One year MS in Psychology
For the Sessions 2021-2022, 2022-2023 and 2023-2024
Department of Psychology, Faculty of Biological Sciences
University of Dhaka, Dhaka 1000, Bangladesh

Units	Marks	Credits
Theory	500	20
Professional Skills Development*	100	4
Project/Thesis	150	6
Seminar	50	2
Viva Voce	50	2
Total	**850**	**34**

*Internship (PSY 506)

Course Code		Course Title	Marks	Credits
Compulsory	PSY501	Advanced Positive Psychology	100	4
	PSY502	Early Childhood Development and Education	100	4
	PSY503	Mental Health, Counseling and Psychotherapy	100	4
	PSY504	Research Methods and Statistics	100	4
Optional (Any One)	PSY505.01	Advanced Social Psychology	100	4
	PSY505.02	Environmental Psychology		
	PSY505.03	Sports Psychology		
	PSY505.04	Neuroleadership		
	PSY505.05	Psychological Disorders of Child and Adolescent		
	PSY505.06	Neuropsychology		
Compulsory	PSY506	Internship	100	4
	PSY507	Project/Thesis	150	6
	PSY508	Seminar	50	2
	PSY509	Viva Voce	50	2
Total			**850**	**34**

PSY 501: Advanced Positive Psychology
Credit Hours: 4

1. **Classifications and Measures of Human Strengths and Positive Outcome**
   1.1 Classifications and Measures of Human Strengths
   1.2 Positive Outcomes for All
   1.3 Identifying Strengths and Moving Toward a Vital Balance

2. **Western Perspectives on Positive Psychology**
   2.1 Hop: Ubiquitous Yer Hidden
   2.2 Hope as part of Greek Mythology
   2.3 Religious Hope in Western Civilization
   2.4 Revision of the History of Hope in Western Civilization
   2.5 Conclusions

3. **Eastern Perspectives on Positive Psychology**

   3.1 A Matter of Perspective
   3.2 East Meet West
   3.3 Different Ways to Positive Outcomes

4. **Developing Strengths and Living Well in a Cultural Context**
   4.1 Culture and Psychology
   4.2 Personal Mini-Experiments: Culture-Free of Culturally Embedded Daily Practice
   4.3 Situating Positive Psychology
   4.4 The Wise Man of the Gulf

5. **Making the Most of Emotional Experiences**
   5.1 Emotion-Focused Coping: Discovering the Adaptive Potential of Emotional Approach
   5.2 Emotional Intelligence: Learning the Skills That Make a Difference
   5.3 Socioemotional Selectivity: Focusing in Later Life on Positive Emotions and Emotion-Related Goals
   5.4 Emotional Storytelling: The Pennebaker Paradigm as a Means of Processing Intense Negative Emotions
   5.5 Emotional Storytelling After a Traumatic Event
   5.6 Life Enhancement Strategies

6. **Seeing Our Futures Through Self-Efficacy, Optimism and Hope**
   6.1 Self-Efficacy
   6.2 Optimism
   6.3 Hope
   6.4 Life Enhancement Strategies

7. **Empathy and Egotism: Portals to Altruism, Gratitude and Forgiveness**
   7.1 Altruism
   7.2 Gratitude
   7.3 Forgiveness
   7.4 Life Enhancement Strategies
8. **Attachment, Love and Flourishing Relationships**
   8.1 Adult Attachment Security
   8.2 Love
   8.3 Life Enhancement Strategies
   8.4 A Lot of Love in the Lovemaking

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 502: Early Childhood Development and Education
4 Credits Hours

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

2. Research Methodologies used in Child Development and Early Childhood Education
   2.1 Observational method used in Child Development:
       2.1.1 Open Methods: Case History/Diary; Specimen Description;
       2.1.2 Closed Methods: Event Sampling, Trait Rating, Time Sampling, Field Unit, Analysis
   2.2 Experimental Studies used in Child Development:
       2.2.1 Threats to Experimental Validity;
       2.2.2 Relevance of Experiment
   2.3 Research methods in early childhood education:
       2.3.1 Systematic Research Methodologies;
       2.3.2 Qualitative Research Methodologies

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

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

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

   5.1. Physical Abuse's Nature and Scope of the Problem:
       5.1.1 Etiology, Risk and Protective Factors
       5.1.2 Correlates and Effects of Physical Abuse on Early Childhood Development and Education
       5.1.3 Assessment, Prevention and Treatment of Physical Abuse
   5.2. Sexual Abuse's Nature and Scope of the Problem
       5.2.1 Etiology, Risk and Protective Factors
       5.2.2 Correlates and Effects of Sexual Abuse on Early Childhood Development and Education; Assessment
       5.2.3 Prevention and Treatment of Sexual Abuse

6. School Readiness in Early Childhood Development and Early Childhood Education

   6.1. School Readiness
       6.1.1 Children's readiness for school
       6.1.2 Schools' readiness for children
       6.1.3 Family and community supports and services that contribute to children's readiness for school success
   6.2. Readiness conditions
   6.3. Essential elements and importance of school readiness

