

Approved by the Academic Council on 26.09.2023

One Year Two Semester Professional MS in Psychology

Department of Psychology, Faculty of Biological Sciences

University of Dhaka, Dhaka 1000, Bangladesh

		Course Code	Course Title	Marks	Credits		
First Semester	Compulsory	PSY501	Introduction to Psychology	75	3		
		PSY502	Positive Psychology	75	3		
		PSY503	Research Methods and Statistics	75	3		
	Optional (Any One Group of the Five Specializations)	Developmental Psychology	DPSY504	Childhood and Adolescent	75	3	
			DPSY505	Adulthood and Aging	75	3	
		I-O Psychology	IOPSY504	Workplace Well-being Management	75	3	
			IOPSY505	Personnel Selection Training and Placement	75	3	
		Psychometrics	PSYM504	Measurement Fundamentals	75	3	
			PSYM505	Basic Psychometrics	75	3	
		School Psychology	SPSY504	Introduction to School Psychology	75	3	
			SPSY505	Fundamental Issues in Education	75	3	
		Social Psychology	SCPSY504	Crime Over the Life Time	75	3	
			SCPSY505	Understanding Social Cognition	75	3	
		Total				375	15

		Course Code	Course Title	Marks	Credits	
Second Semester	Optional (Any One Group of the Five Specializations)	Developmental Psychology	DPSY506	Developmental Disorder and Disabilities	75	3
		I-O Psychology	IOPSY506	Occupational Health and Safety Management	75	3
		Psychometrics	PSYM506	Advanced Psychometrics	75	3
		School Psychology	SPSY506	Psychoeducational Assessment	75	3
		Social Psychology	SCPSY506	Social Psychology in the Criminal Justice System	75	3
	Compulsory	PSY507	Internship	100	4	
		PSY508	Thesis	150	6	
		PSY509	Viva Voce	50	2	
	Total				375	15

PSY 501: Introduction to Psychology
3 Credit Hours

1. Introduction

- 1.1 Definition and nature of Psychology
- 1.2 Psychology as a science
- 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. Learning

- 2.1 Definition of learning
- 2.2 Classical conditioning: processes in classical conditioning, Classical conditioning and human behavior
- 2.3 Operant conditioning: processes on operant conditioning, Types of reinforcement, Schedules of reinforcement, Shaping
- 2.4 Cognitive mapping: Latent learning, Insight learning, Observational learning

3. Memory and Forgetting

- 3.1 Defining memory
- 3.2 Structure of Memory: Sensory memory, Short-term memory, Long term memory
- 3.3 Memory Dysfunctions
- 3.4 Improving Memory
- 3.5 Why do we forget? Interferences, Decay, Retrieval failure, Repression

4. Motivation and Frustration

- 4.1 Defining motivation
- 4.2 Theories of motivation: Instinct theory, Drive theory, Arousal theory, Opponent process theory, Incentive theory, Cognitive theory, Maslow's Hierarchy theory of motivation
- 4.3 Classification of Motives: Biological Motives, Social Motives
- 4.4 Frustration defined
- 4.5 Sources of frustration
- 4.6 Types of conflicts as sources of frustration

5. Emotion

- 5.1 Defining emotion
- 5.2 Theories of emotion: James-Lange theory of emotion, Cannon-Bard theory of emotion and Schachter-Singer theory of emotion
- 5.3 Types of emotion
- 5.4 Functions of emotion

6. Personality

- 6.1 Defining Personality
- 6.2 Determinants of personality
- 6.3 Approaches to personality: psychoanalytical, behavioral, and trait approaches
- 6.4 Measuring Personality

7. Intelligence and Creativity

- 7.1 Definition of intelligence
- 7.2 Theories of intelligence
- 7.3 Measurement of intelligence
- 7.4 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. (2023). *Understanding Psychology* (International 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 502: Positive Psychology 3 Credit Hours

- 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?
- 7.8 Materialism and its Discontent

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 Press.
- 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 503: Research Methods and Statistics
3 Credit Hours

1. Introduction to Research

- 1.1 Definition, Objective and Purpose of Research
- 1.2 Research Problem and Question
- 1.3 Types of Research: Basic vs. Applied; Laboratory vs. Field; Quantitative vs. Qualitative ; Exploratory vs. Explanatory
- 1.4 Basic Concepts in Research: Theory, Fact, Data, Constructs, Inductive and Deductive Reasoning
- 1.5 Ethical Issues in Psychological Research and APA Ethical Codes: Ethical Guidelines for Research with Humans, Informed Consent and Special Populations, Use of Deception, Treating Participants Well, Research Ethics and the Internet, Ethical Guidelines for Research with Animals

2. Descriptive Methods

- 2.1 Observational Methods: Naturalistic Observation, Options When Using Observation, Laboratory Observation, Collecting Data Through Observation
- 2.2 Survey Methods: Survey Construction, Administering Survey Sampling Techniques: Population and Sample, Determination of Sample Size, Census and Sample Survey, Sampling Techniques, Sampling Error and Bias, Sampling Distribution and Central Limit Theorem

3 Qualitative Research Approaches to Inquiry

- 3.1 Narrative Study, Phenomenology, Grounded Theory, Ethnography
- 3.2 Case Study
- 3.3 Focused Group Discussion (FGD)

4. Mixed Method Design

- 4.1 Definition of Mixed Method Design
- 4.2 Linking Qualitative and Quantitative Research in One Design
- 4.3 Classifications of Mixed Method Designs
- 4.4 Four Major Types of Mixed Method Designs: Triangulation, Embedded, Explanatory,
- 4.5 and Exploratory

5. Statistics in Psychological Research

- 5.1 Types of Tests: Parametric and Non-parametric Tests, Descriptive and Inferential Tests
- 5.2 Score Transformations: Need for Transformed or Derived Scores, Types of Transformations: Linear Transformation, Non-Linear Transformation
- 5.3 Simple, Bivariate or Zero Order Correlation, Positive versus Negative Correlation, Linear versus Non-linear Correlation, Low, Moderate, Strong, and Perfect Correlation, Scatter Diagram, Partial and Semi-Partial (or Part) Correlations
- 5.4 Simple Regression, Method of Least Squares, Types of Regressions
- 5.5 Multiple Regression Analysis, Meaning of Multiple Regression, Purpose of Multiple Regression, Assumptions of Multiple Regression, Partial Regression Co-efficient, Meaning of Beta, R^2 and Adjusted R^2 , R^2 Change, Tolerance and Multi-Colinearity

6. Basic Mediation and Moderation

- 6.1 Confounder, Covariate, Mediator, Moderator
- 6.2 Basic Rules for Mediation
- 6.3 How to Do Basic Mediation An Example of Mediation with Experimental Data

