# University of Dhaka

Syllabus of Four-Year Bachelor of Science (BS) Honors Program in the

Department of Psychology

for

the Sessions 2020-2021 and Onwards

# University of Dhaka

*The Credit Distribution of Courses of Four-Year Bachelor of Science (BS)*
*Honors Program* in the Department of Psychology at the University of Dhaka
for the Sessions 2020-2021 and Onwards

| Year | Courses | Marks | Credits |
|------|---------|-------|---------|
| 1st Year | Departmental Courses | 450 | 18 |
| | Extra Departmental Courses | 200 | 8 |
| | Total | **650** | **26** |
| 2nd Year | Departmental Courses | 700 | 28 |
| | Extra Departmental Courses | 200 | 8 |
| | Total | **900** | **36** |
| 3rd Year | Departmental Courses | **900** | **36** |
| 4th Year | Departmental Courses | **1050** | **42** |
| | **Grand Total** | **3500** | **140** |

## 2020-2021 Session and Onward

The BS (Honors) in Psychology is a four-year educational program. The detailed layout of the offered courses in this program is shown below, with the structure of theoretical courses depicted on the subsequent pages.

### First Year

| Course Code | Course Title | Marks | Credit Hours |
|---|---|---|---|
| PSY 101 | Introduction to Psychology | 100 | 4 |
| PSY 102 | Statistics in Psychology I | 100 | 4 |
| PSY 103 | Experimental Psychology | 100 | 4 |
| PSY 104 | Bangladesh Studies (Extra Departmental Course) | 100 | 4 |
| PSY 105 | Introduction to Sociology (Extra Departmental Course) | 100 | 4 |
| PSY 106 | Practical (Experimentation) | 100 | 4 |
| PSY 107 | Viva Voce | 50 | 2 |
| | **Total** | **650** | **26** |

### Second Year

| Course Code | Course Title | Marks | Credit Hours |
|---|---|---|---|
| PSY 201 | Developmental Psychology I | 100 | 4 |
| PSY 202 | Statistics in Psychology II | 100 | 4 |
| PSY 203 | Basic Psychometrics | 100 | 4 |
| PSY 204 | Social Psychology | 100 | 4 |
| PSY 205 | Biopsychology | 100 | 4 |
| PSY 206 | Data Analysis and Computers (Extra Departmental Course) | 100 | 4 |
| PSY 207 | Social Work (Extra Departmental Course) | 100 | 4 |
| PSY 208 | Presentation | 50 | 2 |
| PSY 209 | Practical (Experimentation) | 100 | 4 |
| PSY 210 | Viva Voce | 50 | 2 |
| | **Total** | **900** | **36** |

## Third Year

| Course Code | Course Title | Marks | Credit Hours |
| --- | --- | --- | --- |
| PSY 301 | Developmental Psychology II | 100 | 4 |
| PSY 302 | Statistics in Psychology III | 100 | 4 |
| PSY 303 | Abnormal Psychology | 100 | 4 |
| PSY 304 | Psychology of Perception | 100 | 4 |
| PSY 305 | Industrial Psychology | 100 | 4 |
| PSY 306 | Research Methodology | 100 | 4 |
| PSY 307 | Forensic Psychology | 100 | 4 |
| PSY 308 | Presentation | 50 | 2 |
| PSY 309 | Practical (Testing) | 100 | 4 |
| PSY 310 | Viva Voce | 50 | 2 |
| | **Total** | **900** | **36** |

## Fourth Year

| Course Code | Course Title | Marks | Credit Hours |
| --- | --- | --- | --- |
| PSY 401 | Positive Psychology | 100 | 4 |
| PSY 402 | Personality Psychology | 100 | 4 |
| PSY 403 | Theories of Learning | 100 | 4 |
| PSY 404 | History and Systems in Psychology | 100 | 4 |
| PSY 405 | Organizational Behavior | 100 | 4 |
| PSY 406 | Counseling Psychology | 100 | 4 |
| PSY 407 | Educational Psychology | 100 | 4 |
| PSY 408 | Cognitive Psychology | 100 | 4 |
| PSY 409 | Practical (Research Project) | 100 | 4 |
| PSY 410 | Practical (Internship) | 100 | 4 |
| PSY 411 | Viva Voce | 50 | 2 |
| | **Total** | **1050** | **42** |

# First Year BS Honors

## PSY 101: Introduction to Psychology
## Credit Hours: 4

**Unit   Contents**
1. **Introduction**

   1.1 Definition and nature of Psychology

   1.2 Psychology as a scienc

   1.3 Approaches to the study of Psychology: Neurobiological approach, Behavioral approach, Cognitive approach, Psychoanalytic approach, Humanistic approach

   1.3 The subfields of Psychology: Experimental and Physiological  Psychology, Clinical and Counseling Psychology, Industrial, Personnel and Engineering Psychology, School and Educational Psychology, Social Psychology, Developmental Psychology, Personality Psychology;

   1.4 The Methods of Psychology: Experimental method, Observational method, Archival Research, Case history, Survey method

2. **Biological Bases of Behavior**

   2.1 Cells, tissues, organs and systems of the body

   2.2 Basic units of nervous system: Neurons, Structure and Connectors

   2.3 Transmission of neural impulses

   2.4 The Major Divisions of Nervous system: The central nervous system,  Brain and spinal cord, The peripheral nervous system-Somatic and Autonomic system

   2.5 Glands: Exocrine and Endocrine glands; Genetic influences of behavior

3. **Sensation and Perception**

   3.1 What is Sensation?

   3.2 Measuring sensory experience- absolute, differential, and terminal thresholds

   3.3 Visual Auditory and other senses

   3.4 The nature of perception

   3.5 Selectivity in perception: Selective attention, Determiners of stimulus selection

   3.6 Form perception: Figure and ground, Contour perceptual organization

   3.7 Perceptual Constancy-Size and Brightness constancy

   3.8 Depth perception- Monocular and Binocular cues to depth perception

4. **Learning**

    4.1 Definition of learning

    4.2 Classical conditioning: processes in classical conditioning, Classical  conditioning and human behavior

    4.3 Operant conditioning: processes on operant conditioning, Types of reinforcement, Schedules of reinforcement, Shaping

    4.4 Cognitive mapping: Latent learning, Insight learning, Observational learning

5. **Memory and Forgetting**

    5.1 Defining memory

    5.2 Types of Memory: Sensory memory, Short-term memory, Long term memory

    5.3 Memory Dysfunctions

    6.4 Improving Memory

    5.4 The Physiology of memory

    5.5 Why do we forget? Interferences, Decay, Retrieval failure, Repression

6. **Language, Thinking and Problem Solving**

    6.1 The structure and rules of language

    6.2 How language is learned

    6.3 Language and Concepts

    6.4 The thinking process

    6.5 Problem solving

7. **Motivation**

    7.1 Defining motivation

    7.2 Theories of motivation: Instinct theory, Drive theory, Arousal theory, Opponent process theory, Incentive theory, Cognitive theory, Maslow's  Hierarchy theory of motivation

    7.3 Classification of Motives: Biological Motives, Social Motives

    7.4 Activity and stimulation needs

    7.5 Motivation and Behavior

8. **Emotion**

    8.1 Defining emotion

    8.2 Theories of emotion: James-Lange theory of emotion, Cannon-Bard theory of emotion and Schachter-Singer theory of emotion

    8.3 Physiological correlates of emotion

    8.4 The brain and emotions

    8.5 Primary emotions

9. **Personality**

   9.1 Defining Personality

   9.2 Determinants of personality

   10.3 Approaches to Personality: Freud and Neo-Freudians, Allport-  Identifying Basic
        Characteristics, Cattle & Eysenck: Factoring out Personality

   9.4 Are we born with Personality?

   9.5 Measuring Personality

10. **Intelligence and Creativity**

   10.1 Definition of intelligence

   10.2 Measurement of intelligence

   10.3 Representative Intelligence tests

   10.4 Creativity and Intelligence

**Readings**

Crider, A.B., Goethals, G.R., Roberts, D, Kavanaugh, R.D., Solomon, P.R. Psychology Scott, Foresman (1993), *Psychology* (Latest edition) New York: Harper Collins college publishers.

Feldman, R.S. (2002). *Understanding Psychology* (6th ed.). New York: McGraw Hill Hisher education.

Huffman, K. (2004). *Psychology in Action* (7th ed.) U.S.A.: John Wiley and Sons, Inc.

Morgan, C.T. and King. RA Wisz. J.R. & Shoopier. C. (1966), *Introduction to Psychology*. New York. McGraw Hill, Latest ed.

Munn, N.L. (1969), *Psychology: The Fundamental of Human Adjustment George G. Harrap and Co. Ltd.* 1966. Latest ed.

Newman, P.R.& Newman, B.M. (1983), *Principles of Psychology: Illionois Homewood: Homewood:* The Dorsey Press, Latest ed**.**

**PSY 102:  Statistics in Psychology I**

**4 Credits**

**Unit    Contents**

1. **Introduction**

    1.1. Nature, scope definition and classification of statistics

    1.2. Why statistics in psychology

    1.3. Data and their types

    1.4.The idea of quantification, Scales of measurement

    1.5. Variable and their types

    1.4. Nature of psychological research

2. **Symbolic Representation of Data**

    2.1. Advantages of symbol in mathematics

    2.2. Conventional rules for symbolic representation of data

    2.3. The summation notation

3. **Frequency Distribution**

    3.1. Grouping of data

    3.2. Choosing class intervals

    3.3. Apparent and true limits of class intervals

    3.4. Frequency and cumulative frequency distributions

    3.5.  Graphic representation of data: Histogram, frequency polygon and cumulative frequency polygon

4. **Measures of Central Tendency**

    4.1. What is central tendency?

    4.2. Computing mean, median, and mode

    4.3. Properties and uses of the three measure of central tendency

    4.4. When to apply mean, median and mode

5. **Measures of Variability**

    5.1. Need to measure variability

    5.2. Computing Range, Inter-quartile range, Semi-interquartile range, Mean deviation, The variance, standard deviation and coefficient of variation

6. **Measures of Skewness and Kurtosis**

    6.1. Moments about the mean

    6.2. Positive and Negative Skewness

    6.3. Leptokurtic Mesokurtic, and Platykurtic Distribution

7. **Correlation**

    7.1. Positive versus Negative correlation, Linear versus Non-linear correlation, Low, Moderate, Strong, and Perfect correlation

    7.2. The Scatter Diagram

    7.3. Bivariate correlation: Pearson product-moment correlation, Spearman rank-order correlation, Kendall's rank-order correlation, Pearson biserial and point-biserial correlations; Partial and Semi-partial (or Part) correlations

8. **Regression**

    8.1. Some important information about straight lines

    8.2. The method of least squares

    8.3. Assessing the goodness of fit: sum of squares, $R$ and $R^2$

    8.4. Assessing individual predictors

    8.5. Types of regressions

9. **Score Transformations**

    9.1. The need for transformed/derived scores

    9.2. Types of transformations: Linear transformation- $z$ and $T$ scores, Non-linear transformation – Percentile Points and Percentile Ranks, Normalized transformation- Stanines

    9.3. Combining measures from different distributions

**Readings**

Blommers, P. & Lindquist, E. F. (1960). Elementary Statistical Methods in Psychology and *Education*. New Delhi: Book Company.

Elifson, K. W., Runyon, R. P. & Haber, A. (1998). *Fundamentals of Social Statistics*. Boston: McGraw Hill.

Ferguson, G. A. & Takane.Y. (1989). Statistical Analysis in Psychology and Education. NY: McGraw Hill Book Company

Garrett, H. E. & Woodworth, R. S. (1981). *Statistics in Psychology and Education*. London: Longmans, Green and Company.

Guilford, J. P. (1979). *Fundamental Statistics in Psychology and Education*. NY: McGraw Hill.

Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical Reasoning in Psychology and Education*. Singapore: John Wiley & Sons, Inc.

**PSY 103: Experimental Psychology**

**Credit Hours: 4**

**Unit   Contents**
1.  **The Scientific Method and Psychology**

    1.1  Science and commonsense

    1.2  Goals or objective of science

    1.3  Rules of Sciences

    1.4  Scientific method and its characteristics

    1.5  Classification of science

    1.6  Psychology as a science

    1.7  Experimental methods as scientific method

    1.8  Scope of experimental Psychology

2.  **Designing and Conducting Experiment**

    2.1  Nature of experiment

    2.2  Types of experiment

    2.3  Steps in planning an experiment

    2.4  Conducting an experiment: An example with psychological variables

3.  **Research Problem**

    3.1  Nature of a research problem

    3.2  Sources of a research problem

    3.3  Selection of a research problem

4.  **Hypothesis**

    4.1 The nature and definition of hypothesis

    4.2 Stating hypothesis, types of statement

    4.3  Importance or functions of hypothesis

    4.4  Criteria of hypothesis

    4.5 Accident, serendipity and hypothesis

5.  **Variables**

    5.1 Nature and types of variables

    5.2  Independent, dependent, and intervening variables

    5.3  Types of relationships between different variables studied in psychology

    5.4  Measures of dependent variables

    5.5  Nature and meaning of control

    5.6  Control of IV

    5.7 Extraneous variables

5.8  Determining extraneous variables

5.9  Techniques of control

5.10    The experimenter as an extraneous variable

5.11    Placebo effect, single blind and double blind techniques

6.  **Experimental Designs**

6.1 Importance of design in research

6.2  Basis of selecting a design

6.3 Two independent groups design

6.4 Multiple groups design

6.5 Two matched groups design

6.6  Repeated measurement design

6.7  Factorial design, Co-relational design

7.  **Quasi-Experimental Design**

7.1 Nature and use of quasi-experimental design

7.2 One-group pretest-posttest design

7.3 Non-equivalent comparison group designs

7.4 Interrupted time series designs

8.  **Psychophysical Methods**

8.1 Basic concepts of psychophysics

8.2 Historical background of psychophysics

8.3 Founders of Psychophysics-Weber and Fechner laws

8.4 Method of limit, Method of constant stimuli

8.5 Method of average error.

8.6 Signal detection theory

9.  **Writing Experimental Reports**

10.  **Ethics of Experimental Research**

**Readings**

Anderson, B. F. (1969). *The Psychology of Experiment: A Introduction to Science Method.* Belment California. Books/Cole publishing company.