7. **Whole School Approaches & Individualized Education Approaches in Kindergarten**

   7.1. Whole School Approach
       7.1.1   Definitions, Inclusion means all
       7.1.2   How ready is your school for inclusive practice?
       7.1.3   Readiness for inclusive practice
       7.1.4   An example in practice
   7.2. Individualized Education Approach
       7.2.1   Individualized Education Plan
       7.2.2   Individuals with Disabilities; Education Act
       7.2.3   Individualized Family Service Plan
       7.2.4   Portage Project

8. **Learning by Playing**

   8.1 Learning by Playing
       8.1.1   Definition of Play as an important strategy for learning
       8.1.2   Theories of Play-
           8.1.2.1 Psychoanalytic theory
           8.1.2.2 Cognitive-developmental theory
           8.1.2.3 Socio-cultural and ecological theories
           8.1.2.4 Evolutionary and comparative theories
   8.2 Development of play as a learning strategy
   8.3 Learning through play in organized pre-primary setting, at home and in the community, in the early grades of primary school
   8.4 Meaningful play, importance of classroom playing and Outdoor Playing

9. **Creativity and Education**
   9.1. Conceptualizing creativity
   9.2. The role of creativity in learning
   9.3. Creativity and young children
   9.4. A Framework of Creativity
   9.5. Creative curriculum and a case study for the potential use of animation in Classroom
   9.6. Future direction

10. **Early Childhood Education's present status around the world, and Contemporary issues and challenges in Asia Pacific**
    10.1 Early Childhood Education's present status around the world-US, UK, France, Brazil, SA, Australia
    10.2 Contemporary issues and challenges in Asia Pacific-China, Singapore, India, Bangladesh

Readings

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

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

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

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

Krogh, S. L. & Slentz, K. L. (2010). Routledge. *Early Childhood Education: Yesterday, Today, and Tomorrow (2nd Ed.).* Routledge.

Lyman, D. R. & Hembre-Kigin, T. L. (1994). *Mental Health Interventions with Preschool Children.* pleunum Press.

Minyi, L., Jillian, F., Susan, G. (2017). *Contemporary Issues and Challenge in Early Childhood Education in the Asia-Pacific Region.* Springer Singapore.

New, R. S. & Cochran, M. (2007). *Early Childhood Education: An International Encyclopedia 1st Edition (Vol. 1-4).* Praeger Publishers, 88 Post Road West, Westport, CT 06881, USA.

Santrock, J. W. (1997). *Children*. New York. McGraw Hill.

Saracho, O. N. (2015). *Handbook of Research Methods in Early Childhood Education: Review of Research Methodologies (Vol. 1).* Information Age Publishing Inc. Charlotte, NC, USA.

PSY 503: Mental Health, Counseling and Psychotherapy

4 Credit Hours

1. **Mental Health**
   1.1 Definition of Mental Health
   1.2 Attributes of a Mentally Healthy Person
   1.3 Goals, Perspectives and Promotion of Mental Health
   1.4 Mental Health Status of Children and Adolescents in Bangladesh
2. **Human Development, Adjustment and Mental Health**
   2.1 Overview of Human Development
   2.2 Theories of Human Development
      2.2.1 Sigmund Freud's 5 Stages of Psychosexual Development
      2.2.2 Erik Erikson's 8 Stages of Psychosocial Development
      2.2.3 Jean Piaget's 4 Stages of Cognitive Development
      2.2.4 Lawrence Kohlberg's 6 Stages of Moral Development
      2.2.5 Eric Berne's Transactional Analysis
   2.3 Adjustment at Different Stages of Life
   2.4 Impact of Human Development and Adjustment in Promoting Mental Health
3. **Attachment and Mental Health**
   3.1 Kory Floyd's Affection Exchange Theory
   3.2 John Bowlby's Attachment Theory
   3.3 Assessing Infant Attachment-Ainsworth Strange Situation
   3.4 Adult Attachment Interview: Intergenerational Transmission
   3.5 Attachment Based Intervention
   3.6 Relationship between Attachment and Mental Health
4. **Stress and Mental Health**
   4.1 Nature of Stress
   4.2 Factors Influencing the Perceptions of Stress and Stress Tolerance
   4.3 Emotional, Physiological and Behavioral Response to Stress
   4.4 Effects of Stress on Mental Health
   4.5 Confronting Stress: Coping Process
5. **Effective Communication**
   5.1 Communicate Non-violently
   5.2 Barriers to Effective Communication
   5.3 How to Support Child's Communication Skills
6. **Diagnostic and Statistical Manual of Mental Disorders (DSM)**
   6.1 History of DSM
   6.2 Overview of DSM-5
   6.3 Classification of Mental Illness
   6.4 Criteria of Clinical Significance