- 6.4 An Example of Null Mediation
- 6.5 Sobel's z versus Reduction of the Basic Relationship
- 6.6 Categorical Variable Moderation
- 6.7 An Example of a Continuous Moderator
- 6.8 Simple Slopes of the Three Moderation Lines
- 6.9 The Interpretation of Various Interactional Patterns: The Fan Effect, The Triangle
- 6.10 Pattern, The Funnel Pattern, The Crossover Pattern (Butterfly)

7. Dissertation and Report Writing

- 7.1 Writing Clearly
- 7.2 Avoiding Grammatical Problems
- 7.3 Reporting Numbers
- 7.4 Citing and Referencing
- 7.5 Typing and Word Processing
- 7.6 Organizing the Dissertation
- 7.7 Writing a Scientific Report Based on the Latest Publication Manual of APA

Readings

- Ferguson, G. A., & Takane, Y. (2005). *Statistical analysis in psychology and education*. (6th Ed.). New York: McGraw-Hill Custom Pub.
- Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company
- Goodwin, K. A., & Goodwin, C. J. (2005). *Research in psychology: Methods and design*. (8th Ed.) Hoboken, NJ: John Wiley & Sons.
- Jackson, S. L. (2016). *Research methods and statistics: A critical thinking approach*. (5th Ed.). Australia: Cengage Learning.
- Jose, P. E. (2013). *Doing Statistical Mediation and Moderation*. New York: The Guilford Press.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice*. (2nd Ed.). San Francisco, CA: Jossey-Bass.
- Siegel, S. & Castellan, Jr. N. J. (1988). *Non-parametric Statistics for the Behavioral Sciences* (2nd Ed.). NY: McGraw Hill.

Developmental Psychology

DPSY 504: Childhood and Adolescents 3 Credit Hours

1. Introduction

- 1.1. Historical Development of Child Psychology
- 1.2. Field of Application of Applied Child and Adolescent Development

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 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. Theories of Attachment

- 5.1. Origins and Principles of Attachment Theory
- 5.2. Infant –Mother Attachment

6. Development during Infancy and Childhood

- 6.1. Physical Development: Body growth
 - 6.1.1. Motor Development: The Sequence of motor development, Gross motor development, Fine motor development; Handedness, Play, Types of play, Importance of play.
 - 6.1.2. Components of Language: phonological, morphological, semantical, syntactical, how language develops.
 - 6.1.3. Emotional and Social Development: Factors influencing emotional development, Basic emotions, Processes in social development, Family influences, Societal influence.
 - 6.1.4. Moral Development: Piaget's theory, Kohlberg's theory

7. Developmental Changes During Adolescence

- 7.1. 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 matures, psychological effects of physical changes, developmental tasks of adolescence.
- 7.2. Adolescent sexuality: cultural influences on sexuality, sexual attitudes, sexual behaviour, Sexual Socialization in Restrictive, Semi-restrictive, and Permissive Societies, Heterosexual and Homosexual Attitudes and Behaviour
- 7.3. Adolescence Social Relationship: family-peer relationships
- 7.4. Vocational Choice: Factors influencing vocation choice: personal and social factors.

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. BS (Honors) in Psychology 20
- 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

DPSY 505: Adulthood and Aging 3 Credit Hours

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, Parenting
- 2.2. Divorce, Widowhood, Remarriage
- 2.3. The World of Work, Occupational choice, Challenges of work setting, The career clock, Work and Age

3. Middle Adulthood

- 3.1. Physical change: Menopause and its effect on personality
- 3.2. Grandparenting: Adjustment to changed family situation
- 3.3. Duvall's family life cycle
- 5.5 Work and generativity
- 5.6 Work-related issues and task

4. Late Adulthood

- 4.1. Physiological Theories of Aging: Wear and Tear Theory, Cellular Aging Theory, Homeostatic Imbalance Theory, Dietary Restriction Theory

5. Social-Psychological Theories of Aging

- 5.1. Disengagement Theory
- 5.2. Activity Theory

6. Physical Changes of Late Adulthood

- 6.1. Sensory capacities: Vision, Hearing, Nervous systems, Central Nervous system

7. Adjustment with death and bereavement

- 7.1. Facing death
- 7.2. The process of dying
- 7.3. 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: McGrawHill.

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: Dorsey 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).

DPSY 506: Developmental Disorder and Disabilities 3 Credit Hours

1. Introduction

- 1.1. Definition of Developmental Disorder
- 1.2. Types of Developmental Disorder

2. Biological Beginnings

- 2.1. Some Genetic Principles
- 2.2. Methods used by Behaviour Geneticists
- 2.3. Abnormalities in Genes and Chromosomes
- 2.4. Genetic Counselling

3. Intellectual Disability (ID)

- 3.1. Definition and Systems of Classification
- 3.2. Developmental and Associated Features
- 3.3. Etiology and ID Subtypes

- 3.4. Risks and Protective Factors
- 3.5. Assessment
- 3.6. Intervention and Prevention
- 4. Autism Spectrum Disorder (ASD)**
 - 4.1. Description and Associated Features
 - 4.2. Specifiers for ASD
 - 4.3. Impairment in Social Interaction: Developmental Considerations
 - 4.4. Impaired Language and Communication
 - 4.5. Restricted, Repetitive Behaviors and Interests
 - 4.6. Intellectual Functioning: ASD and Intellectual Developmental Disabilities
 - 4.7. Developmental Issues and Concerns
 - 4.8. Prevalence and Etiology
 - 4.9. Assessment Treatment and Intervention
- 5. Specific Learning Disabilities**
 - 5.1. Current Issues: Definition and Systems of Classification
 - 5.2. Two Systems of Classification: The DSM-5 (APA, 2013) and IDEA (2004)
 - 5.3. The DSM-5 (APA, 2013): Clinical Classification and Diagnostic Criteria
 - 5.4. IDEA (2004): Educational Definition and Eligibility Criteria
 - 5.5. Specific Types of Learning Disabilities
- 6. Attention Deficit Hyperactivity Disorder (ADHD)**
 - 6.1. Current Clinical Description of ADHD
 - 6.2. Developmental Considerations and Associated Features
 - 6.3. Comorbid and Related Disorders
 - 6.4. Etiology: The Biological and Neurological Model
 - 6.5. Assessment
 - 6.6. Treatment
- 7. Neurodegenerative Disorder**
 - 7.1. Memory-Related Disorder: Dementia-Alzheimer
 - 7.2. Parkinson's disease
 - 7.3. Huntington's disease

Readings

Goldstein, S., & DeVries, M. (Eds.). (2017). Handbook of DSM-5 Disorders in Children and Adolescents. Gewerbestrasse: Springer International Publishing AG.