Andreas B. G *(1967). Experimental Psychology*. New York: John Wiley and Sons Inc.

Brown. C.W. and Ghiselli. E.E. (1955). *Scientific Methods in Psychology* New York: McGraw Hill

Cozby. P. C. (1985). *Methods in Behavior Research*. Palo Alto and London: Mayfield publishing Company.

McGuigan, F. J. (1993). *Experimental Psychology: Methods of Research* (6th ed.). New Jersey: Prentice Hall.

Morgan, C. L. King, R.A. Weisz. J. R. & Schopler, J (1989.). *Introduction to Psychology*, New York: McGraw Hill.

Osgood G.F. (1994). *Method and Theory in Experimental Psychology A case approach* (5th ed.). Harper Collins College, publishers.

### PSY 104: Bangladesh Studies
### Credit Hours: 4

**Unit    Contents**
1.    **Description of the country and its people**

1.1 Geographical features and their influence : Different janapadas (territorial divisions)

1.2 Origin of the name 'Bangladesh'

1.3 Ethnic composition.

1.4 Language

1.5 Cultural syncretism and religious tolerance. Distinctive identity of Bangladesh in the context of undivided Bangladesh

2.    **Bengal in Ancient Times: Up to 1204 AD**

2.1 Major Dynasties & Personalities

2.2 Shashanka

2.3 Gopala

2.4 Dharmapala

2.5 Vijayasena

2.6 Vallalasena

3.    **Coming of the Muslims and Bengal in Medieval Times: 1204-1757 AD**

1.1 Major Dynasties & Personalities

1.2 Bakhtiyar Khalji

1.3 Shamsuddin Iliyas Shah

1.4 Alauddin Husain Shah

1.5 The Mughal and Bara Bhuiyans of Bengal

1.6 Socio-economic and Cultural Changes under Muslim Rule in Bengal

1.7 Hindu-Muslim Relation

4.    **Bengal in Modern Times:   British Rule -1757 AD-1947 AD**

   4.1 Process of political consolidation of the British rule

   4.2  Battle of Palashi (1757)

   4.3 Permanent Settlement (1793)

   4.4 Peasant Revoution and anti-British movements: Titu Meer

   4.5 Renaissance: Rammhon Roy, Vidyasagar

   4.6 Abdul Latif and Syed Ameer Ali

5.    **Rise of Communalism (1905-47),  'Undivided' Bengal and Partition**

   5.1 Creation of New Province ( E. Bengal & Assam) 1905

   5.2 Rise of communalism under the colonial rule (1905-147)

   5.3 Lahore Resolution   1940

   5.4 The proposal of  Suhrawardi and Sarat Bose for undivided Bengal

   5.5 Consequences

   5.6 The creation of Pakistan 1947

6.    **Language Movement and quest for Bengali Identity**

   6.1  Misrule by  Muslim League and struggle for democratic  politics

   6.2 The Language movement: context and phases

   6.3 United front of Haque – Bhasani – Suhrawardi: election of 1954

   6.4 Consequences

7.    **Pakistan: Disparity and Military Rule**

   7.1 Central and provincial structure

   7.2 Influence of   military and civil bureaucracy

   7.3 Economic, social and cultural disparity

   7.4 Definition of military rules and its characteristics

   7.5 Ayub Khan's rise to power and  characteristics of his rule (Political repression, Basic democracy)

   7.6 Fall of Ayub Khan and Yahia Khan's rule (Abolition of one-unit, universal suffrage, the Legal Framework Order)

8.    **Rise  of Nationalism and the Movement  for  Self-determination**

   8.1 Resistance  against cultural aggression and resurgence of Bengali culture

   8.2  Sheikh Mujibur  Rahman and the 6-point movement

   8.3  Reactions   :  Importance and significance

   8.4 The Agortola Case  1968

   8.5 Recent debate on the Agortola Case 1986

9. **The Mass- upsurge   of 1969 and  Election of 1970**

9.1 11-point movement: background, programme and significance

9.2 Mass upsurge 1969

9.3 Election of 1970 :Election result and centres refusal to comply

9.4 The Non-co-operation movement

9.5 Historic 7th March Speech of Bangabandhu Sheikh Mujibur Rahman

9.6 Operation Searchlight & Declaration of Independence by  Bangabondhu and his arrest

10. **The War of Liberation 1971**

10.1 Genocide, repression of women, refugees

10.2 Formation of Bangladesh government and proclamation of Independence

10.3 The spontaneous early  resistance and subsequent organized resistance (Mukti Fouz, Mukti Bahini, guerillas and the frontal  warfare )

10.4 Publicity Campaign in the  war of Liberation (Shadhin Bangla Betar Kendra, the Campaigns   abroad  and  formation  of  public  opinion )  Contribution  of   students, women and the masses (Peoples war)

10.5 The role of super powers and the Muslim states in the Liberation war

10.6 The Anti-liberation activities of the occupation army, the Peace Committee, Al-Badar, Al-Shams, Rajakars, pro Pakistan political parties and Pakistani Collaborators , killing of the intellectuals

10.7 Trial  of    Bangabondhu  and    reaction  of  the  World  Community.The  overall contribution ob Bangabondhu in the Independence struggle

10.8 The contribution of India in the Liberation War. Formation of  joint command and the Victory

**Readings**

Ahmed, S. and Chowdhury B. M. (2004), *Bangladesh: national culture and heritage: an introductory reader.* Dhaka: Independent University Bangladesh.

*Banglapeida* (Encylopedia of Bangladesh) Vol. 1-14 & CD Vol-1. (Asiatic Society of Bangladesh)

Chowdhury A M  (2020)  *History of Bangladesh :* Ancient, Medieval and Early Modern Period

Glăveanu V. &  Yamamoto K. (2012)  Bridging History and Social Psychology: What, How and Why, *Integrative Psychological and Behavioral Science 46*(4):431-9

Hossain A. (2011) *An Outline of the History of Bangladesh* [In Bengali]. Dhaka: J K Publishers

Islam S. (1997), *History of Bangladesh 1704-1971*, vols. I & II. Dhaka: Asiatic Society of Bangladesh.

Mamoon M. (2013), *History of the Emergence of Independent Bangladesh* [In Bengali],

Dhaka:Shubono.

Majumdar R. C. (1944) *History of Bengal*, vol. I. Dhaka: University of Dhaka.

Schendel, W. (2009), *A History of Bangladesh*, Cambridge: Cambridge University Press.

Sarkar J. (1948), *History of Bengal*, vol. II. Dhaka: University of Dhaka, Dhaka: Asiatic Society of Bangladesh.

## PSY 105: Introduction to Sociology

## Credit Hours: 4

**Unit    Contents**

1. **Introduction to Sociology**

    1.1 Studying Sociology

    1.2  Socio-cultural contest of the emergence of Sociology

    1.3  Sociological perspective

    1.4  Four theoretical issues of Sociology

2. **Families and Intimate Relationship**

    2.1 Types of Family

    2.2 Types of marriage

    2.3 The development of family life

    2.4 Changes in family patterns worldwide

    2.5 Factors for changes in family patterns

    2.6 Intimate violence

    2.7 Divorce and separation

    2.8 Transformations of intimacy and post modernity

3. **Power**

    3.1 Conceptualizing power

    3.2 Political system

    3.3 Global spread of democracy and Religion

    3.4 Global governance

    3.5 Terrorism

4. **Stratification and Class**

    4.1 Systems of Stratification

    4.2 Theories of class and stratification

    4.3 Measuring class

5. **Poverty**

    5.1 Defining Poverty

    5.2 Measuring Poverty

    5.3 Characteristics of poor

    5.4 Causes of Poverty

6. **Crime and Deviance**

    6.1 Basic concepts

    6.2  Theories of crime

    6.3 Types of crime

    6.4 Patterns of crime in Bangladesh

7. **Introduction to Anthropology**

    7.1 Meaning and definition of Anthropology

    7.2 Branches of Anthropology

    7.3 Methods used in Anthropological Study

    7.4 Scope of Anthropology in Bangladesh

    7.5  Anthropology and Complex Society

8. **Culture as a Core of Anthropology**

    8.1 Meaning of culture

    8.2 Different viewpoints of culture

    8.3 Different characteristics of culture

    8.4 Evolution of culture

9. **Elements of Culture**

    9.1 Family marriage and kinship

    9.2 Economics, Politics, Social differentiations

10. **Religion**

    10.1 Theories of religion

    10.2 Beliefs and rituals

    10.3 Varieties of religion

    10.4 Religion and social change

*Readings*

Anthony, G. (2006). *Sociology* 5th ed. London: The Polity Press.

Evans-Peritchard, E. E. (1992). *Social Anthropology*. New Delhi: University Book Press Ltd.

Lewis, I. M. (1973). *Introduction to Social Anthropology*. Oxford: Oxford University Press.

## PSY 106: Practical (Experimentation)

## Credit Hours: 4

**[Any 8 of the 10 following experiments to be conducted]**

1. Estimation of time under filled and unfilled conditions.
2. Effect of feedback on sensory motor performance.
3. Effect of prior knowledge mobilization on free recall.
4. Measurement of Muller-Lyer illusion by the method of average error.
5. Bilateral transfer of training.
6. Effect of organization on verbal learning.
7. Effect of retroactive interference on paired associates.
8. Effect of stimulus orientation on visual short term memory.
9. Effect of central executive load on phonological capacity.
10. Relevance of irrelevant objects in the construction of visual memory for location.

*Readings*

Baddeley, A. D. (1986). *Working memory.* Oxford: Oxford University Press.

Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Science 4*, 417–423.

Baddeley, A. D., Gathercole, S.E., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, *105*, 158–173.

Ebbinghaus, H. (1985). *Memory: A Contribution to Experimental Psychology*. New York: Colombia University

Gathercole, S. E. (1995). The assessment of phonological memory skills in preschool children. *British Journal of Educational Psychology*, *65*, 155–164.

Gathercole, S. E. (1999). Cognitive approaches to the development of short-term memory. *Trends in Cognitive Science*, *3*, 410–418.

Hull, G. L. (1933). *The Meaningfulness of 320 selected Nonsense Syllables*. Amer

J. *Psy 45, 730-734*.

Miller, G., & Selfridge, J. (1950).Verbal context and the recall of meaningful material. *American Journal of Psychology*, *63*, 176–187.

Tulving, E. (1972). *Episodic and Semantic Memory*. In E. Tulving and W. Donaldson (Eds) Organization of Memory. New York: Academic Press.

# Second Year BS Honors

## PSY 201: Developmental Psychology I

## Credit Hours: 4

**Unit   Contents**

1. **Field of Developmental Psychology**

   1.1 Definition of Developmental Psychology

   1.2 Divisions of the life cycle

   1.3 Patterns of development

   1.4 Goals of Developmental Psychology

   1.5 Practical application of developmental psychology

2. **Developmental Determinants**

   2.1 Biological determinants

   2.2 Environmental determinants

3. **Research Methods in Developmental Psychology**

   Baby Biographies, Case Study Method, Psychological Ecology, Time Sampling, Questionnaires, Interview Method, Twin studies, Longitudinal Method, Cross-Sectional Method

4. **Theories of Child Development**

   4.1 Psychoanalytic theory of personality development

   4.2 Erikson's theory of personality development

   4.3 Piaget's theory of cognitive development

5. **Prenatal Development**

   5.1 How life begins

   5.2 Three stages of pre-natal development

   5.3 Factors influencing prenatal development

   5.3.1 Maternal factors

   5.3.2 Environmental factors

6. **Birth**

   6.1 The birth processes

   6.2 birth complications

7. **Neonate**

   7.1 Physical appearance and assessment,

   7.2 Physiological functioning,

   7.3 Behavioral capacities

7.4 Sensory capacities

8. **Infancy and Childhood**

8.1 Physical Development: Body growth

8.2 Motor Development: The Sequence of motor development, Gross motor development, Fine motor development;  Handedness, Play, Types of play, Importance of play

8.3 Components of Language: phonological, morphological, semantical, syntactical, pragmatical; How language develops, Speech disorder.

8.4 Emotional Development: Factors influencing emotional development, Basic emotions

8.5 Social Development: Processes in social development, Family influences, Societal influence

8.6 Moral Development: Piaget's theory, Kohlberg's theory

9. **Adolescence**

9.1 Physical Changes in Adolescence, Stage of Puberty, Growth spurt in height and weight, Changes in proportion and shape, functional maturity, hormonal controls, primary sex characteristics, secondary sex characteristics, early versus late maturers, psychological effects of physical changes, developmental tasks of adolescence

 9.2 Adolescent sexuality: cultural influences on sexuality, sexual attitudes, sexual behavior

9.3 Adolescence Social Relationship : family-peer relationships

9.4 Vocational Choice : factors influencing vocation choice: personal and social factors

9.5 Problems in adolescence: juvenile delinquency, drug abuse, school dropout, suicide

**Readings**

Ambron, S. R., & Brodzinsky, D. (1979). *Lifespan human development.* New York: Holt, Rinehart & Winston.

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

Hetherington, E. M., Parke, R. D., & Locke, V. O. (1999). *Child psychology: A contemporary viewpoint* (5th ed.). McGraw-Hill.

Hurlock, E. B. (1972). *Child development*. New York: McGraw-Hill Book Company Inc.,

Hurlock, E. B. (1982). *Developmental psychology: A lifespan approach* (5th ed.) New York: McGraw Hill Book Co.

Johnson, R.C, and Medinnus, G.R. (1974). *Child psychology: behavior and development*. New York: John Wiley and Sons.

Maier, H. (1978). *Three Theories of Child Development*, 3rd Edn. New York: Harper & Row.

Mussen, P. H., Conger, J. J. & Kagan, J. (1974). *Child development and personality*. New York: Harper & Row Publishers.

Papalia, D. E., Olds, S. W., Feldman, R. D.(2009).  *Human Development*. New York: McGraw-Hill.