7. **Common Disorders among Child and Adolescent**
   7.1 Anxiety Disorders
   7.2 Obsessive-Compulsive Disorder
   7.3 Trauma and Stress Related Disorders
   7.4 Disruptive, Impulse Control, and Conduct Disorders
   7.5 Mood Disorders, Depression, and Suicide
   7.6 Attention Deficit/Hyperactivity Disorders (ADHD)
   7.7 Substance-Related and Addictive Disorders

8. **Counseling Versus Psychotherapy and Basic Therapeutic Skills**
   8.1 Similarities and Differences between Counseling and Psychotherapy
   8.2 Personal Characteristics and Educational Qualities of an Effective Therapist
   8.3 Three Stage Model: Exploration Stage, Insight Stage, Action Stage
   8.4 Goals of Exploration, Insight and Action Stage
   8.5 Skills Required for Exploration, Insight and Action Stage
9. **Therapeutic Approaches**
   9.1 Overview of Therapeutic Approaches
   9.2 Psychoanalytic Approach
   9.3 Humanistic Approach: Person-Centered and Gestalt Approach
   9.4 Cognitive Behavior Approach: Cognitive Behavior Therapy, Transactional Analysis
   9.5 Family Therapy
10. **Professional Ethics and Supervision**
    10.1 Ethical and Legal Issues
    10.2 Clients Rights and Therapist Responsibilities
       10.2.1 Clients Right to Give Informed Consent
       10.2.2 Professional Responsibilities in Documentation
    10.3 Supervision in Psychological Practice

Readings

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
Baumgardner, S. R. & Crothers, M. K. (2009). *Positive psychology*. NJ: Pearson Education.
Carr, A. (2016). *The Handbook of adult clinical psychology: An evidence based practice approach* (2nd ed.). London, UK: Taylor & Francis Ltd.
Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Cengage Learning.
Gladding, S. T. (2013). *Counseling a comprehensive profession* (7th ed.). NJ: Pearson.
Hill, C. E. (2009). *Helping skills: facilitating exploration, insight, and action* (3rd ed.). Washington DC: American Psychological Association.
Hurlock, E. B. (1981). *Development Psychology: A life-span approach* (5th ed.). New York: McGraw Hill.
Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
Rosenberg, M. B. (2013). *Non-violent communication: A language of life* (2nd ed.). Encinitas, CA: Puddle Dancer Press.
Weiten, W. (1985). *Psychology applied to modern life.* (2nd ed.). California: Pacific Grove.
Viewings

The Happy Movie (Dir: RokoBelic) (You may rent on itunes for $3.99 or free on Netflix) Epicurus on Happiness: http://www.youtube.com/watch?v=irornIAQzQY

PSY 504: Research Methods and Statistics

4 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 Research Methods in Psychology: Descriptive, Correlational, Survey, Quasi-Experimental, and Experimental

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. **Quasi-Experimental and Experimental Methods**
   3.1 Essential Features of Experimental Research, Establishing Independent Variables, Measuring Dependent Variables, Controlling Extraneous Variables, Experimental and Control Groups, Validity of Experimental Research
   3.2 Conducting Quasi-Experimental Research, Quasi-Experimental Designs: Nonequivalent Control Group Designs, Pretest-Posttest Designs, Interrupted Time Series Designs, Internal Validity and Confounds in Quasi-Experimental Designs

4. **Qualitative Research Approaches to Inquiry**
   4.1 Narrative Study, Phenomenology, Grounded Theory, Ethnography
   4.2 Case Study
   4.3 Focused Group Discussion (FGD)

5. **Mixed Method Design**
   5.1 Definition of Mixed Method Design
   5.2 Linking Qualitative and Quantitative Research in One Design
   5.3 Classifications of Mixed Method Designs
   5.4 Four Major Types of Mixed Method Designs: Triangulation, Embedded, Explanatory,
   5.5 and Exploratory

6. **Important Issues in Planning for Research**
    6.1 Preparing a Research Proposal: Running Head, Statement of Purpose, Title Page, Introduction, Literature, Method Section, Design, Instruments, Participants, Procedures, References, Appendices, Limitations
    6.2 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

7. **Statistics in Psychological Research**
    7.1 Types of Tests: Parametric and Non-parametric Tests, Descriptive and Inferential Tests
    7.2 Score Transformations: Need for Transformed or Derived Scores, Types of Transformations: Linear Transformation, Non-Linear Transformation
    7.3 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
    7.4 Simple Regression, Method of Least Squares, Types of Regressions
    7.5 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

8. **Basic Mediation**
    8.1 Confounder, Covariate, Mediator, Moderator
    8.2 Basic Rules for Mediation
    8.3 How to Do Basic Mediation An Example of Mediation with Experimental Data
    8.4 An Example of Null Mediation
    8.5 Sobel's z versus Reduction of the Basic Relationship

9. **Basic Moderation**
    9.1 Categorical Variable Moderation
    9.2 An Example of a Continuous Moderator
    9.3 Simple Slopes of the Three Moderation Lines
    9.4 The Interpretation of Various Interactional Patterns: The Fan Effect, The Triangle Pattern, The Funnel Pattern, The Crossover Pattern (Butterfly)

10. **Dissertation and Report Writing**
    10.1 Writing Clearly
    10.2 Avoiding Grammatical Problems
    10.3 Reporting Numbers
    10.4 Citing and Referencing
    10.5 Typing and Word Processing
    10.6 Organizing the Dissertation
    10.7 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., &Voegtle, 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.