Matson, J. L. (Ed.). (2018). Handbook of Childhood Psychopathology and Developmental Disabilities

Assessment, Autism and Child Psychopathology Series, Gewerbestrasse: Springer International Publishing AG

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

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

Industrial-Organizational Psychology

IOPSY 504: Workplace Well-being Management 3 Credit Hours

- 1. Industrial Relation & Grievance Management**
 - 1.1 Industrial Relation
 - 1.2 Labor Standards
 - 1.3 Job Responsibilities of Welfare Officer
 - 1.4 Grievance Management
- 2. Self-Identification**
 - 2.1 Who am I?
 - 2.2 Me in relation to others
 - 2.3 Healthy and unhealthy relationships
 - 2.4 My Self-Esteem
 - 2.5 Personal Goal-setting
- 3. Sexual and Reproductive Health and Rights**
 - 3.1 Sexuality Cycle
 - 3.2 Gender & Sex
 - 3.3 Menstrual Regulation
 - 3.4 Safe motherhood
 - 3.5 Reproductive health
 - 3.6 Gender-based violence
 - 3.7 Fact & Opinion
- 4. Body, Mind & Empowerment**
 - 4.1 Employees mental health
 - 4.2 Self – Empowerment
 - 4.3 Physical techniques and body integrity
 - 4.4 Dealing with emotions
- 5. Communication & Counselling**
 - 5.1 Psycho-social counsellor
 - 5.2 Attitudes
 - 5.3 Communication skills
 - 5.4 Helping Reflex
 - 5.5 Four process in counseling
 - 5.6 Ethics

Readings

Handout will be provided at the class

IOPSY 505: Personnel Selection, Training and Placement
3 Credit Hours

1. Introduction to Selection, Placement and Training

- 1.1 Meaning of Personnel Selection
- 1.2 Placement and Training
- 1.3 The Planning of Human Resource Needs
- 1.4 Recruiting goals
- 1.5 Employee Placement
- 1.6 Need Assessment for Training

2. Assessment Methods for Selection and Placement

- 2.1 Job Related Characteristics
- 2.2 Psychological Tests
- 2.3 Biographical Information
- 2.4 Work Samples
- 2.5 Assessment Centers
- 2.6 Interviews

3. Recruitment and Selection

- 3.1 Factors that affect recruiting efforts
- 3.2 Constraints on recruiting efforts
- 3.3 Internal recruitment channels
- 3.4 External recruitment channels
- 3.5 Job application blanks
- 3.6 Inputs and challenges to selection
- 3.7 Selection: An overview, Selection process

4. Performance Appraisal

- 4.1 Significance of Performance Appraisal
- 4.2 Performance Criteria
- 4.3 Methods of Assessing Job Performance

5. Training and Career Development

- 5.1 Setting Objectives
- 5.2 Steps to training
- 5.3 Training Design
- 5.4 Training Methods
- 5.5 Delivery of a Training Program
- 5.6 Evaluation of Training
- 5.7 Career planning and Employee need

6. Practical Learning

- 6.1 Personality, Intelligence, Aptitude, Interviews, Group discussion etc.

Readings

Readings

Anastasi, A. (1979). *Fields of Applied Psychology*. McGraw Hill Inc. New York.
Page 8 of 23

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

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

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

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

McCormick, E. J. and Hagen, D. R. (1995). Industrial and Organizational Psychology, London, Routledge Publications.

Miner, J. B. (1992). Industrial-Organizational Psychology. New York: McGraw-Hill International Edition.

Saal, F. E. and Knight, P. A. (1995). Industrial/Organizational Psychology. Brooks/Cole Publishing Company. California. USA.

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

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

IOPSY 506: Occupational Health and Safety Management 3 Credit Hours

- 1. Occupational Health Management**
 - 1.1 Introduction, Aim of occupational health
 - 1.2 Hazards in workplace
 - 1.3 Prevention of occupational diseases
- 2. Industrial Hazard**
 - 2.2 Introduction
 - 2.3 Hazard defined
 - 2.4 Hazard-accident model
 - 2.5 Hazard categories and classification
 - 2.6 Hazard control
 - 2.7 Some definitions
- 3. Industrial Accidents: Causes and Effects**
 - 3.1 Introduction
 - 3.2 Accident defined
 - 3.3 Causes of accidents
 - 3.4 Basic elements of accidents
 - 3.5 Implication of accidents
 - 3.6 Minimization of accident losses
- 4. Accident Prevention Techniques**
 - 4.1 Introduction
 - 4.2 Accident prevention necessity
 - 4.3 Accident prevention procedures

- 4.4 Different methods of accident prevention
- 4.5 Steps for accidents prevention
- 4.6 Safety: how to implement? Agencies to promote accident prevention
- 4.7 Parameters for establishing safety culture
- 4.8 Safety culture and safety performance
- 5. Safety Management**
 - 5.1 Introduction
 - 5.2 Safety defined
 - 5.3 Necessity of Safety
 - 5.4 Safety aspects: Safety management
 - 5.5 Activities of safety management
 - 5.6 The Safety triangle
 - 5.7 Safety organization
 - 5.8 Elements and characteristics of Safety Management System (SMS)
 - 5.9 Legal framework of safety and health in Bangladesh
- 6 National Occupational Safety and Health Policy (OSH) of Bangladesh**
 - 6.1 Introduction
 - 6.2 Overall objective of the policy
 - 6.3 Role of key stakeholders in OSH Improvement programs
 - 6.4 Policy statement
 - 6.5 Action programs for implementation
 - 6.6 Strategy
 - 6.7 Conclusion.

Readings

Rahman, M. H. (2009). Management of Occupational Safety Health and Environment. Adorn Publication, Dhaka, Bangladesh.

Psychometrics

PSYM 504: Measurement Fundamentals 3 Credit Hours

1. Historical Perspective on Measurement

- 1.1 Early Antecedents
- 1.2 Charles Darwin and Individual Differences
- 1.3 Experimental Psychology and Psychophysical Measurement
- 1.4 The Evolution of Intelligence and Standardized Achievement Tests
- 1.5 Personality Tests
- 1.6 The Emergence of New Approaches to Personality Testing
- 1.7 The Period of Rapid Changes in the Status of Testing
- 1.8 The Current Environment

2. Classification of Variables

- 2.1 Classifying from Measurement Perspective
- 2.2 Numerical/Quantitative
 - 2.2.1 Discrete versus Continuous
 - 2.2.2 Interval versus Ratio
- 2.3 Qualitative/Categorical
 - 2.3.1 Dichotomous
 - 2.3.2 Polychotomous - Nominal and Ordinal
- 2.4 Classifying from Research Method Perspective
 - 2.4.1 Independent versus Dependent
 - 2.4.2 Predictor versus Criterion/Outcome
 - 2.4.3 Endogenous versus Exogenous
- 2.5 Creating Dummy Variables

3. Levels of Measurement

- 3.1 Steven's Contribution in Measurement
- 3.2 Definition of Measurement
- 3.3 Properties of Number and Levels of Measurement
- 3.4 Why Level of Measurement Matters?