Santrock, J. W. (2019). *Life-span development*. New York: McGraw-Hill.

Sarafino, E. P. and Armstrong, J. W. (1980). *Child and adolescent development*. Scott, Foresman and Company. P.5.

Tomlinson, C. & Keasey. (1985). *Child Development*. Homewood. Illinois: The Dorsey Press.

Watson, R.T, and Lindgren, H.C. (1973). *Psychology of the Child*. New York: John Willey and Sons Inc.

## PSY 202: Statistics in Psychology II

### Credit Hours: 4

**Unit    Contents**

1.    **Probability and Binomial Distribution**

1.1 Set and Subset

1.2 Nature of Probability

1.3 Types of Probability

1.4 Rules of Probability

1.5 Permutations and Combinations

1.6 Binomial Distribution

1.7 Properties of the Binomial Distribution

2.    **Normal Curve**

2.1 Functions and Frequency Curves

2.2 Properties of the Normal Curve

2.3 Areas under the Normal Curve

3.    **Sampling**

3.1 Population and Sample

3.2 Determination of Sample Size

3.3 Census and sample survey

3.4 Sampling techniques

3.5 Sampling Error and Bias

3.6 Sampling Distribution

3.7 Central Limit Theorem

4. **Parametric and Non-parametric Tests**

   4.1 Assumptions of parametric tests

   4.2 Assumptions of non-parametric tests

   4.3 Choosing a suitable statistical test

5. **Basic Concepts of Statistical Inference**

   5.1 Inference and Hypothesis

   5.2 Steps in testing a hypothesis

   5.3 Null hypothesis

   5.4 Level of significance,

   5.5 Critical region

   5.6 Degrees of freedom

   5.7 One-tailed and two-tailed tests

   5.8 Type I and Type II errors

   5.9 Power and effect size

6. **Estimation**

   6.1 Point estimation

   6.2 Interval estimation

7. **Hypothesis Testing**

   7.1 Tests of significance for a single mean

   7.2 Tests of significance of the difference between means for two independent samples

   7.3 Tests of significance of the difference between means for two correlated samples

   7.4 Tests of significance of the difference between two independent proportions

   7.5 Tests of significance of the difference between two correlated proportions

   7.6 Tests of significance of the difference between variances for two independent samples

   7.7 Tests of significance of the difference between variances for two correlated samples

   7.8 Tests of significance of a correlation coefficient

8. **Nonparametric Tests**

   8.1 Chi -Square distribution and $\chi^2$ –test

   8.2 Goodness of fit test

   8.3 $\chi^2$ test of independence

   8.4 Yates's correction

   8.5 Contingency test

9. **Analysis of Variance (ANOVA)**

   9.1 Theory behind ANOVA

   9.2 ANOVA as regression

9.3 Logic of the *F*-ratio

9.4 One way classification

9.5 Two way classification

9.6 Three way classification

9.7 Main effects, interaction effects, and simple main effects

9.8 A priori comparison: contrast analysis

9.9 Posterior comparison: LSD, Tukey's, and Bonferroni's tests

10. **Analysis of Covariance (ANCOVA)**

10.1 Assumptions and issues in ANCOVA

10.2 Covariance in a completely randomized experiment

10.3 The *F* test of the adjusted means

10.4 Interpretation of adjusted means

**Readings**

Blommers, P. & Lindquist, E. F. (1960). *Elementary Statistical Methods*. Boston: Houghton-Miffin Company.

Ferguson. G. A. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.

Guilford. J. P. (1979). *Fundamental Statistics in Psychology and Education*. New York McGraw Hill.

Hays, W. L. (1977). *Statistics for the Social Science*. New York: Holt Rinehart and Winston. Inc.

Mostafa. M. G. (1981). *Methods of Statistics*. Dhaka: Anwari Publication.

Islam, M. N. (2007). *An Introduction to Research Methods*: *Theory and Applications*. Book World.

Siegel. S. (1956). *Nonparametric statistics for the behavioral sciences*. New York: McGraw Hill.

Snedecor, G.W. & Cochran, W. G. (1967). *Statistical Methods*. Ames: Iowa State University Press.

**PSY 203: Basic Psychometrics**

**Credit Hours: 4**

Unit    Contents
1.    **What, Why, and How of Psychometrics**

1.1 What is Psychometrics?

1.2 Why Psychological Testing Matters

1.3 Observable Behavior and Unobservable Psychological Attributes

1.4 Psychological Tests: Assumptions in Psychological Testing and Assessment,

Definition and Types of Tests, Principles of Psychological Tests, Applications of Psychological Tests Psychometrics as a Career

1.5 How a psychometric tool is constructed?

2. **Measurement Fundamentals**

2.1 Steven's Contribution in Measurement

2.2 Definition of Measurement

2.3 Properties of Number and Levels of Measurement

2.4 Why Level of Measurement Matters?

2.5 Errors in Measurement

2.6 Theories of Measurement

2.7 Models of Measurement and Reliability

3. **Historical Perspective**

3.1 Early Antecedents

3.2 Charles Darwin and Individual Differences

3.3 Experimental Psychology and Psychophysical Measurement

3.4 The Evolution of Intelligence and Standardized Achievement Tests

3.5 Personality Tests

3.6 The Emergence of New Approaches to Personality Testing

3.7 The Period of Rapid Changes in the Status of Testing

3.8 The Current Environment

4. **Psychometric Statistics**

4.1 Measures of Centrality

4.2 Measures of Variability

4.3 Variance, Covariance, Correlation, Regression

4.4 Measures of Shape: Skewness and Kurtosis

4.5 Probability and Normality

5. **Item Analysis: Classical Approach**

5.1 Definition and Purposes of Item Analysis

5.2 Qualitative versus Quantitative Item Analysis

5.3 Quantitative Approaches: CTT versus IRT

5.4 Item Analysis for Cognitive and Affective Tests: Item Difficulty/Facility/Endorsement, Item Discrimination Item Reliability, Item Validity, Distracter Functionality Analysis, Evaluation of Items

6.    **Estimating Reliability**

6.1   Conceptualizing Reliability

6.2   Estimates of Reliability: Test-Retest Reliability, Alternate/Equivalent/Parallel Forms Reliability, Internal Consistency Reliability, Inter-Rater Reliability, Reliability of Composite Scores, Reliability of Change/Difference Scores

6.3   Interpreting a Coefficient of Reliability

7.    **Assessing Validity**

7.1   Conceptualizing Validity

7.2   Aspects of Validity: Face Validity, Content-Related Evidence for Validity, Criterion-Related Evidence for Validity, Construct-Related Evidence for Validity

7.3   Relationship Between Reliability and Validity

7.4   Interpreting Validity Coefficients

8.    **Constructing Psychometric Tools**

8.1   Designing and Writing Items

8.2   Designing and Scoring Responses

8.3   Collecting Data: Sampling and Screening

8.4   Analyzing Items

8.5   Assessing Reliability

8.6   Assessing Validity

8.7   Replicating

9.    **Interpreting Scores**

9.1   Criterion Referenced Interpretation

9.2   Raw, Weighted, and Normative Scores

9.3   Normative Scores: Percentile Rank, Linear $z$ Score, Normalized (Non-Linear) $z$ Score, Converted/Derived/Standardized/ Transformed $z$ Scores – *T, DIQ, CEEB, NCE* , Stanines, Stens, Scaled Scores, Grade and Age Equivalents

10.   **Ethical, Legal and Professional Issues in Testing**

10.1  Ethical Issues in Testing: Choosing Appropriate Assessment Instruments**,** Competence in the Use of Tests**,** Confidentiality, Cross-Cultural Sensitivity**,** Informed Consent, Invasion of Privacy, Proper Diagnosis, Release of Test Data, Test Administration**,** Test Security**,** Test Scoring and Interpretation, Standards for Responsible Testing Practices**,** Making Ethical Decisions

10.2  Legal Issues in Testing

10.3  Professional Issues in Testing

**Readings**

Coaley, K. (2010). *An introduction to psychological assessment and psychometrics.* Sage Publications.

Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological testing and assessment: An introduction to tests and measurement.* Mayfield Publishing Company.

Coulacoglou, C., & Saklofske, D. H. (2017). *Psychometrics and psychological assessment: Principles and applications.* Academic Press.

Deborah, L. B. (2018). *Measurement Theory and Practice for the Social Sciences.* New York: Guilford.

Dimitrov, D. M. (2012). *Statistical methods for validation of assessment scale data in counseling and related fields.* American Counseling Association.

Field, A. P. (2013). *Discovering statistics using IBM SPSS statistics.* Sage Publications, Inc.

Ferguson, G.A., & Takane, Y. (1989). *Statistical analysis in psychology and education.* McGraw-Hill Book Co.

Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues.* Pacific Grove, Calif: Brooks/Cole Pub. Co.

Kline, P. A. (2015). *Handbook of test construction: Introduction to psychometric design.* Taylor & Francis Ltd.

Kline, T. J. B. (2005). *Psychological testing: A practical approach to design and evaluation.* Sage Publications, Inc.

## PSY 204: Social Psychology

## Credit Hours: 4

**Unit    Contents**

1.    **What is Social Psychology**:

    1.1. A definition of social psychology

    1.2. Historical Trends

    1.3. Two fundamental axioms of social psychology

    1.4. Three motivational principles

    1.5. Three processing principles

    1.6. common processes

    1.7. diverse behaviors

2.    **Socialization:**

    2.1. Definition and Characteristics

    2.2. Process of socialization – Operant learning, direct tuition, Incidental learning, learning from models, role learning

2.3. Agents of socialization- Family, school, pear group

2.4. Culture and personality – Definition and characteristic of culture, influence of culture on personality

3. **Social Perception:**

    3.1 Basic processes affecting perceptual response

    3.2 Perceptual accentuation

    3.3 Perceptual Defense

    3.4 Person perception

    3.5 Social stereotyping

4. **Communication**

    4.1 The Process of Communication

    4.2 Language and Communication

    4.3 Non- Verbal Communication The Unspoken Language

5. **Attitudes**

    5.1.Attitudes and Attitude Change

    5.2.Attitude and their Origin, Behavior and Attitude

    5.3.Measurement of Attitude

    5.4.Theories of Altitude Change

6. **People in groups:**

    6.1.What is a group, group effects on individual performance

    6.2.group cohesiveness, group socialisation, norms, group structure

    6.3.functions and types of group

7. **Interpersonal Attraction:**

    7.1. Factors determining interpersonal attraction

    7.2. Theories of Attraction

8. **Social roles:**

    8.1 Nature of social roles

    8.2 The social system

    8.3 Social norms and roles

9. **Leadership:**

    9.1.Nature of leadership

    9.2.role differentiation

    9.3.approach of leadership

    9.4.functions of leadership

10.    **Mass Communication and Collective Behavior**

10.1.   Public opinion- Definition formation & their measurement, Role of Mass media

10.2.   Propaganda- Definition, Techniques, Principles of effective propaganda

10.3.   Rumor-  Definition, Characteristics, Process

10.4.   Prejudice- Definition, Acquiring process, techniques of reducing prejudice

10.5.   Crowd- Definition, types, interpretations

**Readings**

Baron, R.A. & Byrne, D. (1999). Social Psychology. New Delhi: Prentice Hall of India

Krech, D., Crutchfield R.S. & Ballachey, E.L. (1962). Individual in Society. New York, USA: McGraw Hill Co. Ltd

Lindgren, H.C. (1972). An Introduction to Social Psychology. London: Wiley & Sons

Michael.A.Hogg, G.M Vaughan.(2018) Social Psychology. 8th edition. Pearson education limited.

Myers, D.G. (1993). Social Psychology. New York, USA: McGraw-Hill Co. Ltd ( INC).

Sargent, S.S. & Williamson, R.C. (1966). Social Psychology. New York, USA : The Ronald Press.

Secord, P.F.& Backman, C.W.(1974). Social Psychology. New York, USA: McGraw-Hill Co. Ltd (International student edition).

Smith, E.R. & Mackie, D.M.(2007). Social Psychology (3rded.). New York, USA: Psychology Press. Taylor, S.E., Peplam, L.A. & Sears, D. O. (2000). Social Psychology. New Jersey: Prentice Hall Ltd.