PSY 505.01: Advanced Social Psychology
Credit Hours: 4

1. **The social psychology of groups**
   1.1 Group Cooperation and competition
   1.2 Aggression and violence
   1.3 Risk taking

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

3. **The Social psychology of psychological research**
   3.1 Experimenter influence
   3.2 Experimenter expectancy effects
   3.3 Subjects perception of experimental situation and their motivation
   3.4 Suspiciousness: Their Implication for future research

4. **Norms and Roles**
   4.1 Norms - Universal norms, Norms vary with culture, Norms vary with gender
   4.2 Roles - Effects of role playing, Roles that dehumanize, High and low status roles, Role reversal

5. **Crime**
   5.1 Definition: The classification of crime
   5.2 Methods for studying criminal behavior
   5.3 Social roots of crime- Frustration, Aggression and crime, Presence of guns, Deindividuation, Conformity, Compliance and obedience
   5.4 he Environmental roots of crime - Heat and crime, Noise and crime, Natural disasters and crime, Personal space and crime, Crowding and crime, Territoriality and crime, Geography and crime

6. **Advanced Social Psychology in the Courtroom**

7. Preventing crime
    7.1 Prevention Through Punishment
    7.2 Prevention Through Policing
    7.3 Prevention Through Community Action
    7.4 Prevention Through Individual and Family Intervention
    7.5 School- Based Prevention

Readings

Cassel, E. and Bernstion, D. A. (2007). *Criminal Behaviour* (2nd ed). Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey, London.

Brown, R. (1965). *Social Psychology* (Latest Ed.) Glencoe, Illinosi, Free Press.

Cartwright, A. and Zander, A. (1960). *Group Dynamics*: *Research and theory*, New York: Harper & Row.

Edwards, A. L. (1967). *Techniques of Attitude Scale Construction*. New York: Application Century Crofts.

Ldindgren, H. C. (1973). *An Introduction to Social Psychology.* John Wiley & Sons, New York.

Myers, D. G. (1990). *Social Psychology*, New York. McGraw Hill.

Rosenthal R (1966). Experimenter Effects in Behavioural Research, New York. Appleton

      Cenury Crofts.

Rosnow RL and Rosenthal R (1969). Artifact in Behavioral Research, (Eds.) New York.

      Academic Press.

Secord, P. F. and Backman, C. W. (1964). *Social Psychology*. New York. McGraw Hill.

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PSY 505.02 Environmental Psychology
Credit Hours: 4

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1. Environmental Psychology: History, Scope, and Methods
    1.1 Introduction, history, and current scope of environmental psychology
    1.2 Characteristics of environmental psychology
    1.3 Research methods of environmental psychology

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

3. Models to Explain Environmental Behavior
    3.1 Theory of planned behavior
    3.2 The norm activation model
    3.3 The value-belief-norm theory of environmentalism
    3.4 Goal framing theory

4. **Personal Space and Territoriality**
   4.1 Functions of personal space and territoriality
   4.2 Study methods, determinants, and consequences of personal space
   4.3 Origins, functions, study methods, and research evidence of territoriality

5. **Environmental Stress**
   5.1 Conceptualizations of stress
   5.2 Effects of environmental stress:
   5.3 Noise; Crowding; Poor housing quality; Poor neighborhood quality; Traffic

      congestion

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

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

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

9. **Environmental Issues in Developing Countries**
   9.1 Introduction, predicting behavior and behavior change
   9.2 Environmental concern and public health problems
   9.3 Living environments in developing countries
10. **Changing Behavior to Save the Environment**
   10.1 Introduction, how can environmental psychology guide environmentally responsible actions?
   10.2 The commons dilemma as an environment-behavior problem strategy to encourage environmentally responsible behavior
   10.3 Beyond traditional behavioral interventions

Readings

Bechtel, R. B. & Churchman, A. (Editors) (2002). *Handbook of Environmental Psychology.* NY, USA: John Wiley & Sons, Inc.

Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2005). *Environmental Psychology.* 5th edition. East Sussex, London, UK: Psychology Press (Taylor & Francis Group).

Blum, A., Singer, J.E. & Valins, S. (Editors.), (1978). *Advances in Environmental Psychology*. New York, USA: Erlbaum.

Gifford, R. (Editor) (2016). *Research Methods for Environmental Psychology.* West Sussex, UK: John Wiley & Sons, Ltd.

Heimstra, N.W. & McFarling, L.H. (1974). Environmental Psychology. Betment. C.A. Brooks/Cole.

