Principles of sensory system function
- 3.2. Vision
- 3.3. Hearing
- 3.4. Balance
- 3.5. Body senses
- 3.6. Taste and smells
- 3.7. Principles of motor-system function
- 3.8. Neocortical contribution to movement control

4 Neocortical Structure and Function

- 4.1. The structure of the cortex
- 4.2. Functional organization of the cortex

5 Anatomy and Function of the Lobes

- 5.1. Anatomy of the occipital lobes

Unit Contents

- 5.2. A theory of occipital-lobe function
- 5.3. Anatomy of the parietal lobes
- 5.4. A theory of parietal-lobe function
- 5.5. Anatomy of the temporal lobes
- 5.6. A theory of temporal-lobe function
- 5.7. Anatomy of the frontal lobes
- 5.8. A theory of frontal-lobe function

6 Cerebral Asymmetry

- 6.1. Anatomical asymmetry in the human brain
- 6.2. Asymmetry in the neurological patients
- 6.3. Behavioral asymmetry in the intact brain
- 6.4. Neuroimaging and asymmetry
- 6.5. Theoretical arguments: What is lateralized?
- 6.6. Handedness and functional asymmetry
- 6.7. Sex differences in cerebral organization
- 6.8. Environmental effects on asymmetry

7 Memory and the Brain

- 7.1. Amnesia
- 7.2. Two kinds of memory
- 7.3. Two kinds of explicit memory
- 7.4. Role of the hippocampus in memory
- 7.5. Multiple memory systems
- 7.6. Short-term memory

8 Brain Plasticity, Recovery and Rehabilitation

- 8.1 Environmental effect on brain development
- 8.2 Brain injury and plasticity
- 8.3 Experimental approaches to studying plasticity
- 8.4 Plasticity in the intact adult brain
- 8.5 Can plasticity support functional recovery?
- 8.6 Examples of functional restitution
- 8.7 Plasticity in the injured brain
- 8.8 Variables affecting recovery
- 8.9 Therapeutic approaches to brain damage

Readings

Banich, M. T. (1997). *Neuropsychology: The Neural Bases of Mental Function*. Houghton Mifflin.

Beaumont, J. G. (2008). *Introduction to Neuropsychology (2nd Ed.)*. Guilford Publications, Inc.

Kolb, B., & Wishaw, I. Q. (2008). *Fundamentals of Human Neuropsychology (6th Ed.)*. Worth Publishers.

Martin, G. N. (2006). *Human Neuropsychology (2nd Ed.)*. Prentice Hall.

Stirling, J. (2001). *Introducing Neuropsychology (1st Ed.)*. Psychology Press.

Zillmer, E., Spiers, M., & Culbertson, W. C. (2007). *Principles of Neuropsychology (2nd Ed.)*. Thomson/Wadsworth.

PSY M 503: Early Childhood Development and Education**Credit Hours: 4****Unit Contents****1 Introduction to Early Childhood Development and Education**

- 1.1. Definition of Early Childhood Development and Early Childhood Education
- 1.2. Historical Development of Early Childhood Development
- 1.3. Early Childhood Education as a field in the making
- 1.4. Early Childhood as a time to intervene for education
- 1.5. Implication for practice in Early Childhood Development and Education

2 Research Methodologies used in Child Development and Early Childhood Education

- 2.1. Observational method used in Child Development:
Open Methods: Case History/Diary; Specimen Description; Closed Methods: Event Sampling, Trait Rating, Time Sampling, Field Unit, Analysis
- 2.2. Experimental Studies used in Child Development:
Threats to Experimental Validity; Relevance of Experiment
- 2.3. Research methods in early childhood education:
Systematic Research Methodologies; Qualitative Research Methodologies

3 Biological Beginning

- 3.1. Some Genetic Principles
- 3.2. Methods used by Behavior Geneticists
- 3.3. Abnormalities in Genes and Chromosomes
- 3.4. Genetic Counselling

4 Attachment theory and its effects on Early Childhood Development and Education

- 4.1. Measuring the security of attachment
- 4.2. Stability of attachment
- 4.3. Cultural variations
- 4.4. Factors affecting attachment security
- 4.5. Attachment and its effects on Early Childhood Development and Education

5 Child Abuse and its effects on Early Childhood Development and Education

5.1. Physical Abuse's Nature and Scope of the Problem:

Etiology, Risk and Protective Factors; Correlates and Effects of Physical Abuse on Early Childhood Development and Education; Assessment, Prevention and Treatment of Physical Abuse