**PSY 205: Biopsychology**

**Credit Hours: 4**

**Unit   Contents**
1.    **Introduction to Biopsychology**

1.1 Meaning of Biopsychology

1.2 Relation between Biopsychology and other Disciplines of Neuroscience

1.3 Types of Research Characterize the Biopsychological Approach

1.4 Divisions of Biopsychology

1.5 Biology of Behavior

1.6 Human Evolution and Fundamental Genetics

2.    **Origin and Development of the Brain**

2.1 Nervous System

2.2 Spinal Cord: Structure and Functions of the Spinal Cord

2.3 Brain Stem

2.4 Cortex: Diencephalon, Hind Brain, Mid Brain

2.5 Hemispheres and Lobes

2.6 Fissures, Sulci, and Gyri

2.7 Limbic Lobe and Basal Ganglia

2.8 Structure and functions of Brain Lobes

3. **The Research Methods of Biopsychology**

3.1 Methods of Visualizing and Stimulating the Living Human Brain

3.2 Recording Human Psychophysiological Activity

3.3 Invasive Physiological Research Methods

3.4 Pharmacological Research Methods

3.5 Genetic Engineering

3.6 Neuropsychological Testing

3.7 Behavioral Methods of Cognitive Neuroscience

4. **Mechanisms of Perception, Conscious Awareness, and Attention**

4.1 Principles of Sensory System Organization

4.2 Cortical Mechanisms of Vision

4.3 Audition

4.4 Somato-sensation: Touch and Pain

4.5 The Chemical Senses: Smell and Taste

4.6 Selective Attention

5. **Cerebral Asymmetry**

5.1 Anatomical Asymmetry

5.2 Asymmetry in Neurological Patients

5.3 Patient with Lesion

5.4 Patient with Commissurotomy

5.5 Evidence from Brain Stimulation

5.6 Behavioral Asymmetry in Intact Brain

6. **Brain Damage and Neuroplasticity**

6.1 Causes of Brain Damage

6.2 Neuropsychological Diseases

6.3 Responses to Nervous System Damage

6.4 Degeneration & Regeneration

6.5 Reorganization and Recovery

6.6 Neuroplasticity and the Treatment of CNS Damage

7.  **Learning, Memory, and Amnesia**

    7.1 Amnesic Effects of Bilateral Medial Temporal Lobectomy

    7.2 Amnesia of Korsakoff's syndrome

    7.3 Amnesia of Alzheimer's Disease

    7.4 Amnesia after Concussion

    7.5 Evolving Perspective of the Role of the Hippocampus in Memory

    7.6 Neurons of the Medial Temporal Lobes and Memory

    7.7 Where are Memories Stored?

    7.8 Synaptic Mechanisms of Learning and Memory

8.  **Hormones and Sex**

    8.1 The Neuroendocrine System

    8.2 Hormones and Sexual Development of the Body

    8.3 Hormones and Sexual Development of Brain and Behavior

    8.4 Effects of Gonadal Hormones on Adults

    8.5 Brain Mechanisms of Sexual Behavior

9.  **Lateralization, Language, and the Split Brain**

    9.1 Cerebral Lateralization of Function

    9.2 The Split Brain

    9.3 Difference Between the Left and Right Hemispheres

    9.4 Cortical Localization of Language: The Wernicke-Geschwind Model

    9.5 The Cognitive Neuroscience Approach to Language

    9.6 The Cognitive Neuroscience Approach to Dyslexia

10. **Biopsychology of Emotion, Stress, and Health**

    10.1 Biopsychology of Emotion

    10.2 Introduction, Fear, Defense, and Aggression

    10.3 Fear Conditioning

    10.4 Brain Mechanisms of Human Emotion

    10.5 Stress and Health

**Readings**

Kalat, J. W. (2007). *Biological Psychology* (9th Edition). Belmont, CA: Cengage Learning.

Kolb, B. & Whishaw, I. Q. (2008). *Fundamentals of Human Neuropsychology* (5th Edition). NY: W. H. Freeman

Morgan, C. T. (1965). *Physiological Psychology* (3rd Edition). NY: McGraw-Hill.

Pinel, J. P. J. (2006). *Biopsychology* (9 th Edition). Harlow, Essex: Pearson Education Limited.

**PSY 206: Data Analysis and Computers**

**Credit Hours: 4**

**Unit    Contents**

1.    **Introduction to Computer**

1.1 Brief History and Types of Computers

1.2  Application arrears

1.3 Basic Terminologies: Working Principles of a Computer System, Computer Language, Hardware and Software

1.4 Different Operating Systems: Short Idea about DOS, UNIX, Linux and Windows

2.    **Basics of Software**

2.1 Classification of Software

2.2 System Software

2.3 Application Software: Word Processor, Spreadsheet, Database Software

2.4 Statistical Software for Data Analysis: Different  Statistical Software, Introduction to SPSS, Meaning, Application and Background of SPSS, Windows in SPSS

3.    **Quantitative Data Preparation for Analysis**

3.1 Entering the Data set: Preparation of SPSSdata Window, Input the Data

3.2 Defi n ing the Variable: Variable type, Variable name, and Variable formats, Variable Labels, and Value Labels

3.3 Reading the Data set: Reading SPSS Data, Reading Data from Spreadsheet formats, Reading Data from Simple Database formats, Reading Data from other Statistical Programs, e.g, Stata, SAS

4.    **Quantitative Data Management**

4.1 Expressions, Functions, and Operators:  Numeric Expressions, Logical Expressions, and Arithmetic Operations, Numeric Functions, Arithmetic Functions, and Statistical Functions, Relational Operators, and Logical Operators:  AND and OR

4.2 Working with Date and time: Date and Time Formats and Functions Arithmetic Operations with Date  and time Variables Different Commands in SPSS: Obtain and save  files  in SPSS  and other formats (get, save outfile)

4.3 New Variable Creation with Arithmetic Operation (Compute), Recoding Variables (Recode), Conditional Execution (if, do if- end if, select if), Sorting Values (sort cases), Split files, add Files, Match files and Aggregate, Sample Selection (sample), Reporting Data (list), Removing Effect of Permanent Commands (Temporary)

5.    **Quantitative Data Analysis**

5.1 Graphical Presentation: Simple Bar Graphs, Line Graphs, and Graphs for Cumulating

Frequency, Pie Chart, and Scatter Plot

5.2 Univariate Statistical Analysis: Frequency, Descriptive Statistics, Multiple Response

5.3 Bivariate Statistical Analysis: Contingency table Analysis

5.4 Statistical Tests (Parametric and non-parametric): Goodness of fit, Comparing (one/two/several) mean/proportion, ANOVA

5.5 Correlation and Regression Analysis: Correlation, Linear Regression Analysis, Logistic Regression

6.    **Qualitative Data Analysis**

6.1 Reporting Qualitative Data

6.2 Introduction to Qualitative Data Analysis Software (Nvivo, ATLAS.ti, MaxQDA, etc.)

**Readings**

Mayers, A. (2013). *Introduction to Statistics and SPSS in Psychology* ( 1$^{st}$  Ed.). Pearson Education Limited Edinburgh Gate, UK.

*IBM SPSS Statistics 20 Command Syntax Reference.* IBM Corporation.

Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis.* SAGE Publications Limited, London, UK.

**PSY 207: Social Work**

**Credit Hours: 4**

**Unit    Contents**
1.    **Social Work and Psychology**

1.1. Social work meaning and its philosophy

1.2. Relationship between social work and psychology

1.3. Use of social work in psychology

2.    **Social Work related concepts and their relevancy to Psychology**

2.1. Social welfare

2.2. Social change

2.3. Social Problem

2.4.  Social development

2.5. Social security

3.    **Knowledge Base and Historical Foundation of Social Work**

3.1. Social work as a profession

3.2. Principles of social work and its relevancy to psychology

3.3. Values of social work

3.4. Code of ethics of social work and relevancy to psychology

4.  **Theories and Approaches related to Social Work**

4.1. Role theory

4.2. Client-centered theory

4.3. Participatory approach

4.4. Life model approach

4.5. Application of these theories and approaches in psychology

5.  **Social Work Methods**

5.1. Basic methods

5.1.1. Social case work

5.1.2. Social group work

5.1.3. Community social work: Community development and community organization

5.2. Auxiliary methods

5.2.1. Social work research

5.2.2. Social welfare administration

5.3.3. Social action

6.  **Social Case Work**

6.1. Meaning and scope of social case work

6.2. Objectives of social case work

6.3. Principles of social case work and relevancy to psychology

6.4. Problem solving processes/steps

6.4.1. Psycho-social study

6.4.2. Diagnosis/assessment

6.4.3. Treatment

6.4.4. Evaluation

6.4.5. Follow-up

6.5. Application of the problem solving processes in psychology

6.6. Rapport and its importance in the practice of social work and psychology

6.7. Fields/scope of social case work

7.  **Social Group Work**

7.1 Meaning and objectives of social group work

7.2. Principles of social group work

7.3. Types of social group

7.4. Leader and leadership, types of leadership

7.5. Functions of a social group worker

7.6. Fields/scope of social group work in Bangladesh

7.7. Application of social group work in psychology

8. **Community Social Work: Community Development and Community Organization**

8.1. Meaning of community development and community organization

8.2. Objectives of community development and community organization

8.3. Principles of community development and community organization

8.4. Methods of community development and community organization

8.5. Differentiate between community development and community organization

9. Some Social Welfare Programs in Bangladesh

9.1. Medical social work

9.2. Women welfare

9.3. Correctional services

**Readings**

Biestek, Felix P,(1957). *The Case Work Relationship*, Chicago: Loyola University Press.

Badlock, Peter, (1974). *Community Work and Social Work*, London: Routledge and Kegan Paul.

Friedlander, Walter A. (1977). *Concepts and Methods of Social Work*, (2nd Ed.) New Delhi: Prentice-Hall.

Friedlander, Walter A. (1963). *Introduction to Social Welfare*, (2nd Ed.) New Delhi: Prentice-Hall.

Hussain, N. & Alauddin M. (1970). *Introduction to Social Work Methods*, Dhaka: College of Social Welfare and Research Centre.

Konopka, Gisela (1972). *Social Group Work: A Helping Process*, (2nd Ed.) New York: Prentice-Hall. Perlman,

Helen Harris (1965). *Social Case Work: A Problem-solving Process*, Chicago: The University of Chicago Press.

Ross, Murray G. (1955). *Community Organization: Theory and Principles*, New York: Harper & Brothers Publishers.

Turner, Francis J. and Kendall, Katherine A. (1986). *Social Work Treatment: Interlocking Theoretical Approaches,* (3rd Ed.) New York:The Free Press.

Trecker, Harleigh B. (1967). *Social Group Work: Principles and Practices*, (5th Ed.) New York: Association Press.

**PSY 208: Presentation**

**Credit Hours: 2**

**Introduction to the course**

As a requirement for the BS (honors.) in Psychology, each student will have to demonstrate oral presentation skills through a presentation on a topic related to Psychology and related fields. This course is designed to allow students to develop the basic strategies they need for preparing and giving an effective presentation. Students will learn and focus on the common features of presentation language and develop confidence to deliver their own presentations in Bangla as well as English.  The course culminates in a presentation before an assorted audience including the examination committee.

**Course Objectives**

Upon successful completion of the course, students will be able to:

1. Recognize the significance of presentations and their inherent problems.
2. Improve their delivery speed, pronunciation and intonation.
3. Identify the purpose, organization, flow, style, and delivery of presentations.
4. Design vibrant and attractive slides.
5. Understand the appropriate style of Citation and reference for presentation resources and data.
6. Use standard presentation software packages.
7. Deliver a presentation with confidence and authority.
8. Understand how to deal with questions from the audience.

**Student Assessment/Evaluation Policy:**

Students are expected to design and give a 10 minutes presentation on their topic of interests from Psychology or related fields. A student will be judged on the basis of his/her presentation skill, conceptual clarity and quality of response to the questions, queries, and comments posed by the members of the examination committee and other audience.

## PSY 209: Practical (Experimentation)
## Credit Hours: 4

**[Any 8 of the 10 following experiments to be conducted]**

1.  Gender identity and sex-role stereotyping.

2.  Experimenter-expectancy effect on experimental participants.

3.  Effect of primary colors on area perception.

4.  Effect of neutral and emotional words on reaction time.

5.  Effect of reinforcement on verbal learning.

6.  Von Restorff effect on memory recall in serial learning.

7.  Short term memory as a function of auditory and visual presentation of digits.

8.  Experiment on false memory.

9.  Effect of target eccentricity on visual localization performance.

10. Effect of divided attention on false memory.

**Readings**

*Katz, S. Woods, G. T. & Carrithers, J. H. (1966). On reinforcement after effects. Journal of*

*Experimental Psychology, 63, 624-626.*

*Gupta, B. S. & Nagpal, M. (1978). Sociability and reinforcement in verbal operant conditioning. British*

*Journal of Psychology, 203-206.*

*Levine, M. (1962). Cue neutrallsation: the effect of random reinforcement (RRS) upon discrimination*

*learning. Journal of Experimental Psychology. 59, 438-443.*

*Von Restorff, H. (1933). "Über die Wirkung von Bereichsbildungen im Spurenfeld (The effects of field*

*formation in the trace field)". Psychological Research 18 (1): 299–342. doi:10.1007/BF02409636.*

*Newman, S. E. and Saltz, E. (1958). Isolation Effect: Stimulus and response generalization as an*

*explanatory concept. Journal of Experimental Psychology, 55, 467-472.*

*Cimbolo, R. S. Nowak, B. L. and Sodarstorm, J. A. (1981). The isolation effect in children short term memory. Journal* of General Psychology, 105. 215-223.

# Third Year BS Honors

## PSY 301: Developmental Psychology II
## Credit Hours: 4

**Unit    Contents**

1. **Introduction**

   1.1 History of adult development and aging

   1.2 Stages of adult development

   1.3 Research Methodology: Cross-sectional Studies, Longitudinal Studies, Sequential Design

2. **Early Adulthood**

   2.1 Family and Relationships: Mate Selection, Marital Adjustment, Role and role differentiation

   2.2 Parenting

   2.3 Divorce, Widowhood, Remarriage

3. **The World of Work**

   3.1 Occupational choice

   3.2 Challenges of work setting

   3.3 One life-One career

   3.4 The career clock

   3.5 Occupation and family

   3.6 Work and gender

   3.7 Work and age

4. **Personality Development**

   4.1 Approaches to Personality

   4.2 Carl Gustav Jung's theory of personality development

   4.3 Change and continuity in the adult personality

5. **Middle Adulthood**

   5.1 Developmental Tasks

   5.2 Physical change: Menopause and its effect on personality

   5.3 Grand parenting: Adjustment to changed family situation

   5.4 Duvall's family life cycle

   5.5 Work and generativity

   5.6 Work related issues and task

6. **Late Adulthood**

   6.1 Physiological Theories of Aging: Wear and Tear Theory, Cellular Aging Theory, Homeostatic Imbalance Theory, Dietary Restriction Theory

7. **Social-Psychological Theories of Aging**

   7.1 Disengagement Theory

   7.2 Activity Theory

8. **Physical Changes of Late Adulthood**

   8.1 Sensory capacities: Vision, Hearing, Nervous systems, Central Nervous system

9. **Dependency**

   9.1 Financial dependency

   9.2 Physical dependency

   9.3 Emotional dependency

10. **Adjustment with death and bereavement**

   8.7  Facing death

   8.8  The process of dying

   8.9  The survivors: Bereavement and grief

**Readings**

Aiken, L. R. (1998). *Human Development in Adulthood*. New York, USA: Plenum Press.

Hurlock, E. B. (1953). *Developmental Psychology: A Lifespan Approach*. New York, USA: McGraw Hill.

Kimmel, C. D. (1990). *Adulthood and Aging* (3rd ed.). New York: John Wiley & sons.