Steg, L., Berg, A.E.V.D., & DeGroot, J.I.M. (Editors.) (2013). *Environmental Psychology An Introduction.* West Sussex, UK: BPS Blackwell Publishing (British Psychological Society and John Wiley & Sons, Ltd.)

Valentin, J. & Gamez, L. (Editors) (2010). *Environmental Psychology New Developments.* NY, USA: Nova Science Publishers, Inc.

PSY 505.03 Sports Psychology
4 Credit Hours

1. **Introduction**
   1.1   Meaning of Sports Psychology
   1.2   Scope of sports Psychology
   1.3   Relationship of Sports Psychology with other Sports Sciences
   1.4   Importance of Sports Psychology in Sports

2. **Cognitive Appraisal and Sports**
   2.1   Meaning of Cognition
   2.2   Characteristics of Cognition Processes in Sports
   2.3   Cognitive Rehearsal Techniques for Peak Performance
   2.4   Cognitive Restructuring of Burnt out Athletes
   2.5   Cognitive Dissonance; State Arousal
   2.6   Cognitive Components of Aggression. Stress and Motivation

3. **Attention and its role in Sports**
   3.1   Concept of Attention
   3.2   Attentional Focus and Sports Performance
   3.3   Arousal Skill Training in Elite Sportspersons
   3.4   Theories of Attention in Sports.

4. **Personality and Sports Performance**
   4.1   Meaning of Personality
   4.2   Dimensions of Personality Types Traits in Sports.
   4.3   Psychodynamic theories in Sports Person logy
   4.4   Behavioral Schools in Personality of Sports
   4.5   Exploratory Behaviour in Sports
   4.6   Sports and Sensation Seeking
   4.7   Causal Attribution in Sports

5. **Role of Aggression in Sports**
   5.1   Concept of Aggression
   5.2   Biological Component of Aggression
   5.3   Hostility and Anger in Sports
   5.4   Theories of Aggression in Sports
   5.5   Aggression Reduction- Assertive Training.

6. **Emotional Regulation in Sports**
   6.1 Meaning of Emotion
   6.2 Types of Emotion
   6.3 Fear of Success Phobia
   6.4 Catastrophic Theory of Anxiety
   6.5 Eustress and Sports

7. **Psycho Physiological Aspects of Sports**
   7.1 Autonomic Reactivity in Sports
   7.2 Arousal Modulation in Alertness
   7.3 Nature of Arousal in Peri pheral Nervous System
   7.4 Reticular Activiation in Sports

8. **Anxiety Arousal-Peak performance**
   8.1 Problems of Inverted – U Hypothesis
   8.2 Theory of Optional Function in Sports
   8.3 State Arousal and Trait Arosusal

9. **Goal Setting and Motivation in Sports**
   9.1 Meaning of Motivation
   9.2 Concept of Goal Setting
   9.3 Types of Motivation
   9.4 Importance of Goal Setting and its Guidelines
   9.5 Biological Basis of Motivation
   9.6 Endorphins and Motivation in Sports
   9.7 Intrinsic and Extrinsic Motivation
   9.8 Role of Need Structure in Sports
   9.9 Mastery and Achievement Motivation

10. **Sports Leadership**
    10.1 Meaning of Leadership
    10.2 Need for Leadership in Sports
    10.3 Leadership Effectiveness
    10.4 Leadership Qualities in Group and Individual sports

11. **Social Skills in Sports**
    11.1 Group Dynamics in Team Games
    11.2 Factors Affecting Group Cohesion
    11.3 Spectator Psychology
    11.4 Spectator Chohesion and Group Cohesion

12. **Psychological Aspects of Action Regulation**
    12.1 Meaning of Action Regulation
    12.2 Importance of Action Regulation
    12.3 Self Regulation Techniques in Sports
    12.4 Systematic Desensitization Imagery Behaviour Rehearsal.

13. **Biofeedback and Sports Performance**
    13.1 Biofeedback Training in Elite Sportspersons
    13.2 Muscle-Relaxation Skills and Visuo-motor Behaviour Rehearsal.

Readings

Alderman RB Psychological Behavior in Sports (Philadelphia; London, Saunders
        Company).

Butt Lusan Dorcas Psychology of Sports (Network: Van Nostrand Reinhold Company)

Cratty Bryant J Movement Behaviour and Motor Learning (Philadelphia: Lea and Febiger).

Cratty Bryant J Psychology and Physical Activity (New Jersey Englewood Cliffs Prentice Hall Inc.)

Gold Stein and Joffary H (ed.) Sport Games and Play Social and Psychological View Points (Lawrence Erilbanm Associates, Publisher R.J.)

Kamlesh ML Psychology of Physical Education and Sports (New Delhi: Metropolitan Book Co. Pvt. Ltd.)

Kane JE Psychological Aspects of Physical Education and Sports (London, Boston Routledge and Kegan Paul).

Llewellyor Jack H and Blucker Judy Psychology of Coaching Theory and Application (Delhi: Surjeet Publication).

Martens Rainer Social Psychology and Physical activity (New York: Harper and Row Publishers).