5.2. Sexual Abuse's Nature and Scope of the Problem:

Etiology, Risk and Protective Factors; Correlates and Effects of Sexual Abuse on Early Childhood Development and Education; Assessment, Prevention and Treatment of Sexual Abuse

6 School Readiness in Early Childhood Development and Early Childhood Education

6.1. School Readiness:

Children's readiness for school; Schools' readiness for children; Family and community supports and services that contribute to children's readiness for school success

6.2. Readiness conditions

6.3. Essential elements and importance of school readiness

7 Whole School Approaches & Individualized Education Approaches in Kindergarten

7.1. Whole School Approach:

Definitions, Inclusion means all; How ready is your school for inclusive practice? Readiness for inclusive practice; An example in practice

7.2. Individualized Education Approach:

Individualized Education Plan; Individuals with Disabilities; Education Act; Individualized Family Service Plan; Portage Project

8 Learning by Playing

8.1. Learning by Playing

Definition of Play as an important strategy for learning;

Theories of Play- Psychoanalytic theory, Cognitive-developmental theory, Socio-cultural and ecological theories, Evolutionary and comparative theories

8.2. Development of play as a learning strategy

8.3. Learning through play in organized pre-primary setting, at home and in the community, in the early grades of primary school

8.4. Meaningful play, importance of classroom playing and Outdoor Playing

9 Creativity and Education

9.1. Conceptualizing creativity

9.2. The role of creativity in learning

9.3. Creativity and young children

9.4. A Framework of Creativity

9.5. Creative curriculum and a case study for the potential use of animation in Classroom

9.6. Future direction

10 Early Childhood Education's present status around the world, and Contemporary issues and challenges in Asia Pacific

10.1 Early Childhood Education's present status around the world- US, UK, France, Brazil, SA, Australia

10.2. Contemporary issues and challenges in Asia Pacific- China, Singapore, India, Bangladesh

Readings

Adrienne, G. (2016). *Early Childhood Assessment in School and Clinical Child Psychology*. Springer-Verlag New York.

Berndt, T. J. (1997). *Child Development*. Chicago Brown and Benchmark Publishers.

Bornstein, M. H. & Lamb, M. E. (1988). *Developmental Psychology: An Advanced Textbook*. New Jersey. Lawrence Erlbaum. Associates, Publishers.

Clarke-Stewart, A., Friedman, S. & Coch, J. (1985). *Child Development: A Topical Approach*. John Wiley & Sons.

- Krogh, S. L. & Slentz, K. L. (2010). Routledge. *Early Childhood Education: Yesterday, Today, and Tomorrow (2nd Ed.)*. Routledge.
- Lyman, D. R. & Hembre-Kigin, T. L. (1994). *Mental Health Interventions with Preschool Children*. pleunum Press.
- Minyi, L., Jillian, F., Susan, G. (2017). *Contemporary Issues and Challenge in Early Childhood Education in the Asia-Pacific Region*. Springer Singapore.
- New, R. S. & Cochran, M. (2007). *Early Childhood Education: An International Encyclopedia 1st Edition (Vol. 1-4)*. Praeger Publishers, 88 Post Road West, Westport, CT 06881, USA.
- Santrock, J. W. (1997). *Children*. New York. McGraw Hill.
- Saracho, O. N. (2015). *Handbook of Research Methods in Early Childhood Education: Review of Research Methodologies (Vol. 1)*. Information Age Publishing Inc. Charlotte, NC, USA.

PSY M 504: Psychosocial Therapy and Intervention**Credit Hours: 4****Unit Contents****1 Intentional interviewing, counselling, and psychotherapy**

- 1.1 Interviewing, coaching, counselling, and psychotherapy
- 1.2 The science and art of counselling and therapy
- 1.3 Two key goals of counselling and psychotherapy: Resilience and self-actualization
- 1.4 The microskills hierarchy
- 1.5 Office, community, phone, and internet: Where do we meet clients?