Neugartan, B. L. (1968). *Middle Age and Aging: A Reader in Social Psychology.* Chicago, USA: The University of Chicago Press.

Newman, B. M. and Newman, P. R. (1984). *Development through Life: A Psychosocial Approach.* Illinois: Dorcey Press.

Papalia, D.E., Olds, S.W. & Feldman, R.D. (2008). *Human Development*. New York, USA: McGraw-Hill International Edition.

Schaie, K.W. and Geiwitz, J. (1982). *Adult Development and Aging*. Boston, MA: Little Brown and Company (Inc).

# Psy302: Statistics in Psychology III

## Credit Hours: 4

**Unit    Contents**

1. **Exploring Assumptions**

    1.1. What are assumptions?

    1.2. Testing whether a distribution is normal: Kolmogorov-Smirnov (K-S) test

    1.3. Testing whether a sample is randomly selected: Runs test

    1.4. Testing for homogeneity of variance: Levene's test

2. **Non-Parametric Tests**

    2.1 Comparing two independent conditions: Wilcoxon rank-sum test, Mann-Whitney test

    2.2 Comparing two related conditions: Wilcoxon signed-rank test

    2.3 Differences between several independent groups: Kruskal-Wallis Test, *Post hoc* tests for the Kruskal-Wallis Test

    2.4 Differences between several related groups: Friedman's ANOVA, *Post hoc* tests for Friedman's ANOVA

3. **Multivariate Analysis of Variance (MANOVA)**

    3.1 What is MANOVA?

    3.2 When to use MANOVA?

    3.3 How is MANOVA similar to and different from ANOVA?

    3.4 Calculating MANOVA

    3.5 Principles of the MANOVA test statistic

    3.6 Practical issues when conducting MANOVA

4. **Multivariate Analysis of Covariance (MANCOVA)**

    4.1. What is MANCOVA?

    4.2. When to use MANCOVA?

    4.3. Assumptions and issues in MANCOVA

    4.4. Calculating MANCOVA

5. **Multiple Regression**

    5.1. Basic concepts: Meaning and purpose of multiple regression

    5.2. Assumptions of multiple regression

    5.3. Meaning of $\beta$, $R^2$, adjusted $R^2$, $R^2$ change, Tolerance and multicollinearity

    5.4. Model of multiple regression

    5.5. Methods of multiple regression: Simultaneous, Stepwise, Hierarchical

6. **Mediation and Moderation Analysis**

    6.1. Basic Concepts: Partial and complete mediation, Total, indirect, and direct effect,

6.2. Simple and multiple mediation

6.3.Mediation analysis, Moderation analysis, Mediated moderation analysis, Moderated mediation analysis

7.  **Logistic Regression**

7.1. Background to logistic regression

7.2. Principles behind logistic regression

7.3. Binary logistic regression

7.4. Polynomial logistic regression

8.  **Factor Analysis**

8.1. What is factor analysis?

8.2. When to use factor analysis

8.3. Basic terminologies in factor analysis: Factor loadings, factor cosines, factor weights, factor scores, Communality, eigen value, uniqueness, error variance, specificity, Scree and scree plot

8.4. Steps in factor analysis: Preparation of correlation matrix, Determination of initial factors, Rotation of initial factors, Determination of the factor scores

8.5. Application of factor analysis in behavioral sciences

**Readings**

Ferguson, G. S. (1989). *Statistical Analysis in Psychology and Education*. NY: McGraw Hill Book Co.

Field, A. (2013). *Discovering Statistics Using SPSS*. 4th Ed. Los Angeles: Sage.

Garrett, E. H. & Woodworth, R. S. (1971). *Statistics in Psychology and Education*. London: Longmans, Green & Co.

Harman, H. H. (1967). *Modern Factor Analysis*. Chicago: University of Chicago Press.

Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach*. NY, London. The Guildford Press.

Jose, P. E. (2013). *Doing Statistical Mediation and Moderation*. NY, London. The Guildford Press.

Kraska-Miller, M. (2014). *Nonparametric Statistics for Social and Behavioral Sciences*. NY, London, CRC Press. Taylor & Francis Group.

Siegel, S. & Castellan, N. J. (1988). *Non-parametric Statistics for the Behavioral Sciences*. NY: McGraw Hill.

**PSY 303: Abnormal Psychology**

**Credit Hours: 4**

**Unit   Contents**

1.   **Abnormal Psychology: Past and Present**

1.1. What is psychological abnormality?

1.2. How common are mental disorders?

1.3. What is treatment?

1.4. How was abnormality viewed and treated in the past? Current trends

2.   **Models of abnormality**

2.1 One-dimensional versus multidimensional models

2.2 The biological model

2.3 The psychodynamic model

2.4 The behavioural model

2.5 The cognitive model

2.6 The humanistic-existential model

2.7 The sociocultural model: Family-social and multicultural perspectives

3.   **Clinical assessment, diagnosis, and treatment**

3.1 Assessing psychological disorders

3.2 Diagnosis: Does the client's syndrome match a known disorder?

3.3 Treatment: How might the client be helped?

3.3.1. An overview of treatment

3.3.2. Measuring success in psychotherapy

3.3.3. What therapeutic approaches should be used?

4.   **Anxiety, Obsessive-Compulsive, and related disorders**

4.1.The complexity of anxiety disorder

4.2.Generalized anxiety disorder

4.3. Phobias

4.4. Social anxiety disorder

4.5. Panic disorder

4.6. Obsessive-compulsive disorder

5.   **Disorders of trauma and stress**

5.1. Stress and arousal: The fight-or-flight response

5.2. Acute and posttraumatic stress disorders

5.3. Dissociative disorders:

5.3.1    Dissociative amnesia

5.3.2    Dissociative identity disorder

5.3.3    Depersonalization-derealization disorder

6. **Depressive and bipolar disorders**

6.1.  Unipolar depression: The depressive disorders

6.2.  What causes unipolar depression?

6.3.  Bipolar disorders

6.4.  Treatments of mood disorders

6.5.  Suicide

6.5.1.  What is suicide

6.5.2.  Four kinds of people who end their life

6.5.3.  Triggers of suicide

6.5.4.  Underlying causes of suicide

6.5.5.  Treatment after a suicide has been attempted and suicide

prevention

7. **Disorders featuring somatic symptoms**

7.1.   Factitious disorder

7.2.  Conversion disorder and somatic symptom disorder

7.3.  Illness anxiety disorder

7.4.  Psychophysiological disorders: Psychological factors affecting other medical conditions

8. **Schizophrenia**

8.1. Clinical picture of schizophrenia

8.2. How do theorists explain schizophrenia?

8.3. Treatment of schizophrenia

9. **Personality disorders and impulse-control disorders**

9.1.  Personality disorders

9.1.1. "Odd" personality disorders

9.1.2. "Dramatic" personality disorders

9.1.3. "Anxious" personality disorders

9.2. Impulse-control disorders

9.2  Kleptomania

9.3  Intermittent explosive disorder

9.4  Pyromania

**Readings**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Barlow, D. H., & Durand, V. M. (2018). *Abnormal psychology: An integrative approach* (8th ed.). Boston, MA: Cengage Learning.

Comer, R. J. (2018). *Abnormal psychology* (10th ed.). New York, NY: Worth Publishers.

Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. M. (2018). *Abnormal psychology* (18th ed.). New York, NY: Pearson.

Kring, A. M., Johnson, S. L., Davison, G, C., & Neale, J. M. (2014). *Abnormal psychology* (13th ed.). New York, NY: Wiley.

Nevid, J. S., Rathus, S. A., & Greene, B. (2014). *Abnormal psychology in a changing world* (9th ed.). New York, NY: Pearson.

Pomerantz, A. M. (2017). *Clinical Psychology: Science, practice, and culture* (4th ed.). London: Sage.

## PSY 304: Psychology of Perception
### Credit Hours: 4

**Unit   Contents**
1. **Introduction to Perception**

    1.1 Perceptual Process

    1.2 How to Approach the Study of Perception

    1.3 Measuring Perception

2. **Physiology of Perception**

    2.1 Brain: the Mind's Computer

    2.2 Neurons: Communication and Processing

    2.3 Vision Begins in the Eye

    2.4 Transforming Light into Electricity

    2.5 Pigments and Perception

3. **Neurons and Perception**

    3.1 Convergence: Many Neurons Sending Signals to One Neuron

    3.2 Inhibition: How Activity in One Neuron Can Decrease Activity in Another One

    3.3 Neural Processing: Interactions Between Neurons

4. **Organized Brain**

   4.1 Maps: Representing Spatial Layout, Columns: Organizing for Location, Orientation, and Ocular Dominance

   4.2 Streams: Pathways for What, Where, and How

   4.3 Modularity: Structures for Faces, Places, and Bodies, Evolution and Plasticity

5. **Perceiving Objects**

   5.1 Challenge of Objet Perception

   5.2 Gestalt Approach to Object Perception

   5.3 Perceptual Segregation: How Objects are Separated

   5.4 Modern Research on Object Perception.

6. **Visual Attention**

   6.1 Attention and Perceiving the Environment

   6.2 Is Attention Necessary for Perception?

   6.3 Does Attention Enhance Perception?

   6.4 Physiology of Attention

7. **Perceiving Color**

   7.1 Introduction to Color

   7.2 Trichromatic Theory of Color Vision

   7.3 Opponent-Process Theory of Color Vision

   7.4 Perceiving Color Under Changing Illumination

8. **Perceiving Depth and Size**

   8.1 Oculomotor Cues

   8.2 Monocular Cues

   8.3 Binocular Depth Information

   8.4 Physiology of Depth Perception

   8.5 Perceiving Size

9. **Sound, Auditory System, and Pitch Perception**

   9.1 Pressure Waves and Perceptual Experience

   9.2 Ear, Cochlea

   9.3 Central Auditory Processing

   9.4 Auditory Cortex and Perception

10. **Perceiving Movement**

   10.1 Studying Movement Perception

   10.2 Functions of Motion Perception

   10.3 Moving Observer

10.4 How Neurons Signal the Direction of Movement

10.5 Motion Perception and Experience

**Readings**

Goldstein, E. B. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning.

Goldstein, E. B. (2013). Sensation and Perception (9th ed). NY: Cengage Learning.

Mather, G. (2009). Foundations of Sensation and Perception (2nd ed). NY: Psychology Press.

Wolfe, J. M., Kluender, K. R., & Levi, D. M. (2012). Sensation and Perception (3rd ed). MA: Sinauer Associates, Inc.

## PSY 305: Industrial Psychology
### Credit Hours: 4

**Unit    Contents**

1. **Introduction to I-O Psychology**

    1.1 Definition of I-O Psychology

    1.2 I-O Psychology as an Applied Science

    1.3 History of I-O Psychology

    1.4 Career as an I-O Psychologist

    1.5 Future challenges of I-O Psychology

2. **Research Methods in I-O Psychology**

    2.1 Significance of Research in the field of I-O Psychology

    2.2 Research Designs

    2.3 Data collection Methods

    2.4 Data analyses

3. **Job Analysis**

    3.1 Definition of Job Analysis

    3.2 Purposes of Job Analysis

    3.3 Source of Job Analysis Information

    3.4 Methods of Job Analysis

    3.5 Reliability and Validity of Job Analysis Information

    3.6 Job Evaluation

4. **Assessment Methods for Selection and Placement**

    4.1 Job Related Characteristics

4.2 Psychological Tests

4.3 Biographical information

4.4 Work Samples

4.5 Assessment Centers

4.6 Interviews

5. **Selecting Employees**

    5.1 The Planning of Human Resource Needs

    5.2 Recruiting Applicants

    5.3 Selecting Employees

    5.4 The Utility of Scientific Selection

6. **Performance Appraisal**

    6.1 Significance of Performance Appraisal

    6.2 Performance Criteria

    6.3 Methods of Assessing Job Performance

7. **Training and Development**

    7.1 Need Assessment

    7.2 Setting Objectives

    7.3 Training Design

    7.4 Training Methods

    7.5 Delivery of a Training Program

    7.6 Evaluation of Training

8. **Job Satisfaction and Organizational Commitment**

    8.1 The Nature of Job Satisfaction

    8.2 The Assessment of Job Satisfaction

    8.3 Antecedents of Job Satisfaction

    8.4 Potential Effects of Job Satisfaction

    8.5 Organizational Commitment

9. **Productive and Counter Productive Behavior**

    9.1 Productive Behavior and Job Performance

    9.2 Environmental Conditions and Job Performance

    9.3 Organizational Citizenship Behavior

    9.4 Counterproductive Behavior

10. **Employee Health and Safety**

    10.1 Physical Conditions Affecting Health and Safety

10.2 Work Schedules

10.3 Job Stress

10.4 Burnouts

**Readings**

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

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

Dunnette, M. D. (1966). *Personnel Selection and Placement*. Belmont, California : Wadsorth Publishing Co.

Howell, W. C. and Dipboye, R. l. (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.