Robert Glyn C Learning Experiences in Sport Psychology ((Illinois: Human Kinetics Publisher Inc).

Martens Rainer Coaching Guide to Sports Psychology (Illinois: Human Kinetics Publisher Inc).

Linda K Binket Robert J Ratella and Ann S Really Sports Psychology Consideration in Maximizing Sports Performance. (C. Brown Publishers Dubugne Jawa).

Gill Daniel Psychological Dynamics of Sport (Illinois: Human Kinetics Publisher Inc).

Silva John M & Weomberg Robert S. Psychological Foundations of Sport. Human Kinetics Publishers.

Williams Jean M Applied Sport Psychology. Personal Growth to Peak Performance. Mayfield Publishing Company.

Iso-Ahola Seppo E & Heatfield Brad. Psychology of Sports. A Social Psychological Approach. Wm. C. Brown Publishers.

Suinn Richard M Psychology in Sports. Methods and Applications. Surjeet Publications.

Franken Robert E. Human Motivation. Brook Cole Publishing Company.
Horn Thelma S Advances in Sport Psychology. Human Kinetics Publishers.
Davis Martha Eshelman Elizabeth Robbins & Mc Kay Matthews, The Relaxation & Stress Reduction Workbook, Jaico Publishing House.

Woolfolk RL & Leherer PM Principles & Practice of Stress Management. Guilford Press.

PSY 505.04: Neuroleadership
Credit Hours: 4

1. **The Field of Neuroleadership**
   1.1. The emerging field of neuroleadership
   1.2. Defining neuroleadership as a field
   1.3. Neuroleadership and integrative neuroscience
2. **Making Decisions and Solving Problems**
   2.1. How insight happens: learning from the brain
   2.2. Using the whole brain to improve strategic reasoning
   2.3. Neural substrates of corporate decision making
3. **Regulating Emotions**
   3.1. Staying cool under pressure: insights from social-cognitive neuroscience and their implications for self and society
   3.2. The brain's braking system
   3.3. The neuroscience of mindfulness
   3.4. Mindfulness, well-being, and performance
   3.5. The potential contribution of neuroscience to authentic leadership
   3.6. Mindfulness as capacity: at the threshold of leadership's next wave?
4. **Collaboration and business**
   4.1. Herman's brain dominance concept
   4.2. Supportive leadership by Huther
   4.3. SCARE: a brain-based model for collaborating with and influencing others.
   4.4. SCARF in 2012: updating the social neuroscience of collaborating with others
   4.5. Neuroleadership according to Elger
   4.6. Pillay's brain based approach
   4.7. Neuroscience of engagement
   4.8. Evolution of the approaches
   4.9. Mapping leadership behaviors to neuroleadership models: a NASA case study
5. **Facilitating Change**
   5.1. Turn the 360 around
   5.2. Learning that lasts through AGES
   5.3. Neuroleadership and the productive brain
   5.4. Neuroscience of engagement and SCARF: why they matter to schools
   5.5. Application of neuroscience in executive team coaching: the WSR Case
6. **Neuromarketing: Brain-Based Selling and Influencing**
   6.1. Celebrities Sell
   6.2. Framing the Purchase Choices
   6.3. Hyperbolic Discounting
   6.4. Turning It Upside Down: When We Are the Marketers
   6.5. The Power of Free/Zero
   6.6. The Single Best Persuasion Technique

7. **Practical Applications**
   7.1. Introduction
   7.2. ACTIVE Model: Analysis; Consistency Profile; Transformation; Inconsistency Avoidance; Verification
8. **Competencies of the Neuroleader**

Readings

Fabritius, F. & Hagemann, H. W (2017). *The Leading Brain: Powerful Science-Based Strategies for Achieving Peak Performance.* Tarcherperigee, New York, USA.

Ghadiri, A., Habermacher, A., & Peters, T. (2012). *Neuroleadership: A Journey Through the Brain for Business Leaders.* Springer-Verlag Berlin Heidelberg.

Howard, P. J. (2014). *The Owner's Manual for the Brain: The Ultimate Guide to Peak Mental Performance at All Ages.* HarperCollins Publishers, 195 Broadway, New York, NY 10007.

Page, F. (2017). *Neuroleadership: How the World's Best Leaders Use Psychology to Win.* Neurotriggers.

Rock, D. (2020). *Your Brain at Work Revised and Updated.* HarperCollins Publishers, 195 Broadway, New York, NY 10007. USA.

Rock, D. & Ringleb, A. H. (2013). *Handbook of Neuroleadership.* Neuroleadership Institute. New York, USA.