2 Attending and Empathy Skills

- 2.1 Attending behaviour: The foundational skill of listening
- 2.2 Awareness, knowledge, and skills of attending behaviour and empathy skills
- 2.3 Empathy: Awareness, knowledge, and skills

3 Observation Skills

- 3.1 Awareness, knowledge, and skills: Principles for observation
- 3.2 Nonverbal Behavior
- 3.3 Verbal Behavior
- 3.4 Discrepancies, mixed messages, and conflict

4 Questions: Opening Communication

- 4.1 Introduction: Questions
- 4.2 Questioning questions
- 4.3 Awareness, knowledge and skills: Questions for results
- 4.4 Multiple applications of questions

5 Encouraging, Paraphrasing, and Summarizing

- 5.1 Introduction: Encouraging, paraphrasing, and summarizing
- 5.2 Awareness, knowledge, and skills: Encouraging, paraphrasing, and summarizing
- 5.3 Basic techniques and strategies of encouraging, paraphrasing, and summarizing
- 5.4 Multiple applications: Additional functions of the skills of encouraging, paraphrasing, and summarizing

6 Reflecting Feelings

- 6.1 Awareness, Knowledge, and Skills: The Emotional Basis of Counseling and Therapy
- 6.2 The Skill Dimensions of Reflection of Feeling
- 6.3 Multiple Applications of Reflecting Feelings
- 6.4 Key Points and Practice in reflecting feelings

7 Cognitive Behaviour Therapy

- 7.1 Learning processes and problem development
- 7.2 Assessment and formulation
- 7.3 Treatment
- 7.4 Disengagement

8 Nonviolent Communication (NVC)

- 8.1 The NVC process
- 8.2 Applying NVC in our lives and the world
- 8.3 Communication that blocks compassion

9 Expressing Requests

- 9.1 Using positive action language
- 9.2 Making requests consciously
- 9.3 Asking for a reflection
- 9.4 Requesting honesty
- 9.5 Making requests of a group
- 9.6 Requests versus demands
- 9.7 Defining our objective when making requests

Readings

- Beck, J. S., & Beck, A. T. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford press.
- Carr, A., & McNulty, M. (Eds.). (2016). *The handbook of adult clinical psychology: an evidence based practice approach*. Routledge.
- Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Nelson Education.
- Poorman, P. B. (2003). *Microskills and theoretical foundations for professional helpers*. Pearson College Division.
- Rosenberg, M., & Chopra, D. (2015). *Nonviolent communication: A language of life: Life- changing tools for healthy relationships*. PuddleDancer Press.

Sutton, J., & Stewart, W. (2017). *Learning To Counsel: How to develop the skills, insight and knowledge to counsel others*. Robinson.

PSYM 505.01: Psychological Disorders of Childhood and Adolescence**Credit Hours: 4****Unit Contents****1 Introduction**

1.1 Abnormal Child Psychology:

Child Psychopathology as a Unique Discipline; Clinical Child Psychology: Focus on Development; Understanding Maladaptive Behaviors from a Developmental Perspective; The Five Recurrent Themes

1.2 Understanding Abnormal Development:

Child Psychopathology and Adult Psychopathology; Determining Normal From Abnormal Behavior; The Four D's: Concepts of Abnormality; Theoretical Perspectives

1.3 Understanding Abnormal Development: Risks and Protective Factors:

Contexts of Development; Prevention and Health Promotion

2 Intellectual Disability (ID)

2.1 Definition and Systems of Classification

2.2. Developmental and Associated Features

2.3. Etiology and ID Subtypes

2.4. Risks and Protective Factors

2.5. Assessment

2.6. Intervention and Prevention

3 Autism Spectrum Disorder (ASD)

3.1. Description and Associated Features

3.2. Specifiers for ASD

3.3. Impairment in Social Interaction: Developmental Considerations

3.4. Impaired Language and Communication

3.5. Restricted, Repetitive Behaviors and Interests

3.6. Intellectual Functioning: ASD and Intellectual Developmental Disabilities

3.7. Developmental Issues and Concerns

3.8. Prevalence and Etiology

3.9. Assessment Treatment and Intervention

4 Specific Learning Disabilities

4.1. Current Issues: Definition and Systems of Classification

4.2. Two Systems of Classification: The DSM-5 (APA, 2013) and IDEA (2004)

The DSM-5 (APA, 2013): Clinical Classification and Diagnostic Criteria; IDEA (2004): Educational Definition and Eligibility Criteria

4.3. Specific Types of Learning Disabilities

5 Attention Deficit Hyperactivity Disorder (ADHD)

5.1. Current Clinical Description of ADHD

5.2. Developmental Considerations and Associated Features

5.3. Comorbid and Related Disorders

5.4. Etiology: The Biological and Neurological Model

5.5. Assessment

5.6. Treatment

6 Internalizing Disorders

6.1 Anxiety Disorders and Obsessive Compulsive and Related Disorders:

Anxiety: A Conceptual Perspective; Separation Anxiety Disorder; Selective Mutism; Specific Phobias and Fears; Social Anxiety Disorder (Social Phobia); Panic Disorder; Agoraphobia; Generalized Anxiety Disorder; Obsessive-Compulsive Disorder