## PSY 306: Research Methodology

### Credit Hours: 4

**Unit    Contents**

1.    **Introduction**

1.1 Science: Science and its characteristics

1.2 Steps involved in the scientific method

1.3 Overview of research: Definition of Research

1.4 Purposes of conducting research

1.5 Steps involved in the formulation of a research problem

1.6 Practical problem versus research problem

1.7 Identification, definition, Justification of the research problem

1.8 A few relevant concepts:  Method, Methodology, Design, Conceptual framework, Inductive – deductive reasoning

2. **Classification of Research**

2.1 Pure/basic Research

2.2 Applied Research and Evaluative Research

2.3 Quantitative and Qualitative Research

2.4 Exploratory, Descriptive and Explanatory Research

2.5 Experimental, Quasi-experimental and Non-experimental Research

3. **Survey Research**

3.1 Basic concepts related to survey:  Definition and uses of survey

3.2 Sample survey and Census: Target population and Study/accessible population

3.3 Types of survey research

3.4 Sample, Sampling and Sampling Units

3.5 Survey Data Collection:  Self-completion questionnaire, Postal/mailed questionnaire, Telephone interview, Face-to-face interview

3.6 Survey Designs: Cross-sectional design, Successive independent samples design, Longitudinal design

3.7 Advantages and Disadvantages of survey designs

4. **Sampling**

4.1 Probability Sampling Techniques:  The concept of probability sampling

4.2 Simple random sampling technique

4.3 Systematic random sampling technique

4.4 Stratified random sampling technique

4.5 Cluster and multi-stage sampling technique

4.6 Advantages and Disadvantages of different probability sampling techniques

4.7 Non-probability Sampling Techniques: The concept of non-probability sampling

4.8 Convenience/incidental sampling

4.9 Purposive/judgmental sampling

4.10   Quota sampling & Snowball sampling

4.11   Errors and Biases in Sampling:  Sampling errors,  Non-sampling errors

5. **Methods/ Techniques of Collecting Research Data**

5.1 Observation:     Naturalistic observation,     Participant observation, Non-participant observation /Unobtrusive observation

5.2 Questionnaires:  General principles of questionnaire design, Question content,  Question wording,  Open-ended versus pre-coded questions

5.3 Interviews:  Structured, Semi-structured interview and Unstructured interviews

5.4 Focus Group Discussion (FGD):  The concept of FGD;  Uses of FGD,  Conducting FGDs, The FGD team,  Strengths and Limitations of FGD;

5.5 Documents Examination/Analysis of Texts:  The concept of document,  Advantages and disadvantages of using documents,  Analysis of textual data

6.    **Ethics in Research**

6.1 Central ethical issues in research involving human participants:  Informed consent, Privacy and confidentiality, Autonomy, Deception, Risk of harm, Exploitation

6.2 Components of ethically valid informed consent for research:  Disclosure, Understanding, Voluntariness, Competence, Consent, Non-inclusion of any exculpatory language

6.3 Ethical principles for research involving Animal Participants

7.    **Development of Research Proposal**

7.1 Main sections of a research proposal:  Introduction, Method, Budget – time budget & financial budget

7.2 Gantt chart

8.    **Report Writing**

8.1 Components of writing reports for scientific journals

8.2 Style of writing report following the APA publication manual

**Readings**

APA (1995). *Publication Manual of the American Psychological Association* (5th Ed.). Washington, D. C.: American Psychological Association.

Bernard, H. R. (2000). *Social research methods*: *Qualitative and quantitative approaches* . Thousand Oaks (California): Sage Publications, Inc.

Booth, W. C., Colomb, G. G. and Williams, J. M. (1995). *The Craft of Research*. Chicago: The University of Chicago Press.

Campbell, D. T., & Stanley, J. C. (1963). Experimental and Quasi-experimental Designs for Research. In N. L. Gage (Ed.), *Handbook of Research on Teaching*. Chicago: Rand McNally & Company.

Cochran, W. G. (1977). *Sampling Techniques* (3rd Ed.). New York: John Wiley & Sons, Inc.

Drew, C. J., Hardman, M. L., & Hart, A. W. (1996). *Designing and Conducting Research* (2nd Ed.). Boston: Allyn and Bacon. [Chapters 7 & 15]

Fisher, A. A., Laing, J. E., Stoeckel, J. E., & Townsend, J. W. (1991). *Handbook for Family Planning Operations Research Design* (2nd Ed.). New York: Population Council.

Foreit, J. R., & Frejka, T. (Eds.) (1998). *Family Planning OR: A Book of Readings*. New York: Population Council.

Giles, K., & Hedge, N. (Eds.) (1995). *The Manager's Good Study Guide*. Walton Hall, Milton Keynes: The Open University.

Hancock, D. R., & Algozzine, B. (2006). *Doing Case Study Research – A Practical Guide for Beginning Researchers.* New York: Teachers College Press. [Retrieved from http://xa.yimg.com/kg/groups/22199541/826341629/name Retrieved on 12-02-2013]

Islam, N. (2008). *An Introduction to Research Methods*. Dhaka: Mullick & Brothers.

Jordan, K., Ong, B. N., & Croft, P. (1998). *Mastering Statistics: A Guide for Health Service Professionals and Researchers.* Cheltenham (UK): Stanley Thornes (Publishers) Ltd.

Kitzinger, J. (1995). Introducing focus groups. British Medical Journal, 311: 299-302.

Lindquist, E. F. (1953). *Design and Analysis of Experiments in Psychology and Education*. Boston: Houghton Mifflin Company.

LSHTM. (1998). HSM 101, Module-4 Introduction to Social Science Methods. London School of Hygiene and Tropical Medicine (LSHTM), University of London.

McConway, K. (Ed.). (1994). *Studying Health and Disease*. Buckingham: The Open University Press.

McGuigan, F. J. (1990). *Experimental Psychology: Methods of Research* (5th Ed.). New Jersey: Prentice Hall.

McGuigan, F. J. (1997). *Experimental Psychology: Methods of Research* (7th Ed.). New Jersey: Prentice Hall.

Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1998). *Applied Social Research: Tool for the Human Services* (4th Ed.). Orlando: Harcourt Brace & Company.

Moser, S. C., & Kalton, G. (1971). *Survey Methods in Social Investigation* (2nd Ed.). London: Heinemann Educational Books Ltd and The English Language Book Society.

Shaughnessy, J. J., & Zechmeister, E. B. (1997). *Research Methods in Psychology* (4th Ed.). Boston: McGraw-Hill.

Sim, J., & Wright, C. (2000). *Research in Health Care*. London: Stanley Thornes (Publishers) Ltd.

Yin, R. K. (1994). *Case Study Research: Design and Methods* (2nd Ed.). London: Sage Publications, Inc.

**PSY 307: Forensic Psychology**

**4 Credit Hours**

**Unit    Contents**

1.  **Introduction to Forensic Psychology**

    1.1 Definition and Historical Overview of Forensic Psychology

    1.2 Relationship between Psychology and Law

    1.3 Differences between Forensic Psychology and Forensic Science

    1.4 Forensic Psychology versus Criminal Psychology

    1.5 Sub-fields of Forensic Psychology

    1.6 Roles of Forensic Psychologists

2.  **Explanation of Criminal Behavior**

    2.1 Classical and Neo-Classical Approaches

    2.2 Biological Theories – Lombroso's Trait Theory, Body-Type Theory

    2.3 Genetics and Criminality Theory

    2.4 Social Learning Theory

    2.5 Eysenck's Biosocial Theory

    2.6 Agnew's Strain Theory, Cultural Deviance Theory

    2.7 Control Theory, Labelling Theory, Conflict Theory, Radical Theory

    2.8 Rational Choice Theory versus Self-Control Theory

    2.9 Causal Factors (Psycho-Social and Neuropsychological), Cultural Transmission

3.  **Techniques of Criminal Investigation: Part I**

    3.1 Steps of Forensic Investigation

    3.2 Crime Scene Investigation

    3.3 Interrogation and Interviewing, Verbal and Non-Verbal Cues

    3.4 Forensic Statement Analysis

    3.5 Dissimulation (F Scales, L Scales and, Inconsistency Scales)

    3.6 Criminal Profiling, Behavioral Analysis, Narcoanalysis

    3.7 Understanding Criminal Personality-Antisocial Personality, Psychopath, Sociopath

4.  **Techniques of Criminal Investigation: Part II**

    4.1 Psychological Autopsy

    4.2 Forensic Hypnosis

    4.3 Lie Detection (Ekman's Theory; Polygraph Test)

    4.4 Statement Validity Analysis

    4.5 Layered Voice Analysis

    4.6 Brain Fingerprinting or BEOS Profiling

4.7 Social Network Forensics

5. **Psychometric Assessment in Forensic Science**

5.1 Forensic Criminological Assessments

5.2 Non-Forensic Tools: TAT, Rorschach, 16PF

5.3 Non-Forensic but Relevant Tools: MMPI, Psychopathy Hare Checklist-Revised (HPCL-R), STAI Inventory, PTSD Inventory, Perceived Stress Scale, Scale for Suicidal Ideation, Perceived Stress Scale, General Health Questionnaire

5.4 Pure Forensic Tools: Jail Screening Assessment, MacCAT-CA, Competence Assessment for Mental Retardation

6. **Victimology and Psychology of Violence**

6.1 Risk Assessment and Violence Prediction

6.2 Theories of Violence and Murder

6.3 Forensic Verdicts or Psychiatric Justice: Not Guilty for Insanity, Mentally Ill Guilty

6.4 Workplace Violence, Domestic Violence, Intimate Partner Violence, Family Forensics

6.5 Cycle of Violence or Cycle of Abuse

6.6 Victim Psychology and Victimization

6.7 Forensic Assessment of Victims

6.8 Child Abuse, Rape and Sexual Assault, Adult Victim as Childhood Abuse

6.9 Elder Abuse and Victims with Disabilities

7. **Juvenile Offenders**

7.1 Child Development and Delinquency

7.2 Typology of Delinquency

7.3 Criminogenic Factors in Childhood

7.4 Antisocial Behaviour in Childhood (Moral Disengagement, Childhood Abuse)

7.5 Biological Factors in Antisocial Behavior

7.6 Social Interventions to Reduce Delinquency

8. **Correctional Psychology**

8.1 Recognizing Sufferings: Rape Trauma Syndrome, Post Traumatic Stress Disorder

8.2 Coping with Criminal Victimization

8.3 Imprisonment, Rehabilitation Ideal, Probation Parole

8.4 Women in Prison and Mother–Child Separation

9. **Mistakes or Malpractice in Forensic Assessment**

9.1 Ethics in the Practice of Forensic Psychological Assessment

9.2 Misuse of Psychological Tests

9.3 Inaccurate Test Interpretation

10. **Forensic Psychology in Court**

    10.1 Ethical Implications/Standards: Consent, Confidentiality, Human Rights

    10.2 Competency to Stand Trial, Intellectual Disability, Psychopath and Insanity Plea, Expert Witness, Eye-Witness Testimony, Forensic Reports

    10.3 Juvenile Justice Act, Mental Health Act, NDPS Act

**Readings**

Alison, L. (2005). *The Forensic Psychologist's Casebook: Psychological profiling and criminal investigation*, UK: Willan Publishing

Arrigo, B. A. & Shipley, S. L. (2005). *Introduction to Forensic Psychology: Issues and Controversies in Crime and Justice*, (2nd ed.) USA: Elsevier Academic Press

Bartol, C. R. & Bartol, A. M. (2017). *Criminal Behavior: A Psychological Approach*, (11th ed.), Malaysia: Pearson Education Limited

Baxter, E. (2015). *Complete Crime Investigation Handbook*, Boca Raton: Taylor & Francis

Canter, D. (2010). *Forensic Psychology: A Very Short Introduction*, UK: Oxford University Press

Bartol, C. R. & Bartol, A. M. (2004). *Introduction to Forensic Psychology*. Thousand Oaks, CA: Sage Publications.

Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge Handbook of Forensic Psychology*. Cambridge, England: Cambridge University Press.

Costanzo, M. & Krauss, D. (2010). *Legal and Forensic Psychology*. New York: Worth Publishers.

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Gopalan, R. T. (2022). *Victimology: A Comprehensive Approach to Forensic, Psychosocial and Legal Perspectives*, Switzerland: Springer

Gordon, N. J. & Fleisher, W. L., (2011). *Effective Interviewing and Interrogation Techniques*, (3rd ed.), USA: Academic Press

G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic Psychology*. Chichester, England: John Wiley & Sons, Ltd.

Huss Matthew T. (2009). *Forensic Psychology: Research, Clinical Practice, and Applications*. West Sussex, UK: Wiley-Blackwell.

Howitt, D. (2018). *Introduction to Forensic and Criminal Psychology*, (6th ed.), London: Pearson

Joanna R. Adler, Jacqueline M Gray (Eds) (2010). *Forensic Psychology*, N.Y.: William Publishing

Petherick, W. A., Turvey, B. E., & Ferguson, C. E. (2010). *Forensic Criminology*, London: Elsevier Academic Press

Reynolds, C. R., Robert A. Altmann, R. A., & Allen, D. N. (2021). *Mastering Modern Psychological Testing: Theory and Methods.* (2nd ed.), Switzerland: Springer.

Ramsland, K. (2018). *The Psychology of Death Investigations: Behavioral Analysis for Psychological Autopsy and Criminal Profiling*, Boca Raton: Taylor & Francis Group

Samenow, S. E. (2014). *Inside the Criminal Mind*, (3rd ed.), New York: Broadway Books

Towl, Graham J., & Crighton, David A. (Eds) (2010). *Forensic Psychology*, West Sussex: N. J. John Wiley & Sons Ltd.

Weiner, I. G. & Otto, R. K. (2013). *The Handbook of Forensic Psychology*, (4th ed.), New Jersey: John Wiley & Sons

Weiner, Irving B. & Hess, Allen K. (Eds) (2006). *Handbook of Forensic Psychology*, N. J. John Wiley & Son

## PSY 308: Presentation
## Credit Hours: 2

**Introduction to the course**

As a requirement for the BS (honors.) in Psychology, each student will have to demonstrate oral presentation skills through a presentation on a topic related to Psychology and related fields. This course is designed to allow students to develop the basic strategies they need for preparing and giving an effective presentation. Students will learn and focus on the common features of presentation language and develop confidence to deliver their own presentations in Bangla as well as English. The course culminates in a presentation before an assorted audience including the examination committee.

**Course Objectives**

Upon successful completion of the course, students will be able to:

1. Recognize the significance of presentations and their inherent problems.
2. Improve their delivery speed, pronunciation and intonation.
3. Identify the purpose, organization, flow, style, and delivery of presentations.
4. Design vibrant and attractive slides.
5. Understand the appropriate style of Citation and reference for presentation resources and data.
6. Use standard presentation software packages.
7. Deliver a presentation with confidence and authority.
8. Understand how to deal with questions from the audience.

**Student Assessment/Evaluation Policy:**

Students are expected to design and give a 10 minutes presentation on their topic of interests from Psychology or related fields. A student will be judged on the basis of his/her presentation skill, conceptual clarity and quality of response to the questions, queries, and comments posed by the members of the examination committee and other audience.