4. Scales for Measurement

- 4.1 Binary Scales
- 4.2 Rating Scales
 - 4.2.1 Summated Rating Scale - Likert Scale, Likert-Type Scale
 - 4.2.2 Frequency Rating Scale
 - 4.2.3 Descriptive Rating Scale
 - 4.2.4 Graphic Rating Scale
 - 4.2.5 Visual Analog Scale
 - 4.2.6 Semantic Differential Scale
- 4.3 Ranking Scales
- 4.4 Q-Sorts
- 4.5 Methods of Scaling - Likert Scaling, Guttman Scaling, Thurstone Scaling

5. Models of Measurement

- 5.1 Theories of Measurement – Classical Test Theory (CTT), Generalizability Theory (GT), Item Response Theory (IRT)
- 5.2 Models of Measurement – Congeneric, Parallel, Tau-Equivalent, Essentially Tau-Equivalent

5.3 Models of Measurement and Reliability

6. Meaning of Scores

6.1 Criterion Referenced Interpretation

6.2 Raw, Weighted, and Normative Scores

6.3 Normative Scores

6.3.1 Percentile Rank

6.3.2 Linear z Score

6.3.3 Normalized (Non-Linear) z Score

6.3.4 Converted/Derived/Standardized/ Transformed z Scores – T , DIQ , $CEEB$, NCE

6.3.5 Stanines, Stens

6.3.6 Scaled Scores

Readings

Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: an introduction to tests and measurement: 9th ed.* Singapore: McGraw-Hill Education.

Crocker, L. M., & Algina, J. (2008). *Introduction to classical and modern test theory.* New York: Wadsworth Pub Co.

Dimitrov, D. M. (2011). *Statistical methods for validation of assessment scale data in counseling and related fields.* Alexandria, VA: Wiley.

Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: principles, applications, and issues.* Singapore: Wadsworth/Thomson Learning.

Kline, T. J. B. (2005). *Psychological testing: a practical approach to design and evaluation.* New Delhi: Vistaar.

PSYM 505: Basic Psychometrics

3 Credit Hours

1. Introduction to Psychometrics

1.1 What is Psychometrics?

1.2 Why Psychological Testing Matters

1.3 Observable Behavior and Unobservable Psychological Attributes

1.4 Psychological Tests

1.4.1 Assumptions in Psychological Testing and Assessment

1.4.2 Definition and Types of Tests

1.4.3 Principles of Psychological Tests

1.4.4 Applications of Psychological Tests

1.4.5 Interpretation of Test Score: Norm-Referenced versus Criterion-Referenced

1.5 Psychometrics as a Career

2. Item Analysis: Classical Approach

2.1 Definition and Purposes of Item Analysis

2.2 Qualitative versus Quantitative Item Analysis

2.3 Quantitative Approaches: Classical Test Theory (CTT) versus Item Response Theory (IRT)

2.4 Item Analysis for Cognitive and Affective Tests

2.4.1 Item Difficulty/Facility/Endorsement

- 2.4.2 Item Discrimination
- 2.4.3 Item Reliability
- 2.4.4 Item Validity
- 2.4.5 Distracter Functionality Analysis
- 2.4.6 Evaluation of Items

3. Estimating Reliability

- 3.1 Conceptualizing Reliability
- 3.2 Theoretical Definition of Reliability
- 3.3 Unidimensional vs. Multidimensional Reliability
- 3.4 Methods of Estimating Reliability
 - 3.4.1 Test-Retest Reliability
 - 3.4.2 Alternate/Equivalent/Parallel Forms Reliability
 - 3.4.3 Internal Consistency Reliability
 - 3.4.4 Inter-Rater Reliability
 - 3.4.5 Reliability of Composite Scores
 - 3.4.6 Reliability of Change/Difference Scores
 - 3.4.7 Coefficient Alpha versus Composite Reliability
- 3.5 Reliability of Norm-Referenced and Criterion-Referenced Tests
- 3.6 Interpreting a Coefficient of Reliability
- 3.7 Standard Error of Measurement (SEM)
- 3.8 Setting Confidence Interval
- 3.9 Factors Affecting Reliability

4. Assessing Validity

- 4.1 Conceptualizing Validity
- 4.2 Conceptualizing Validity
- 4.3 Sources of Evidences for Validity
 - 4.3.1 Face Validity
 - 4.3.2 Content-Related Evidence for Validity
 - 4.3.3 Criterion-Related Evidence for Validity
 - 4.3.4 Construct-Related Evidence for Validity
- 4.4 Relationship Between Reliability and Validity
- 4.5 Interpreting Validity Coefficients

5. Threats to Psychometric Quality

- 5.1 Threats to Psychometric Quality: Response Biases
 - 5.1.1 Acquiescence Bias (“Yea-Saying and Nay-Saying”)
 - 5.1.2 Extreme and Moderate Responding
 - 5.1.3 Social Desirability
 - 5.1.4 Malingering
 - 5.1.5 Careless or Random Responding
 - 5.1.6 Guessing
- 5.2 Methods for Coping with Response Biases
 - 5.2.1 Minimizing the Existence of Bias by Managing the Testing Context
 - 5.2.2 Minimizing the Existence of Bias by Managing Test Content
 - 5.2.3 Minimizing the Effects of Bias by Managing Test Content or Scoring
 - 5.2.4 Managing Test Content to Detect Bias and Intervene
 - 5.2.5 Using Specialized Tests to Detect Bias and Intervene
- 5.3 Threats to Psychometric Quality: Test Bias
 - 5.3.1 Detecting Construct Bias
 - 5.3.2 Detecting Predictive Bias

6. Ethical, Legal and Professional Issues in Testing

6.1 Ethical Issues in Testing

- 6.1.1 Choosing Appropriate Assessment Instruments
- 6.1.2 Competence in the Use of Tests
- 6.1.3 Confidentiality
- 6.1.4 Cross-Cultural Sensitivity
- 6.1.5 Informed Consent
- 6.1.6 Invasion of Privacy
- 6.1.7 Proper Diagnosis
- 6.1.8 Release of Test Data
- 6.1.9 Test Administration
- 6.1.10 Test Security
- 6.1.11 Test Scoring and Interpretation
- 6.1.12 Standards for Responsible Testing Practices
- 6.1.13 Making Ethical Decisions

6.2 Legal Issues in Testing

6.3 Professional Issues in Testing

6.4 International Test Commission (ITC) Guidelines on Test Use

Readings

- Crocker, L. M., & Algina, J. (2008). *Introduction to classical and modern test theory*. New York: Wadsworth Pub Co.
- Dimitrov, D. M. (2011). *Statistical methods for validation of assessment scale data in counseling and related fields*. Alexandria, VA: Wiley.
- Domino, G., & Domino, M. L. (2006). *Psychological testing: an introduction*. Cambridge: Cambridge University Press.
- Furr, R. M., & Bacharach, V. R. (2014). *Psychometrics: an introduction*. Los Angeles: Sage Publications, Inc.
- Kline, P. (2015). *A Handbook of Test Construction: Introduction to Psychometric Design*. London: Routledge.