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

PSY 505.05: Psychological Disorders of Child and Adolescent
Credit Hours: 4

1. **Introduction**
   1.1 Abnormal Child Psychology: Child Psychopathology as a Unique Discipline; Clinical Child Psychology: Focus on Development; Understanding Maladaptive Behaviors from a Developmental Perspective; The Five Recurrent Themes
   1.2 Understanding Abnormal Development:Child Psychopathology and Adult Psychopathology; Determining Normal From; Abnormal Behavior; The Four D's: Concepts of Abnormality; Theoretical Perspectives
   1.3 Understanding Abnormal Development: Risks and Protective Factors: Contexts of Development; Prevention and Health Promotion
2. **Intellectual Disability (ID)**
   2.1 Definition and Systems of Classification
   2.2 Developmental and Associated Features
   2.3 Etiology and ID Subtypes
   2.4 Risks and Protective Factors
   2.5 Assessment
   2.6 Intervention and Prevention
3. **Autism Spectrum Disorder (ASD)**
   3.1 Description and Associated Features
   3.2 Specifiers for ASD
   3.3 Impairment in Social Interaction: Developmental Considerations
   3.4 Impaired Language and Communication
   3.5 Restricted, Repetitive Behaviors and Interests
   3.6 Intellectual Functioning: ASD and Intellectual Developmental Disabilities
   3.7 Developmental Issues and Concerns
   3.8 Prevalence and Etiology
   3.9 Assessment Treatment and Intervention

4. **Specific Learning Disabilities**
   4.1 Current Issues: Definition and Systems of Classification
   4.2 Two Systems of Classification: The DSM-5 (APA, 2013) and IDEA (2004); The DSM-5 (APA, 2013): Clinical Classification and Diagnostic Criteria; IDEA (2004): Educational Definition and Eligibility Criteria
   4.3 Specific Types of Learning Disabilities
5. **Attention Deficit Hyperactivity Disorder (ADHD)**
   5.1 Current Clinical Description of ADHD
   5.2 Developmental Considerations and Associated Features
   5.3 Comorbid and Related Disorders
   5.4 Etiology: The Biological and Neurological Model
   5.5 Assessment
   5.6 Treatment
6. **Internalizing Disorders**
   6.1 Anxiety Disorders and Obsessive Compulsive and Related Disorders: Anxiety: A Conceptual Perspective; Separation Anxiety Disorder; Selective Mutism; Specific Phobias and Fears; Social Anxiety Disorder (Social Phobia); Panic Disorder; Agoraphobia; Generalized Anxiety Disorder; Obsessive-Compulsive Disorder
   6.2 The Mood Disorders: Depression, Bipolar Disorder, Suicide: Depressive Symptoms and Syndromes; Depressive Disorders; Adjustment Disorder With Depressed Mood; Disruptive Mood Dysregulation Disorder (DMDD); Persistent Depressive Disorder (PDD); Major Depressive Disorder (MDD)
   6.3 Bipolar Disorders:Description and Associated Features; Types of Bipolar Disorders; Risk Factors and Prevalence; Developmental Course; Issues in Understanding Bipolar; Disorder in Children and Youth; Etiology and Theoretical Perspectives; Assessment and Differential Diagnosis; Assessment and Treatment
   6.4 Suicide: Suicide Attempts and Nonsuicidal Self Injury (NSSI); NSSI and Risk for Suicide Intent; Prevalence Rates; Treatment Alternatives; Suicide and Developmental Course; Risks and Protective Factors; Etiology; Assessment, Treatment, Intervention and Prevention
7. **Externalizing Problems and Disorders**
   7.1 Behavioral Problems and Disruptive Disorders: Aggressive Behavior Across the Developmental Spectrum; The Disruptive Behavior Disorders; Oppositional Defiant Disorder (ODD); Conduct Problems and Conduct Disorder (CD); The Disruptive Behavior Disorders: Etiology; Disruptive Behavior Disorders: Risks and Protective Factors; Disruptive Behavior Disorders: Assessment, Treatment and Intervention.
   7.2 Elimination Disorders: Enuresis- Presentation of the Current Diagnostic Criteria in DSM-5; Comment on the DSM-5 Diagnostic Criteria for Enuresis; Etiology and, Symptom Presentation; Course and Prognosis and, Developmental Challenges; Assessment of Enuresis; Treatment and Outcome. Encopresis- Current Diagnostic Criteria in the DSM-5; Etiology; Symptom Presentation; Course and Developmental Challenges; Assessment and Diagnostic Procedures; Treatment and, Prognosis and Outcomes
8. **Problems with Onset in Later Childhood or Adolescence**
   8.1 Eating and Feeding Disorders: Disordered Eating, Body Dissatisfaction, Obesity, and Weight Control; Avoidant/Restrictive Food Intake Disorder; Anorexia Nervosa (AN); Bulimia Nervosa; Etiology and Theoretical Models; Assessment, Intervention, Treatment, and Prevention
   8.2 Substance-Related Disorders: Substance Use Disorders, Substance-Induced Disorders, Intoxication, Withdrawal; Youth Substance Use: Nature and Course; Etiology of Substance Use/Abuse; Treatment and prevention of Substance Disorders
9. **Stress, Trauma-Related Disorders and Child Maltreatment**
   9.1 Adjustment Disorders: Nature and Developmental Course

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

Readings

Comer, R. J. (2015). *Abnormal psychology* (9th ed.). New York, NY: Worth Publishers.