## PSY 309: Practical (Testing)

## Credit Hours: 4

**[Any 8 of the 10 following tests to be conducted]**

1. Boehm Test of Basic Concepts (BTBC).
2. Crawford Small Parts Dexterity Test (CSPDT).
3. Differential Aptitude Tests (DAT).
4. Edward's Personal Preference Schedule (EPPS).
5. NEO Five-Factor Inventory (NEO-FFI).
6. Raven's Standard Progressive Matrices (RSPM).
7. Wechsler Intelligence Scale for Children (WISC-III).
8. Slosson Drawing Coordination Test (SDCT).
9. Beck Scale for Suicide Ideation (BSSI)
10. Beck Youth Inventories of Emotional and Social Impairment (BYI).

*Readings*

Alcorn, C. L. & Nicholson, C. L. (1972). Validity of the Slosson Drawing Coordination Test with adolescents of below-average ability. *Perceptual and Motor Skills*, 34, 261-262.

Beck, A. T., & Steer, R. A. (1991). *Manual for the Beck Scale for Suicide Ideation.* San

Antonio, TX: Psychological Corporation.

Beck, A. T., Steer, R. A., & Ranieri, W. (1988). *Scale for Suicide Ideation: Psychometric properties of a self-report version*. Journal of Clinical Psychology, 44(4), 499-505.

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Bennett, G. K., Seashore, H. G., Wesman, A. G. (1984). *Differential Aptitude Test: Technical supplement*. San Antonio, TX: Psychological Corporation.

Boehm. A. E. (2001a) *Boehm Test of Basic Concepts-3*. San Antonio, TX: The Psychological Corporation.

Boehm, A. E. (2001b) *Boehm Test of Basic Concepts-3: Preschool*. San Antonio, TX: The Psychological Corporation.

Edwards, A. (1959). Edwards personal preference manual. New York: The Psychological Corporation.

McCrae, R. R., & Costa, P. T. Jr. (1997). Personality trait structure as a human universal. *American Psychologist*, 52, 509–516.

Slosson, R. L. (1967). *Slosson Drawing Coordination Test for Children and Adults*. East Aurora, New York: Slosson Educational Publications.

Uddin, M. K., Huq, A. U., & Shimul, A. M. (2011). Adaptation of the Beck Youth Inventories of Emotional and Social Impairment for use in Bangladesh. *Dhaka University Journal of Psychology*, 35, 65-80.

Uddin, M. K., Faruk, O., & Khanam, M. (2013). Psychometric evaluation of the Bangla Beck Scale for Suicide Ideation. *Bangladesh Psychological Studies*, 23, 85-97.

Wechsler, D. (1991). The Wechsler intelligence scale for children-third edition. San Antonio, TX: The Psychological Corporation.

# Fourth Year BS Honors

## PSY 401: Positive Psychology

## Credit Hours: 4

**Unit     Contents**

1. **Introduction to Positive Psychology**

    1.1 Traditional Psychology

    1.2  Positive Psychology

    1.3  Assumptions

    1.4 Goals

    1.5 Definitions

2. **Meaning and Measures of Happiness**:

    2.1 Psychology of Well-Being

    2.2 What is Happiness?

    2.3 Subjective Well-Being

3. **Positive Emotions and Well-Being**

    3.1 What are Positive Emotions?

    3.2 Positive Emotions and Healthy Resource

    3.3 Positive Emotions and Well-Being

    3.4 Cultivating Positive Emotions

4. **Resilience**

    4.1 Defining Resilience

    4.2 Resilience Research

    4.3 Growth Through Trauma

5. **Happiness and the Facts of Life**

    5.1 Happiness Across the Life Span

    5.2 Gender and Happiness

    5.3 Marriage and Happiness

    5.4  Other Facts of Life

6. Money, Happiness, and Culture

    6.1 Paradox of Affluence

    6.2 Understanding Money and Happiness

    6.3 Culture and Well-Being

7. **Personal Goals as Windows to Well-Being**

    7.1 What are personal Goals?

7.2 What Goals Contribute Most to Well-Being?

7.3  Materialism and its Discontent

8. **Self-Regulation and Self-Control**

8.1 Value of Self-Control

8.2 Personal Goals and Self-Regulation

8.3 Planning for Self-Regulation Success

9. **Positive Traits**

9.1 What makes a Trait Positive?

9.2  Personality, Emotions, and Biology

9.3  Positive Beliefs

10.    Life Above Zero

10.1  PositivePsychology Revisited

10.2  Contours of a PositiveLife

10.3  Mindfulness and Well-Being


**Readings**

Aspinwall, L. G., & Staudinger, U. M. (Eds.). (2003). *A psychology of human strengths: Fundamental questions and future directions for a positive psychology*. Washington, DC: American Psychological Association.

Baumgardner, S. R. (2009). Positive Psychology. New Delhi, India: Pearson.

Carr, A. (2004). *Positive psychology: The science of happiness and human strengths.* New York: Routledge.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper and Row.

Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.

Csikszentmihalyi, M. & Csikszentmihalyi, I. (Eds.). (2006). *A life worth living:  Contributions to positive psychology.* New York: Oxford University Press.

Fredrickson, B. L. (2009). *Positivity: Groundbreaking Research Reveals How to Embrace the Hidden Strength of Positive Emotions, Overcome Negativity, and Thrive*. New York: Crown.

Keyes, C. L. M. & Haidt, J. (Eds.). (2002). *Flourishing: Positive psychology and the life well-lived*. Washington DC: American Psychological Association.

Linley, P.A. & Joseph, S. (Eds.). (2004). *Positive psychology in practice: From research to application*. Hoboken, NJ: Wiley.

Lopez, S. J. & Snyder, C. R. (Eds.). (2003). *Positive psychological assessment: A handbook of models and measures*. Washington, DC: American Psychological Association.

Peterson, C. & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Pres

Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press. Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press

Snyder, C. R. & Lopez, S. J. (Eds.). (2009). *Oxford*

## PSY 402: Personality Psychology
## Credit Hours: 4

**Unit    Contents**

1. **Introduction**

    1.1 What is theory?

    1.2 What is personality?

    1.3 A theory of personality, Personality theory and history of Psychology

    1.4 The comparison of theories of personality

    1.5  Approaches to personality theories

2. **Psychoanalytic theory of Personality: Sigmund Freud**

    2.1 What makes up personality?

    2.2 The dynamics of personality

    2.3  How personality develops?

    2.4 Characteristic of Research and Research methods, Current Research

    2.5 Evaluation of the psychoanalytic theory

3. **Carl Jung's Theory of Personality**

    3.1 The structure of personality

    3.2 Symbolism and the collective unconscious

    3.3 Therapy

    3.4 Nondeterministic assumptions

    3.5 Psychological types

4. **Social Psychological theory of Personality:  Erich Formm**

    4.1 The conditions of human existence

    4.2  The existential dilemma

    4.3 Personality development of Childhood

4.4 The six psychological needs

4.5 Character types

4.6 Fromm's image of human nature

4.7 Assessment in Fromm's theory

4.8 Research in Formm's theory

5. **Phenomenological theory of personality: Carl R. Rogers**

5.1 The structure of personality

5.2 The dynamics of personality

5.3 The development of personality

5.4 Characteristics research and research methods

5.5 Assessment of Rogers's theory

6. **Cognitive field theory of Personality: Kurt Lewin**

6.1 Structure of personality

6.2 Personality dynamics

6.3 Development of personality

6.4 Research emphases and methods

7. **Trait theory of personality: Gordon W. Allport**

7.1 Structure and dynamics of personality

7.2  Personality development

7.3  Research emphases and Methods

7.4  Assessment of Allport's theory

7.5  Research in Allport's theory

8. **Hans Eysenck's Biological Trait theory**

8.1 Introduction and context

8.2 Personal history

8.3 The dimensions of personality: Extraversion versus introversion; Neuroticism versus emotional stability; psychoticism versus impulse control

8.4 Physiological correlates of personality dimensions

8.5  Research techniques

8.6  Evaluation

9. **Alfred Adler's Theory of Personality**

9.1 Striving from Inferiority toward Superiority

9.2 The Unity of Personality

9.3 The Development of Personality

9.4 Psychological Health

9.5  Interventions Based on Adler's Theory

**Readings**

Allport, G.W. (1937). Personality: A Psychological Interpretation. New York: Henry Holt and Company.

Bandura, A. (1977) Social Learning theory, Englewood Cliffs. NJ: Prentice Hall.

Cloninger, S. C. (1996).Theories of Personality: Understanding Persons (2nd ed.).Prentice Hall.

Hall, C.S. Lindzey, Y., and Campbell, J.B. (1998). Theories of personality (4th ed.). New York: John Wiley and Sons, Inc.

Hall, C.S. Lindzey, G., Loehlin, J.C., and Manosevitz. M.(1985). Introduction to theories of personality, New York: John Wiley and sons.

Maddi, R., (1980 ) Personality theories: A comparative analysis, (4th Ed.). Home wood, III.:Dorsey Press.

Pervin, L. A. and John, O.P. (1997). Personality: Theory and Research (7th Ed.) New York: John Wiley and sons.

Rogers, C.R.: (1951) Client-centered therapy: Its current practice, implications and theory. Boston; Houghton Muffin.

Ryckman, R.M. (1993). Theories of personality. (5th ed.) Pacific grove, calib: Brooks/ cole.

Schultz, D. and Schultz. S,E. (1998). Theories of personality. (6th Ed.) New York: Brooks/ Cole publishing company.

## PSY 403: Theories of Learning

### 4 Credits

| Unit | Contents |
| --- | --- |
| 1. | **The nature of learning theories: the issues** |

      1.1 Definition of learning

      1.2 Maturation vs learning

      1.3 Learning problem solving and reasoning

      1.4 Issues   on which learning theories divide

      1.5 Importance of learning theory

  2.    **Thorndike's Connectionism**

      2.1 Connectionism before 1930

      2.2 Subordinate laws

      2.3 Connectionism after 1930

      2.4 Belongingness

2.5 Spared  of Effects

2.6 Experiments on spread of effects

2.7 Estimate of Thorndike's position

3. **Pavlov's Classical Conditioning**

3.1 Pavlov's experiments and theories: Some empirical relationships Reinforcement

3.2 Extinction and spontaneous recovery

3.3 Generalization and differentiation; Favorable and unfavorable time relationships between CS and UCS Condition and unconditioned stimuli overlap temporally

3.4  Conditioned and unconditioned stimuli do not overlap temporally

3.5 Time interval functions as conditioned stimulus; Varieties of inhibition: External inhibition

3.6 Internal inhibition

3.7 Disinhibition

3.8 Pavlov's Cerebral Physiology: Association

3.9 Irradiation, concentration and reciprocal induction

3.10  Hypnosis and sleep,

3.11  Types of nervous system

3.12   Second signal system

3.13   Pathological states; Estimate of Pavlov's contribution to learning

4. **Guthrie's contiguous conditioning**

4.1 Basic Principle of learning

4.2 Substitute for reinforcement

4.3 Breaking of Habits

4.4 Some Special topics-Extinction, forgetting, desire, intention, attention

4.5 Evaluation

5. **Skinner's Operant Conditioning**

5.1 The two kinds of learning

5.2 Positive and negative reinforcers

5.3 Shaping, Some applications

5.4 Estimate of Skinner's position

6. **Hull's Systematic Behavior theory**

6.1 The postulation method of theory construction

6.2 The four-stage analysis

6.3 Other postulates and corollaries

6.4 Estimate of Hull's position and his place in history

7. **Tolman's sign learning**

   7.1 Systematic position: Behavior as Molar

   7.2 Intervening variables; Sign Learning: Sign learning as an alternative to Response learning (1. Reward expectancy 2. Place learning 3. Latent learning); Expectancy versus Habit

   7.3 Confirmation versus Reinforcement

   7.4 Varieties of learning and Laws

   7.5 The 1949 version

   7.6 Estimate of Tolman's sign learning

8. **Recent Development**

   8.1 Bandura's social learning theory: Factors influencing modeling or imitation

   8.2 Mechanisms of observational learning

   8.3 Emotional Reaction, Self regulatory processes

   8.4 Efficacy

   8.5 Expectation and performance

**Readings**

Bandura, A (1969). *Principles of Behaviour modification*. New York. Holt, Reinhart and Winston

Bandura, A. (1971). *Social learning Theory*. New York. General Learning Press.

Hill, F.W. (1975) *Learning*, London-Methuen & Co. Ltd.

Hilgard E.R. & Bower, G.H. (1966) *Theories of learning*, N.Y.: Appleton Century Crofts.

Spence, K.W. (1960) *Behavior theory and learning*, Englewood Cliff, N.J. Prentice-Hall.

## PSY 404: History and Systems in Psychology
### Credit Hours: 4

**Unit   Contents**

1. **Introduction**

   1.1 Why study the history of psychology

   1.2 The Early Greek Philosophers: The first philosophers, The relativity of truth, Plato, Aristotle

   1.3 The Scientific Revolution: Renaissance Humanism, Francis Bacon, René Descartes

2. **Associationism**

   2.1 British Empiricism

   2.2 The association of stimulus and response: Contribution of Ebbinghaus & Pavlov,

Thorndike's connectionism

3. **Structuralism**

   3.1 Voluntarism, Wilhelm Maximilian Wundt

   3.2  Edward Bradford Titchener

4. **Functionalism**

   4.1 Characteristics of Functionalistic Psychology

   4.2 William James, Hugo Munsterberg, Granville Stanley Hall,

   4.3 Functionalism at the University of Chicago, Functionalism at Columbia University.

5. **Behaviorism**

   5.1 John B. Watson, William McDougall

   5.2 Neobehaviourism

6. **Gestalt Psychology**

   6.1 The Founding of Gestalt Psychology

   6.2 Isomorphism and the Law of Pragnanz

   6.3 Perceptual Constancies

   6.4 Perceptual Gestalten

   6.5 The Gestalt Explanation of Learning

7. **Psychoanalysis**

   7.1 Early Influences on the Development of Psychoanalysis

   7.2  Freud's self-analysis

   7.3 Basic components of Freud's theory of personality

   7.4 Evaluation of Freud's theory

   7.5 Early alternatives to Psychoanalysis: Carl Jung & Alfred Adler

8. **Humanistic- Existential Psychology**

   8.1 Existential Psychology

   8.2 Humanistic Psychology

   8.3 Comparison of Existential and Humanistic Psychology

9. **Cognitive Psychology**

   9.1 Development before 1950

   9.2 Development during 1950s

   9.3  Development after 1950s

10. **Psychology Today**

    10.1 Diversity of contemporary psychology

    10.2 Basic and Applied Psychology

    10.3 Psychology's Status as a Science

**Readings**

Bears, B.J. (1986). *The Cognitive Revolution in Psychology*. New York: The Guilford Press.