6.2 The Mood Disorders: Depression, Bipolar Disorder, Suicide:

Depressive Symptoms and Syndromes; Depressive Disorders; Adjustment Disorder With Depressed Mood; Disruptive Mood Dysregulation Disorder (DMDD); Persistent Depressive Disorder (PDD); Major Depressive Disorder (MDD)

6.3 Bipolar Disorders:

Description and Associated Features; Types of Bipolar Disorders; Risk Factors and Prevalence; Developmental Course; Issues in Understanding Bipolar Disorder in Children and Youth; Etiology and Theoretical Perspectives; Assessment and Differential Diagnosis; Assessment and Treatment

6.4 Suicide:

Suicide Attempts and Nonsuicidal Self Injury (NSSI); NSSI and Risk for Suicide Intent; Prevalence Rates; Treatment Alternatives; Suicide and Developmental Course; Risks and Protective Factors; Etiology; Assessment, Treatment, Intervention and Prevention

7 Externalizing Problems and Disorders

7.1 Behavioral Problems and Disruptive Disorders:

Aggressive Behavior Across the Developmental Spectrum; The Disruptive Behavior Disorders; Oppositional Defiant Disorder (ODD); Conduct Problems and Conduct Disorder (CD); The Disruptive Behavior Disorders: Etiology; Disruptive Behavior Disorders: Risks and Protective Factors; Disruptive Behavior Disorders: Assessment, Treatment and Intervention.

7.2. Elimination Disorders:

Enuresis- Presentation of the Current Diagnostic Criteria in DSM-5; Comment on the DSM-5 Diagnostic Criteria for Enuresis; Etiology and, Symptom Presentation; Course and Prognosis and, Developmental Challenges; Assessment of Enuresis; Treatment and Outcome.

Encopresis- Current Diagnostic Criteria in the DSM-5; Etiology; Symptom Presentation; Course and Developmental Challenges; Assessment and Diagnostic Procedures; Treatment and, Prognosis and Outcomes.

8 Problems with Onset in Later Childhood or Adolescence

8.1 Eating and Feeding Disorders:

Disordered Eating, Body Dissatisfaction, Obesity, and Weight Control; Avoidant/Restrictive Food Intake Disorder; Anorexia Nervosa (AN); Bulimia Nervosa; Etiology and Theoretical Models; Assessment, Intervention, Treatment, and Prevention

8.2 Substance-Related Disorders:

Substance Use Disorders, Substance-Induced Disorders, Intoxication, Withdrawal; Youth Substance Use: Nature and Course; Etiology of Substance Use/Abuse; Treatment and prevention of Substance Disorders

9 Stress, Trauma-Related Disorders and Child Maltreatment

- 9.1. Adjustment Disorders: Nature and Developmental Course
- 9.2. Adjustment Problems in Early and Middle Childhood
- 9.3. Adjustment Problems in Adolescence
- 9.4. Traumatic Attachment Disorders
- 9.5. Traumatic Stress Disorders
- 9.6. Nature and Developmental Course of the Traumatic Stress Disorders
- 9.7. Child Maltreatment and Trauma
- 9.8. Types of Child Maltreatment
- 9.9. Child and Family Characteristics
- 9.10. Prevention and Intervention for Child Maltreatment

10 Disorders of childhood and adolescence in the context of Bangladesh**Readings**

- Comer, R. J. (2015). *Abnormal psychology* (9th ed.). New York, NY: Worth Publishers.
- Goldstein, S., & DeVries, M. (Eds.). (2017). *Handbook of DSM-5 Disorders in Children and Adolescents*. Gewerbestrasse: Springer International Publishing AG.
- Lyman, D.R., & Hembre-Kigin, T.L. (1994). *Mental Health Interventions with Preschool Children*. New York: Springer.
- Matson, J. L. (Ed.). (2018). *Handbook of Childhood Psychopathology and Developmental Disabilities Assessment, Autism and Child Psychopathology Series*, Gewerbestrasse: Springer International Publishing AG
- Wilmshurst, L. (2017). *Abnormal Child and Adolescent Psychology: A Developmental Perspective* (2nd ed.). New York: Routledge.