PSYM 506: Advanced Psychometrics 3 Credit Hours

1. Item Analysis: Modern Approach

- 1.1 Introduction to IRT: Limitations of CTT, Rasch Model
- 1.2 Assumptions in IRT
- 1.3 Item Calibration, Ability Estimation, Item Characteristic Curve, Item Information Function, Test Information Function, Item-Person Map, Person Parameter Estimation and Misfit
- 1.4 IRT Models for Dichotomous Response: 1PL, 2PL, 3PL
- 1.5 IRT Models for Polychotomous Response: PCM, RSM, GPCM, GRM, NRM
- 1.6 IRT Sample Size Determination
- 1.7 Demonstration of IRT Models in R Software
- 1.8 Concluding Remarks

- 2. Differential Item Functioning (DIF)**
 - 2.1 Measurement Invariance and Differential Item Functioning
 - 2.2 DIF Versus Impact
 - 2.3 DIF and Item Bias
 - 2.4 Mantel-Haenszel Chi-Square
 - 2.5 TSW Likelihood Ratio Test
 - 2.6 Logistic Regression
 - 2.7 Example: DIF Analysis
 - 2.8 Chapter Summary
- 3. Measurement Invariance (MI)**
 - 3.1 Why is Measurement Invariance Testing Important in Psychometrics?
 - 3.2 Configural or Form Invariance
 - 3.3 Metric or “weak factorial” Invariance
 - 3.4 Scalar/threshold or “strong factorial” Invariance
 - 3.5 Residual or “strict factorial” or “invariant uniqueness”
 - 3.6 Assessing Partial Invariance
- 4. Diagnostic Classification Models (DCM)**
 - 4.1 Categorical Latent Variables for DCMs
 - 4.2 When to Use DCMs
 - 4.3 Attribute Profiles
 - 4.4 Diagnostic Classification Model: A Confirmatory Latent Class Model
 - 4.5 The Latent Class Model
 - 4.6 IRFs for DCMs
 - 4.7 The Log-Linear Cognitive Diagnosis Model: A General DCM
 - 4.7.1 Link Functions for DCMs
 - 4.7.2 The Q-Matrix
 - 4.7.3 IRF for Complex Structure Items
 - 4.7.4 Fully Extending the IRF for the LCDM
 - 4.7.5 Other General DCMs
 - 4.8 Submodels of the LCDM
 - 4.8.1 The Deterministic Inputs Noisy And Gate Model
 - 4.8.2 The Compensatory Reparameterized Unified Model
 - 4.8.3 The Deterministic Inputs Noisy Or Gate Model
 - 4.8.4 Other Models
- 5. Linking and Equating**
 - 5.1 Equating Defined
 - 5.2 Equating: Data Collection Phase
 - 5.3 Equating: Transformation Phase
 - 5.4 Example: Applications of the Total Characteristic Function Equating Method
 - 5.5 Mean Equating
 - 5.6 Linear Equating
 - 5.7 Equipercentile Equating
 - 5.8 Chapter Summary
- 6. Standard Setting**
 - 6.1 Common Elements of Standard-Setting Procedures
 - Step 1: Select a Standard-Setting Procedure
 - Step 2: Choose the Panelists
 - Step 3: Prepare Descriptions of Each Performance Category
 - Step 4: Train the Panelists to Use the Chosen Procedure

- Step 5: Collect Panelists' Judgments
- Step 6: Provide Panelists with Feedback and Discuss
- Step 7: Collect a Second Set of Judgments and Create Recommended Cut Scores
- Step 8: Conduct an Evaluation of the Standard-Setting Process
- Step 9: Compile a Technical Report, Including Validity Evidence
- 6.2 Standard-Setting Procedures
 - 6.2.1 The Angoff Method
 - 6.2.2 The Bookmark Procedure
 - 6.2.3 The Contrasting Groups Method
 - 6.2.4 The Borderline Group Method
 - 6.2.5 The Body of Work Method
- 6.3 Validity Evidence for Standard Setting
- 6.4 Procedural Evidence
- 6.5 Internal Evidence
- 6.6 External Evidence

Readings

- Crocker, L. M., & Algina, J. (2008). *Introduction to classical and modern test theory*. New York: Wadsworth Pub Co.
- Dimitrov, D. M. (2011). *Statistical methods for validation of assessment scale data in counseling and related fields*. Alexandria, VA: Wiley.
- Finch, W. H., Immekus, J. C., & French, B. F. (2016). *Applied psychometrics using SPSS and AMOS*. Charlotte, NC: Information Age Publishing, Inc.
- Lane, S., Raymond, M. R., & Haladyna, T. M. (2016). *Handbook of test development*. New York: Routledge.
- Miller, L. A., & Lovler, R. L. (2020). *Foundations of psychological testing a practical approach*. Los Angeles: SAGE Publications, Inc.
- Nunnally, J. C. (1978). *Psychometric theory: 2nd ed.* New York: McGraw-Hill.
- Streiner, D. L., Norman, G. R., & Cairney, J. (2015). *Health measurement scales: a practical guide to their development and use*. Oxford: Oxford University Press.