Hearnshaw, L.S. (1989). *The Shaping of Modern Psychology*. London: Routledge.

Hergenhahn, B.R. and Henley, T. B. (2014). *An Introduction to the History of Psychology*. Wadsworth Publishing Co.

Leahey, T.H. (1980). *A History of Psychology*. New Jersey: Prentice-Hall, Inc. Englewood Cliffs.

Sorcar, N., Khaleque A. and Hoque, M (1996). *Monobiggyaner Itihas O Matabad*. Gyan Kosh, Banglabazar, Dhaka.

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**PSY 405: Organizational Behavior**

**Credit Hours: 4**

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**Unit   Contents**
1.   **Introduction**

   1.1 Definition of Organizational Behavior

   1.2 Subject Matter of Organizational Behavior

   1.3 Goals of Organizational Behavior

   1.4 Forces of Organizational Behavior

   1.5 Fundamental Concepts about Nature of People and Organization

2.   **Organizational System**

   2.1 Definition of Organization

   2.2 Structures of Organization

   2.3 Organizational Chart/Organogram

   2.4 Organizational Designs

   2.5 McGregor's X, Y, and Ouchi's Z Theories

   2.6 Elements of the System Approach

   2.7 Models of Organizational Behavior

3.   **Management and Management Behavior**

   3.1 Manager

   3.2 Management and Management Functions

   3.3 Managerial Role and Skill

   3.4 Effective and Successful Managers

4.   **Work motivation**

   4.1 A Model of Motivation

   4.2 Motivational Drives and Human Needs

4.3 Theories of Work Motivation: Maslow's Need Hierarchy Theory, ERG Theory, Herzberg's Two Factor Theory, Reinforcement Theory, Expectancy Theory, Equity Theory, Self-efficacy Theory, Goal-Setting Theory

5. **Leadership**

5.1 The Nature of Leadership

5.2 Approaches to Leadership: Trait theories, Behavioral theories, Contingency theories, Path-goal model

5.3 Current Issues in Leadership, Emotional Intelligence

6. **Personality and organizational behavior**

6.1 Personality Determinants

6.2 Personality Traits: 16 PF, MBTI, Big-5 Model, Locus of Control, Machiavellism, Self-Esteem, Self-Monitoring, Type-A and Type-B Personalities

6.3 Personality and National Character

7. **Conflict and negotiation**

7.1 Definition of Conflict

7.2 Types of Conflicts-Functional versus Dysfunctional conflict

7.3 Conflict Process

7.4 Negotiation.

8. **Group behavior**

8.1 Definition of Group

8.2 Types of Groups

8.3 Stages of Group Formation

9. **Team work**

9.1 Differences between Groups and Teams

9.2 Types of Teams

9.3 Creating Effective Teams

9.4 Turning Individuals into Team Players

9.5 Teams and Quality management

10. **Communication**

10.1 Definition and Functions of Communication

10.2 The Communication Process

10.3 Direction of Communication

10.4 Interpersonal Communication

10.5 Organizational Communication

10.6 Barriers of Effective Communication

10.7 Choice of Communication Channel

**Readings**

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

Dunnette, M. D. (1966). *Personnel Selection and Placement*. Belmont, California: Wadworth Publishing Co.

Feldman, A. (1995). *Organizational Behavior*. New Delhi: McGraw-Hill International Edition.

Gibson, J. L. and Ivancevich, J. M. (1997). *Organizations*. USA: Irwin McGraw-Hill.

Gordon, J. R. (1999). *Organizational Behavior*. New Jersey: Prentice-Hall, Inc.

Howell, W. C. and Dipboye, R. l. (1982). *Essential of Industrial and Organizational Psychology*, Homewood, Illinois: The Dorsey Press.

Kreitner, R. and Kinicki, A. (1998). *Organizational Behavior*. Irwin: McGraw Hill International Edition.

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.

Nelson, D. L. and Quick, J. C. (1996). *Organizational Behavior*. Minneapolis/Saint Paul: West Publishing Company.

## PSY 406: Counseling Psychology

### Credit Hours: 4

**Unit    Contents**

1.    **Introduction to counseling**

1.1 Definitions of counseling

1.2 Basic concepts and scope of counseling,

1.3 Guidance and other related fields,

1.4 Historical foundation of counseling

2.    **Approaches to counseling**

2.1 Rogerian Person-centered Counseling

2.2 Behavioral Counseling

2.3 Cognitive-Behavioral Counseling

2.4 Freudian Psychoanalytic Counseling

2.5 Existential Counseling of Rollo May and Victor Frankl

3.    **Counseling profession and its process**

    3.1 Personal and professional aspects of counseling

    3.2 Counseling process: Factors influencing counseling process: Initial interview sessions, Empathy, Goal Setting;

    3.3 Understanding Johari window:  Counselor's skills, Transference, Counter Transference;

    3.4 Termination: Function and issues related to termination

4.    **Counseling services**

    4.1 Counseling in the elementary school

    4.2 Counseling in the secondary school

5.    **Testing and assessment in counseling**

    5.1 Problems and potential uses of tests in counseling

    5.2 Testing in counseling:  Qualities of a good test, 589,

    5.3 Non-formal assessment techniques:  Observation, Case study, Bibliography, Sociometry

6.    **Group counseling**

    6.1 Issues in group counseling

    6.2 Types of group

    6.3 Advantages and disadvantages of group counseling

7.    **Marriage and family counseling**

    7.1 The beginnings of marriage and family counseling

    7.2 Family life and family life cycle

    7.3 Marriage counseling

    7.4 Family counseling

8.    **Career counseling over the life span**

    8.1 Career development theories

    8.2 The importance of career counseling

    8.3 Major theories of career counseling

9.    **College/University counseling and student services**

    9.1 Theoretical bases

    9.2 Professional Preparation

10.   **Current trends and issues in counseling**

    10.1 Multicultural Counseling

    10.2 Rehabilitation Counseling

    10.3 Substance abuse Counseling

    10.4 Gerontological Counseling

    10.5 Post disaster Counseling

**Readings**

Barky, B.G. and Mukhopadhyay. B. (1989). *Guidance and Counseling: A Manual*. New Delhi. Sterling Publishers Private Ltd.

Angeles, J.R. and Vandergoot, D. (1982) *Introduction to Counselling*. Boston: Houghton Miffin Company.

Gelso, C.J. and Fretz B.R. (1995) *Counselling Psychology*. Bangalore: Prism Book Pvt. Ltd.

Gladding, S.T. (1996). *Counselling: A Comprehensive Profession* (3rd Ed). New Jersey: Prentice Hall

Glanz, E.L. ( ? ) *Guidance: foundation. Principles and Techniques*. Boston, Allyn and Bacon, Inc.

Kochlar, S.K. (1996). Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Private Ltd.

Meier, S.T. and Davis, S.R. ( ? ) *The Elements of Counselling* (2nd Ed.) Belmont. Calif: Wadsworth.

Patterson, L.E. and Welfel. E. R. (1994). *The Counselling Process* (4th Ed.). California. Brooks/Cole Publishing Company.

Rao. N. S. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Shertzer, b. and Stone S.C. (1966). *Fundamentals of Guidance*. New York. Houghton Miffin co.

Tobbert E.L. (1959), *Introduction to Counselling*. New York: McGraw-Hill Book Co.

# PSY 407: Educational Psychology

## Credit Hours: 4

**Unit   Contents**

1. **Introduction:**

    1.1 Understanding educational process

    **1.2** Focal areas of educational psychology

    **1.3** Educational psychology as applied science

    **1.4** Major educational problems

2. **Development and Learning:**

    1.1 Concept of maturity

    1.2 Intellectual maturity

    1.3 Social maturity

    1.4 Emotional maturity

    1.5 Physical maturity

3. **Motivational Factors in Learning**:

    1.1 Intrinsic and Extrinsic Motivation

    1.2 Development of positive self-concepts

1.3  Aspirations and need for achievement

1.4  Explanations of success and failures

1.5 Applications for teachings

4.   **Learning Theories**:

1.1Principles of behavioral learning theories

1.2 Social learning theory

1.3 Applications of behavioral learning theory

1.4 Strengths and limitations of behavioral learning theories

5.   **Cognitive Development and Language:**

1.1 Brain and cognitive development

1.2 Piaget's theory of cognitive development

1.3 Implications of Piaget's theory for teachers

1.4 Vygotsky'salternative to Piaget

1.5 The development of language

6.   **Problem Solving:**

1.1 Definition

1.2 Historical Views

1.3 Methods of Solving Problems

1.4 Applications for teaching

7.   **Creativity:**

1.1Creativity and Cognition

1.2 Assessing Creativity

1.3 Creativity in the class room

8.   **Learning Situations:**

1.1 Planning classroom discipline and management

1.2 Strategies for problem behavior

1.3 Planning for control of bias

9.   **Evaluation of Learning:**

1.1 Teacher made test

1.2 Standardized tests

1.3 Observational scales

10.   **Learners Who Need Special Help:**

1.1 Characteristics of the exceptional students

1.2 Problems of learning disabled and gifted children

1.3 Special education for exceptional children

**Readings**

Gage, N.J. & Berliner, D.C. (1984). Educational Psychology. Boston, USA: Houghton Miffin.

Glover, J.A., Brunning. R.H. &Filbeck, R.B. (1983). Educational Psychology. New York: Little Brown Company.

Lindgren, H.C. (1988). Educational Psychology in the Classroom. New York: John Wiley.

Santrock, J.W. (2004). Educational Psychology (2nded). New York: McGraw-Hill Co. Ltd.

Slavin, R. E. (1991). Educational Psychology: Theory into Practice (3rded). New Jersey:  Prentice Hall International.

Woolfolk, A.E. (1995). Educational Psychology (6thedi). Boston, USA: Allyn and Bacon.

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## PSY 408: Cognitive Psychology
### Credit Hours: 4

**Unit    Contents**
 1. **Introduction**

   1.1 Definition

   1.2 Information processing approach

   1.3 The growth of Cognitive Psychology

   1.4 Cognition's relation to other fields

 2. **Pattern recognition**

   2.1 Describing patterns

   2.2 Information processing stages

   2.3 Word recognition

 3. **Attention**

   3.1 Bottleneck theories

   3.2 Capacity theories

   3.3 Automatic processing

   3.4 Applications

 4. **Short-term working memory**

   4.1 Forgetting

   4.2 Capacity

   4.3 Memory codes

   4.4 Recognition of items in short term memory

   4.5 Working memory

5.    **Long-term memory**

    5.1 Atkinson-Shiffrin Model

    5.2 Control Processes

    5.3 Indirect tests of memory

6.    **Memory codes**

    6.1 The Levels of Processing Theory

    6.2 Supporting Evidence of the Levels of processing Theory

    6.3 Criticisms and Modifications of the Theory

    6.4 Encoding Specificity and Retrieval

7.    **Visual images**

    7.1 Visual Imagery and Learning

    7.2 Evidence for Image in Performing Cognitive Tasks

    7.3 Limitations of Images

8.    **Categorization**

    8.1 Concept Identification

    8.2 Natural Categories

    8.3 Categories Novel Patterns

9.    **Everyday memory**

    9.1 Introduction

    9.2 Autobiographical memory

    9.3 Eyewitness testimony

10.    **Language**

    10.1 Three aspects of language

    10.2 Psychology and grammar

    10.3 Using semantic context in Sentence Comprehension

    10.4 Implication of sentences

**Readings**

Cohen, G. (1977). *The Psychology of cognition*. NY: Academic Press. Inc.

Crider, A.B. Goethals G. R. Kavanaugh, R. D., and Solomon P. R. (1982). NY: *Psychology*. Scott, Foresman & Company.

Dodd, D.H. (1980). *Cognition*. USA: Allyn & Becon, Inc.

Eysenck, M. W. & Keane, M. T. (2005). *Cognitive Psychology: A Student's Handbook*. New York: Psychology Press. 5th edition.

Mayer R.E. (1981). *The promise of Cognitive Psychology*. USA: W.H. Freeman and Company.

Reed, S. K. (2007). *Cognition*: *Theory and Applications*. USA: Thomson, Wadsworth.

Reynolds, A.G. and Flagg, P.W. (1983). *Cognitive Psychology*. USA: Little, Brown and Company.

## PSY 409: Practical (Research Project)
## Credit Hours: 4

## PSY 410: Practical (Internship)
## Credit Hours: 4

The internship occurs at or near the end of the academic year. The internship is the joint responsibility of the BS Honors in Psychology Program and the participating internship field placements. The internship settings are selected on the basis of their appropriateness relative to the specific training objectives of the program and with sensitivity to the student's professional background and goals. The daily supervision of interns is conducted by approved field supervisors in concert with the Department of Psychology faculty.

The field-based internship supervisors are licensed psychologists. The supervisors are responsible for no more than two interns at any given time. The University of Dhaka internship supervisor is responsible for no more than 5 interns at any given time. Further, the university-based supervisor maintains an on-going relationship with the field-based internship supervisors. In addition, interns are expected to attend seminar meetings (either in person or through WebEx) throughout the period of their internships.

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. As such, the internship allows the student to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. To be eligible for internship, the student must have completed all required coursework with no remaining incomplete courses. The internship is the culminating professional experience in the BS Honors in Psychology program, thus requiring the dedication and complete attention as expected of full-time work in the field. Students are considered to have full-time commitments throughout the internship (45 – 60) days amounting to at least 250 clock hours of supervised experiences relevant to the practice of Psychology.