PSY M 505.02: Neuroleadership**Credit Hours: 4****Unit Contents****1 The Field of Neuroleadership**

- 1.1. The emerging field of neuroleadership
- 1.2. Defining neuroleadership as a field
- 1.3. Neuroleadership and integrative neuroscience

2 Making Decisions and Solving Problems

- 2.1. How insight happens: learning from the brain
- 2.2. Using the whole brain to improve strategic reasoning
- 2.3. Neural substrates of corporate decision making

3 Regulating Emotions

- 3.1. Staying cool under pressure: insights from social-cognitive neuroscience and their implications for self and society
- 3.2. The brain's braking system
- 3.3. The neuroscience of mindfulness
- 3.4. Mindfulness, well-being, and performance
- 3.5. The potential contribution of neuroscience to authentic leadership
- 3.6. Mindfulness as capacity: at the threshold of leadership's next wave?

4 Collaboration and business

- 4.1. Herman's brain dominance concept
- 4.2. Supportive leadership by Huther
- 4.3. SCARE: a brain-based model for collaborating with and influencing others.
- 4.4. SCARF in 2012: updating the social neuroscience of collaborating with others
- 4.5. Neuroleadership according to Elger
- 4.6. Pillay's brain based approach
- 4.7. Neuroscience of engagement
- 4.8. Evolution of the approaches
- 4.9. Mapping leadership behaviors to neuroleadership models: a NASA case study

5 Facilitating Change

- 5.1. Turn the 360 around
- 5.2. Learning that lasts through AGES
- 5.3. Neuroleadership and the productive brain
- 5.4. Neuroscience of engagement and SCARF: why they matter to schools
- 5.5. Application of neuroscience in executive team coaching: the WSR Case

6 Neuromarketing: Brain-Based Selling and Influencing

- 6.1. Celebrities Sell
- 6.2. Framing the Purchase Choices
- 6.3. Hyperbolic Discounting
- 6.4. Turning It Upside Down: When We Are the Marketers
- 6.5. The Power of Free/Zero
- 6.6. The Single Best Persuasion Technique

7 Practical Applications

- 7.1. Introduction
- 7.2. ACTIVE Model:
 - Analysis; Consistency Profile; Transformation; Inconsistency Avoidance; Verification

8 Competencies of the Neuroleader**Readings**

- Fabritius, F. & Hagemann, H. W. (2017). *The Leading Brain: Powerful Science-Based Strategies for Achieving Peak Performance*. Tarcherperigee, New York, USA.
- Ghadiri, A., Habermacher, A., & Peters, T. (2012). *Neuroleadership: A Journey Through the Brain for Business Leaders*. Springer-Verlag Berlin Heidelberg.
- Howard, P. J. (2014). *The Owner's Manual for the Brain: The Ultimate Guide to Peak Mental Performance at All Ages*. HarperCollins Publishers, 195 Broadway, New York, NY 10007.
- Page, F. (2017). *Neuroleadership: How the World's Best Leaders Use Psychology to Win*. Neurotriggers.
- Rock, D. (2020). *Your Brain at Work Revised and Updated*. HarperCollins Publishers, 195 Broadway, New York, NY 10007. USA.
- Rock, D. & Ringleb, A. H. (2013). *Handbook of Neuroleadership*. Neuroleadership Institute. New York, USA.

Swart, T., Chisholm, K. & Brown, P. (2015). *Neuroscience for Leadership: Harnessing the Brain Gain Advantage*. Palgrave Macmillan.

PSY M 505.03: Environmental Psychology**Credit Hours: 4****Unit Contents****1 Environmental Psychology: History, Scope, and Methods**

- 1.1. Introduction, history, and current scope of environmental psychology
- 1.2. Characteristics of environmental psychology
- 1.3. Research methods of environmental psychology

2 Measuring Environmental Behavior

- 2.1. What to measure---behavior or impact?
- 2.2. How should environmental behavior be measured?
- 2.3. Multi- and unidimensional conceptualization of environmental behavior

3 Models to Explain Environmental Behavior

- 3.1. Theory of planned behavior
- 3.2. The norm activation model
- 3.3. The value-belief-norm theory of environmentalism
- 3.4. Goal framing theory

4 Personal Space and Territoriality

- 4.1. Functions of personal space and territoriality
- 4.2. Study methods, determinants, and consequences of personal space
- 4.3. Origins, functions, study methods, and research evidence of territoriality

5 Environmental Stress

- 5.1. Conceptualizations of stress
- 5.2. Effects of environmental stress:
Noise; Crowding; Poor housing quality; Poor neighborhood quality; Traffic congestion