School Psychology

SPSY 504: Introduction to School Psychology 3 Credit Hours

1. An Overview of School Psychology

- 1.1 Past, Present, and Future of School Psychology
- 1.2 School Psychology as a Profession
- 1.3 Distinction between School Psychology and Educational Psychology
- 1.4 Functions of School Psychologist- Assessment, Consultation, Prevention, Intervention

2. Fundamentals of Consultation and Collaboration

- 4.1 Definition of Consultation and Collaboration
- 4.2 Characteristics of Consultation and Collaboration
- 4.3 Consultation and Collaboration Compared with other Human Services
- 4.4 Characteristics of Effective Consultants and Collaborators
- 4.5 Skills Necessary for Consultants and Collaborators

3. Generic Model of Consultation and Collaboration

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

4. School Based Consultation and Collaboration

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

5. Prevention and Intervention

- 5.1 Objectives of Preventive Measures
- 5.2 Behavior Management in the Classroom
- 5.3 Prevention and Intervention Strategies in the Day Care and School Setting
- 5.4 Foundations of Learning, Cognition and Academic Intervention
- 5.5 Intervention Techniques and Programs for Academic Performance Problems
- 5.6 Training Parents as Behavior Change Agents: Successes, Failures, and Suggestions for School Psychologists
- 5.7 Application of Behavioral Principles to Educational Settings

6. Early Intervention

- 6.1 Overview of Early Intervention
- 6.2 What Puts Children at Risk
- 6.3 Environmental Risk
- 6.4 Early Education Programs
- 6.5 Education Programs

7. Students Rights in Schools

- 7.1 School Regulation of Students

- 7.2 Behavior during Schools
- 7.3 Privacy Issues
- 7.4 Discipline and Punishment
- 7.5 Suspension and Expulsion

8. Ethics in School Psychology: An Introduction

- 8.1 Quality Control in School Psychology
- 8.2 What and Why of Professional Ethics
- 8.3 Ethics Training and Competencies
- 8.4 Codes of Ethics
- 8.5 Four Broad Ethical Principles
- 8.6 Ethical and Legal Decision Making
- 8.7 Unethical Conduct

Readings

- Bradley, R. H. & Mansell, L. W. (1997). *Children in Poverty*. In Ammerman, R. T. and Hersen, M. (ed.). *Handbook of Prevention and Treatment with Children and Adolescents*. (Pp.13-58). NY: John Wiley & Sons Inc.
- Dougherty, A. M. (2013). *Psychological Consultation and Collaboration in School and Community Settings* (6th Edition). Belmont: Cengage Learning.
- Fagan, T. K. & Wise, P. S. (2007). *School Psychology: Past, Present & Future*. Bethesda, MD: National Association of School Psychologists.
- Gladding, S. T. (1996). *Counseling: A Comprehensive Profession* (3rd Edition). NJ: Prentice Hall.
- Jacob, S. & Hartsorne, T. (2007). *Ethics and Law for School Psychologists* (5th Edition). NY: Wiley.
- Merrell, K. W., Ervin, R. A. & Peacock, G. G. (2012). *School Psychology for the 21st Century: Foundations & Practices*. NY: Guilford Press.
- Reynolds, C. R. & Gutkin, T. B. (1998). *The Handbook of School Psychology* (3rd ed.). NY: John Wiley & Sons, Inc.
- Shapiro, E. S. & Derr, T. F. (1990). *Curriculum based-assessment*. In Gutkin, T. B. & Reynolds, C. R. (Eds.). *The Handbook of School Psychology*. (2nd eds.) (pp365-387). NY: John Wiley & Sons Inc.

SPSY 505: Fundamental Issues in Education

3 Credit Hours

1. Introduction to Education

- 1.1 Philosophical Perspectives in Education: Idealism, Realism, Pragmatism, Existentialism, Essentialism, Progressivism
- 1.2 Educational Objectives: Characteristics of Educational Objectives, Taxonomy of Educational Objectives, Behavioral Versus Non-behavioral Educational Objectives,

Writing Educational Objectives, Developing and Implementing a Table of Specifications or Test Blueprint

2. Educational Process and Assessment

- 2.1 Educational Process: Readiness for Learning, Intuitive and Analytic Thinking, Aids to Learning, Quality in Education, Quality Assurance
- 2.2 Inclusive Education: Concept, Nature, Scope and Significance; Special Needs of the Target Group
- 2.3 Educational Assessment: Tests, Measurement, and Assessment; Types of Tests; Types of Score Interpretations; Assumptions of Educational Assessment; Participants in the Assessment Process; Common Applications of Educational Assessment
- 2.4 Item Development and Its Analysis: Selected-Response Items; Constructed-Response Items, Guidelines for Developing Items, Strengths and Weaknesses of Items; Quantitative Item Analysis; Qualitative Item Analysis; Using Item Analysis to Improve Items and Classroom Instruction; Reliability and Validity

3. Curriculum

- 3.1 Concept of Curriculum
- 3.2 Curriculum and Syllabus
- 3.3 Competency-Based and Content-Based Curriculum
- 3.4 Hidden Curriculum
- 3.5 Integrated Curriculum
- 3.6 Unified Curriculum and Diversified Curriculum
- 3.7 Montessori Curriculum
- 3.8 Co-Curricular and Extra-Curricular Activities

4. Instructional Pedagogy

- 4.1 Instructional Strategies
- 4.2 Direct Instruction and Discovery
- 4.3 Differentiated Instruction
- 4.4 Scaffolding Instruction

5. Learning, Behavior, Cognition and Motivation

- 5.1 Principles of Behavior Management
- 5.2 Meaningful learning and Schema Theory
- 5.3 Cognitive and Knowledge Development
- 5.4 Interactional Theories of Cognitive Development
- 5.5 Exploring Motivation and Achievement Processes

6. Educating the Exceptional Child

- 6.1 The Exceptional Child: Who is an Exceptional Child; Categories of Exceptional Children; The Interaction of Heredity and Environment; Intra-individual Differences
- 6.2 Children Who are Gifted and Talented: Definitions, Factors that Contribute to Giftedness and Talent, The Challenges Associated with Giftedness,
- 6.3 Educational Adaptations: Adapting the Learning Environment; Adapting Curriculum; Adapting Teaching Strategies.

7. Education of Children with Disabilities and Disorders

- 7.1 Children with Learning Disabilities: Characteristics of Children with Learning disabilities, Classification of Learning disabilities, Educational Adaptations

- 7.2 Children with Emotional and Behavior Disorders: Factors Related to Behavior Problems Classifications and Characteristics, Intervention Strategies, Educational Adaptations
- 7.3 Children with Communication Disorders: Difference between Speech and Language Disorders, Classifications of Communication Disorders, Educational Adaptations
- 7.4 Children with Autism Spectrum Disorders: Prevalence, Causes and Characteristics, Educational Adaptations
- 7.5 Intellectual and Developmental Disabilities: Causes of IDD, Characteristics of Children With IDD, Educational Responses to Students with IDD
- 8. Applied Behavior Analysis**
 - 8.1 Definition, Planning, and Ongoing Assessment; Philosophy Underlying ABA Techniques
 - 8.2 Qualification for ABA Interventions
 - 8.3 Basic Principles of ABA: Reinforcement, Task Analysis, Chaining, Fading, Shaping
 - 8.4 School Based ABA
 - 8.5 Verbal Behavior