6 Urban Environmental Quality

- 6.1. Urban setting as a source of stress, discomfort, restoration, and well-being
- 6.2. A multidimensional approach to urban environmental quality
- 6.3. The multi-place approach

7 Environment and Quality of Life (QoL)

- 7.1. Objective and subjective Quality of Life (QoL)
- 7.2. Unidimensional and multidimensional measures of QoL
- 7.3. Research overview on environment and QoL

8 Disasters and Pollution

- 8.1. Content, characteristics of disasters
- 8.2. Perception and psychological effects of disasters
- 8.3. Environmental theories of disasters
- 8.4. Primary and secondary victims
- 8.5. Perception, health issues, performance, and social behavior under air pollution

9 Environmental Issues in Developing Countries

- 9.1. Introduction, predicting behavior and behavior change
- 9.2. Environmental concern and public health problems
- 9.3. Living environments in developing countries

10 Changing Behavior to Save the Environment

- 10.1. Introduction, how can environmental psychology guide environmentally responsible actions?
- 10.2. The commons dilemma as an environment-behavior problem strategy to encourage environmentally responsible behavior
- 10.3. Beyond traditional behavioral interventions

Readings

- Bechtel, R.B. & Churchman, A. (Editors) (2002). *Handbook of Environmental Psychology*. NY, USA: John Wiley & Sons, Inc.
- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2005). *Environmental Psychology*. 5th edition. East Sussex, London, UK: Psychology Press (Taylor & Francis Group).
- Blum, A., Singer, J.E. & Valins, S. (Editors.), (1978). *Advances in Environmental Psychology*. New York, USA: Erlbaum.
- Gifford, R. (Editor) (2016). *Research Methods for Environmental Psychology*. West Sussex, UK: John Wiley & Sons, Ltd.
- Heimstra, N.W. & McFarling, L.H. (1974). *Environmental Psychology*. Belmont, C.A. Brooks/Cole.
- Steg, L., Berg, A.E.V.D., & DeGroot, J.I.M. (Editors.) (2013). *Environmental Psychology An Introduction*. West Sussex, UK: BPS Blackwell Publishing (British Psychological Society and John Wiley & Sons, Ltd.)
- Valentin, J. & Gamez, L. (Editors) (2010). *Environmental Psychology New Developments*. NY, USA: Nova Science Publishers, Inc.

PSY M 505.04: Advanced Social Psychology**Credit Hours: 4****Unit Contents****1 The social psychology of groups**

- 1.1. Group cohesiveness
- 1.2. Group problem solving
- 1.3. Cooperation and competition
- 1.4. Aggression and violence
- 1.5. Risk taking

2 Social attitudes and motives: their measurement

- 2.1. Authoritarian attitudes
- 2.2. Achievement motive and need for affiliation and other social attitudes
- 2.3. Altruism: helping others- Theories: Social Exchange, Social Norms and Evolutionary Psychology
- 2.4. Factors influencing altruism

3 The Social psychology of psychological research

- 3.1. Experimenter influence
- 3.2. Experimenter expectancy effects
- 3.3. Experimenter effects
- 3.4. Subjects perception of experimental situation and their motivation
- 3.5. Suspiciousness: Their Implication for future research

4 Social Beliefs and judgments

- 4.1. Explaining others:
Attributing causality; Fundamental attribution errors; Why do we make the attribution error?
- 4.2. Explaining ourselves:
Attributions for positive and negative events; Self –disparagement; Self-handicapping; Self-presentation; Information processing; Self-esteem motivation; Self-efficacy

5 Norms and Roles

- 5.1 Norms:
Universal norms; Norms vary with culture; Norms vary with gender
- 5.2. Roles:
Effects of role playing; Roles that dehumanize; High and low status roles; Role reversal

6 Crime

6.1. Definition: The classification of crimes

6.2. Methods for studying criminal behavior

6.3. Social roots of crime:

Frustration; Aggression and crime; Presence of guns; Deindividuation;
Conformity; Compliance and obedience

6.4. The Environmental roots of crime:

Heat and crime; Noise and crime; Natural disasters and crime; Personal
space and crime; Crowding and crime; Territoriality and crime; Geography
and crime

7 Psychology in the courtroom

7.1. Eyewitness testimony

7.2. The Jurors as individuals

7.3. The Jury as a group

8 Preventing crime

8.1. Prevention Through Punishment

8.2. Prevention Through Policing

8.3. Prevention Through Community Action

8.4. Prevention Through Individual and Family Intervention

8.5. School- Based Prevention

Readings

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