Readings

- Abel, D. C. (1992). *Theories of Human Nature*. NY: McGraw Hill.
- Autism Community. (March, 2014). What is discrete trial teaching? Retrieved from <http://www.autism-community.com/what-is-discrete-trial-teaching/>
<http://www.lovaas.com/approach-differentiate.php>
- Bruner, J. S. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.
- Driscoll, M. P. (2000). *Psychology of Learning* (2nd Edition). NY: Allyn and Bacon.
- Kearney, A. J. (2015). *Understanding applied behavior analysis: An introduction to ABA for parents, teachers, and other professionals*. UK: Jessica Kingsley Publishers.
- Kirk, S. A., Gallagher, J. J. & Anastasio, N. J. (2003). *Educating Exceptional Children* (10th Edition). NY: Houghton Mifflin Company.
- Reynolds, C. R., Livingston, R. B. & Willson, V. (2011). *Measurement and Assessment in Education* (2nd Edition). New Delhi: PHI Learning Private Limited.
- Santrock, J. W. (2012). *Educational Psychology* (5th Edition). NY: McGraw-Hill.
- Smith, D. D. & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th Edition). Columbus, OH: Pearson/Merrill.
- Woolfolk, A. (2004). *Educational Psychology* (9th Edition). New Delhi: Pearson Education Inc.

SPSY 506: Psychoeducational Assessment 3 Credit Hours

- 1. Purpose of Psychoeducational Assessment**
 - 1.1 Definition and Purpose of Psychoeducational Assessment
 - 1.2 Who conducts Psychoeducational Assessment?
 - 1.3 Psychoeducational Versus Psychological Assessment and Report Writing
 - 1.4 Feedback Conference

- 1.5 The Third Pillar of Evidence-based Psychoeducational Assessment: Expert Clinical Judgement
- 1.6 The Fourth Pillar of Evidence-based Psychoeducational Assessment: A well-written, Organized, and Aesthetically Appealing Report
- 2. Psychoeducational Assessment Process**
 - 2.1 Overview
 - 2.2 Steps in the Psychoeducational Assessment Process
 - 2.3 Working with Children
 - 2.4 Observing the Child
 - 2.5 Testing Environment and Test Session
- 3. Observing the Child**
 - 3.1 Introduction
 - 3.2 Types of Observation
 - 3.3 How Many Observations Are Enough?
 - 3.4 Observation of Student Behavior during Administration of Standardized Assessments
 - 3.5 Hawthorne and Halo Effects
 - 3.6 Summary
- 4. General Guidelines on Report Writing**
 - 4.1 Overview
 - 4.2 Structure of the Psychoeducational Report
 - 4.3 Conceptual Issues in Psychoeducational Report Writing
 - 4.4 Stylistic Issues in Psychoeducational Assessment Report Writing
 - 4.5 Conclusion
- 5. Identifying Information and Reason for Referral**
 - 5.1 Introduction
 - 5.2 Identifying Information
 - 5.3 Reason for Referral
 - 5.4 Conclusion
- 6. Assessment Results**
 - 6.1 Introduction
 - 6.2 Organization of Assessment Results Section
 - 6.3 Format for Presentation of Assessment Instruments
 - 6.4 Understanding Standard and Scaled Scores
 - 6.5 Conclusion
- 7. Conceptualization and Classification**
 - 7.1 Introduction
 - 7.2 Integration of Information
 - 7.3 General Framework for the Conceptualization
 - 7.4 Conclusion
- 8. Summary, Recommendations and Oral Reporting**
 - 8.1 Introduction
 - 8.2 Summary Section
 - 8.3 Recommendations Section
 - 8.4 General Recommendation
 - 8.5 Why Recommendations Are Not Implemented?
 - 8.6 Accommodations
 - 8.7 General Oral Reporting Guidelines

Readings

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment* (12th Edition). New Delhi: Dorling Kindersley.
- Anastasi, A. & Urbina.S. (2010).*Psychological Testing* (7th Edition). New Delhi: Pearson Education.
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- Reynolds, C. R., Livingston, R. B. & Willson, V. (2011). *Measurement and Assessment in Education* (2nd Edition). New Delhi: PHI Learning Private Limited.
- Thorndike, R. M. & Christ, T. T. (2011). *Measurement and Evaluation in Psychology and Education* (8th Edition). New Delhi: PHI Learning Private Limited.

Social Psychology

SCPSY 504: Crime Over the Life Time 3 Credit Hours

1. Introduction

- 3.1 What is crime
- 3.2 The classification of crime
- 3.3 Methods for studying criminal behavior
- 3.4 How does crime link to Psychology?

2. Criminal Psychology

- 2.1 What is a criminal psychology
- 2.2 History of criminal psychology
- 2.3 Role of criminal Psychologists
- 2.4 Career paths
- 2.5 Profiling

3. Psychological theories of crime

- 2.1 The four basic ideas or theory
- 2.2 Failure in psychological development
- 2.3 Aggression and Violence
- 2.4 Inherent personality traits
- 2.5 Relationship of criminality to mental illness

4. Techniques of investigation in criminal psychology

- 2.1 The reverse order
- 2.2 change of prospective
- 2.3 Detecting Lies and– Deceitfulness
- 2.4 Cognitive interviews
 - 2.4.1 Social dynamics
 - 2.4.2 Memory of Cognition
 - 2.4.3 Communication
 - 2.4.4 Assessment of statement validity
 - 2.4.5 Statements are taken in the form of interview

- 2.4.6 Criteria based content analysis
- 2.4.7 The use of the content checklist
- 5. Psychological criminal investigation intervention techniques**
 - 5.1 Aggression replacement training
 - 5.2 Techniques of skill streaming
 - 5.2.1 Training techniques for anger management
 - 5.2.2 Training techniques for moral reasoning
 - 5.3 Group therapy
 - 5.4 Token Economy
 - 5.5 Cognitive therapy

Readings

Cassel, E.(2007). Criminal Behavior (2nd ed)Lawrence Erlbaum Associates, Publishers, Mahwah NewJersey, London.

Morris K.E and Braukmann C..J (1987) Behavioral approaches to Crime, Delinquency, A handbook of Application, & Concerts; Plenum press, N.Y and London.

Greenberg and Rnback; Aften the crime. Victim Decision Making, Perspectives in Law & Psychology -9; Plenum press. New York , London.

SCPSY 505: Understanding Social Cognition

3 Credit Hours

1. Chapter 1. Introduction: Introduction of social cognition research

- 1.1 Constructing social reality
- 1.2 Different perspectives on the social thinker
- 1.3 Consistency seekers and Cognitive misers
- 1.4 Motivated tacticians
- 1.5 The cognitive component of social cognition
- 1.6 What is social about social cognition?

2. Chapter 2. General framework of social cognitive processing

- 2.1 Three main ingredients
 - 2.1.1 Input from the given situation
 - 2.1.2 Input in the form of prior knowledge
 - 2.1.3 Processes that operate on the input
- 2.2 General themes underlying the construction of social reality
 - 2.2.1 Theme 1: the limitation of human processing capacity
 - 2.2.2 Theme 2: top-down and bottom-up processing
 - 2.2.3 Theme 3: automatic and controlled processes
- 2.3 The sequence of information processing
- 2.4 Perception, attention, encoding, interpretation, storage and retrieval
- 2.5 Further processes, inferences, judgments, and decisions

3. Chapter 3. Using the information in the social context

- 3.1 Using what is on your mind
- 3.2 Whether and how to use what is on your mind
- 3.3 The inclusion/exclusion model of social judgment
- 3.4 Motivational determinants of information use
- 3.5 Using information and the role of processing intensity
- 3.6 Automatic judgments

4. Chapter 4. The interplay of cognition and feelings: mood states

- 4.1 Introduction: feelings in social cognition
- 4.2 Mood states and their impact on social cognitive processing
- 4.3 Mood and memory
- 4.6 Mood and evaluative judgments
- 4.7 Mood and processing style

5. Chapter 5. Influence of environmental constraints on social cognitive processing

- 5.1 Social hypothesis testing: updating knowledge in the light of environmental data
 - 5.1.1 Confirmation bias
 - 5.1.2 Motivational versus environmental origins of confirmation bias
- 5.2 Analyzing the environmental input to social cognition
 - 5.2.1 Self-generated data: the information-search paradigm
 - 5.2.2 Self-produced data: self-fulfilling prophecies
 - 5.2.3 Externally constrained data
- 5.3 Opportunity to learn in the environment
- 5.4 Self-serving biases
- 5.5 The adaptive value of environmental constraints on social cognition

Readings

- Bar, R. E., & Parker, J. D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. Jossey-Bass.
- Bless, H., & Fiedler, K. (2014). *Social cognition: How individuals construct social reality*. Psychology Press.
- Fiske, S. T., & Taylor, S. E. (2013). *Social cognition: From brains to culture*. Sage.
- Forgas, J. P. (Ed.). (2001). *Feeling and thinking: The role of affect in social cognition*. Cambridge University Press.
- Lewis, C., & Carpendale, J. (2014). *Social cognition*.
- Sternberg, R. J., Kaufman, J. C., & Grigorenko, E. L. (2008). *Applied intelligence*. Cambridge University Press.
- Strick, M., Dijksterhuis, A., Bos, M. W., Sjoerdsma, A., van Baaren, R. B., & Nordgren, L. F. (2011). A meta-analysis on unconscious thought effects. *Social Cognition, 29*, 738–762. doi:10.1521/soco.2011.29.6.738.
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nature of the affective priming effect: Effects of stimulus onset asynchrony and congruency proportion in naming and evaluative categorisation. *Memory & Cognition*, 35, 95–106. doi:10.3758/BF03195946.

Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological Review*, 117, 440–463. doi:10.1037/a0018963.

Wittenbaum, G. M., & Park, E. S. (2001). The collective preference for shared information. *Current Directions in Psychological Science*, 10, 70–73. doi:10.1111/1467-8721.00118.

SCPSY 506: Social Psychology in the Criminal Justice System

3 Credit Hours

1. Introduction

- 1.1 The Applied Social Psychology of Crime
- 1.2 The Concept of Legal Psychology
- 1.3 The Role of a Legal Psychologist
- 1.4 What is Law
- 1.5 What is Psychology
- 1.6 What is Psychology and Law
- 1.7 How much Influence Applied Social Psychology has Exerted on Courts
- 1.8 How Applied Social Psychology influence the bench of Judges

2. The Criminal Justice System

- 2.1 Dealing with Special Defendants
- 2.2 Law enforcement Officers
- 2.3 Prosecutors
- 2.4 Defense Attorneys
- 2.5 Juries
- 2.6 Judges

3. The response of the Criminal Justice System

- 3.1 The Police investigation
- 3.2 The Courtroom
- 3.3 The Prison Setting

4. Forensic Psychology

- 4.1 What is forensic Psychology?
- 4.2 Role of Forensic Psychologist
- 4.3 Difference between forensic and criminal Psychology
- 4.4 Forensic Assessment

Readings

Baron and Byren (1997). *Social Psychology*. Allyn and Bacon A Viacom Company; Gould Street Massachusetts.

Cassel, E. and Bernstein, D.A (2007). Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey.

Roesch, R., S.D and Ogloff, J. R. P (1999), *Psychology and Law*. Kluwer Academic/ Plenum Publishers. N.Y, Boston, London, Moscow.

PSY 507: Internship
4 Credit Hours

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. It occurs at or near the end of the student's formal training. The internship is the joint responsibility of the respective program (i.e., Psychometrics/ School Psychology/ Industrial-Organizational Psychology) 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 concerned 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 respective Program faculty. Further, the university-based supervisor maintains an ongoing relationship with the field-based internship supervisors. To be eligible for an internship, the student must have completed all required coursework with no remaining incomplete courses. Students are considered to have full-time commitments throughout the 2 months of internship (e.g., 5 days a week) amounting to at least 200 ($5 \times 5 \times 4 \times 2$) clock hours of supervised experiences relevant to the practice of the respective program (i.e., Psychometrics/ School Psychology/ Industrial-Organizational Psychology).

PSY 508: Thesis
6 Credit Hours

As a requirement for the Professional MS in Psychology, each student with a minimum CGPA of 3.00 on a scale of 4.00 in BS will have to conduct an independent research under the supervision of a faculty of Psychometrics/School Psychology/Industrial-Organizational Psychology in the Department of Psychology. The research topic must be relevant to School Psychology in particular and Psychology in General so as to link the theoretical aspects of research with the practical field. Each student must submit a thesis report to the examination committee and s/he has to defend thesis before the examination committee in presence of other teachers and students. The student will be judged on the basis of his/her understanding of basic principles of research, data analysis, interpretation of results, and scientific report writing. Thesis report will be evaluated according to the existing university rules with two external examiners.

PSY 509: Viva Voce
2 Credit Hours

Viva voce or oral examination involves a process of verbal interaction between a panel of examiners and a student. As a requirement for the Professional MS in Psychology, each student will have to take oral examination where s/he has to answer questions in such a way as to demonstrate sufficient knowledge of the subjects s/he has already studied throughout the MS program. It does not stand alone as an assessment tool. Rather, it provides information that is supplementary to that derived from a written examination. Examiners will assign scores based on student's depth and quality of content knowledge, communicative ability, fluency in speaking, coherence of ideas, and nonverbal strategies.