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

Lyman, D.R., & Hembre-Kigin, T.L. (1994). *Mental Health Interventions with Preschool Children*. New York: Springer.

Matson, J. L. (Ed.).(2018). *Handbook of Childhood Psychopathology and Developmental Disabilities Assessment*, Autism and Child Psychopathology Series, Gewerbestrasse: Springer International Publishing AG

Wilmshurst, L. (2017). *Abnormal Child and Adolescent Psychology: A Developmental Perspective* (2nd ed.). New York: Routledge.

PSY 505.06: Neuropsychology
Credit Hours: 4

1. **The Beginnings of Neuropsychology**
   1.1 What is neuropsychology?
   1.2 The brain hypothesis
   1.3 The neuron hypothesis
   1.4 Modern developments
2. **Imaging the Brain's Activity**
   2.1 The brain's electrical activity
         2.1.1. Single-cell recording
         2.1.2. Electroencephalographic (EEG) recording
         2.1.3. Event-related potential (ERP) recording
         2.1.4. Megnetoencephalography (MEG)
         2.1.5. Transcranial magnetic stimulation (TMS)
   2.2 Static brain imaging technique
         2.2.1 Conventional radiography
         2.2.2 Pneumoencephalography
         2.2.3 Angiography
         2.2.4 Computerized tomography
   2.3 Dynamic brain imaging

Readings

Banich, M. T. (1997). *Neuropsychology: The Neural Bases of Mental Function*. Houghton Mifflin.
Beaumont, J. G. *(2008). Introduction to Neuropsychology (2nd Ed.).* Guilford Publications, Inc.
Kolb, B., & Whishaw, I. Q. (2008). *Fundamentals of Human Neuropsychology (6th Ed.).* Worth
     Publishers.
Martin, G. N. (2006). *Human Neuropsychology (2nd Ed.).* Prentice Hall.
Stirling, J. (2001). *Introducing Neuropsychology (1st Ed.).* Psychology Press.
Zillmer, E., Spiers, M., & Culbertson, W. C. (2007). *Principles of Neuropsychology (2nd Ed.).*
     Thomson/Wadsworth.

PSY 506: Internship
4 Credit Hours

Because the MS in Psychology program has been designed to help students cultivate advanced and diversified theoretical knowledge students are given area-specific limited hands-on training or practical work experience related to their chosen optional course for a duration of 4 weeks (5 days a week, and 3 hours a day; $4 \times 5 \times 8 = 160$ hours in total). The internship is designed to enhance the development of student's competencies and professionalism through integration of theoretical and practical experiences in a supervised, applied setting. This training operates at or near the end of all theoretical classes in such institutions as child development centers, hospitals, schools, and industries. The internship settings or placement institutions are selected in line with the objectives of the optional course students take during admission to the MS program. The internship is jointly operated by the MS in Psychology Program and the participating/collaborating institutions. The daily supervision of each intern is done by an approved field supervisor of the participating institution in collaboration with an expert assigned from within the MS in Psychology program. Each student's on spot internship work performance is evaluated in a score of 40 by the relevant supervisor assigned from those who are involved in teaching the internship-related theoretical course. Each internship report is independently evaluated in a score of 60 by two examiners, one being the relevant supervisor and the other one being an expert other than the supervisor, but from those who are directly involved in running the MS in Psychology Program.

PSY 507: Thesis/Project
6 Credit Hours

As a requirement of the MS in Psychology program, typically a student with a minimum CGPA of 3.25 (subject to change) on a 4-point scale at the undergraduate level is allowed to take and conduct thesis under the supervision of a faculty of MS in Psychology. Each student is assigned a supervisor on the basis of his/her preference and CGPA. The assigned supervisor encourages and helps the student select a novel or original thesis topic from any field of psychology. Each student must submit two copies of his/her thesis report to the relevant examination committee, and defend the work before the examination committee in presence of other interested teachers and students. Student's performance is judged on the basis of his/her understanding of basic principles of research, data analysis, interpretation of results, scientific report writing, and presentation quality. Each student's thesis defense (oral presentation) is evaluated in a score of 60 (40% of full marks) independently by the relevant exam committee members (committee chairman, two internal members, and one external member) and the respective supervisor. Each thesis report is evaluated in a score of 90 (60% of full marks) blindly and independently by two external examiners from outside the department as per rules of the Faculty of Biological Sciences.

Students who do not meet the specific level of CGPA (e.g., aforementioned) conduct a Research Project on a topic of their interest under the supervision of a faculty of MS in Psychology assigned on the basis of student's preference and CGPA. The relevant exam committee members (committee chairperson, two internal members and one external member) and the respective project supervisor independently evaluate each student's research project presentation in a score of 60 (40% of full marks). The final project report is evaluated in a score of 90 (60% of full marks) blindly and independently by two examiners, one from within the MS in Psychology program (other than the supervisor) and one from outside the department nominated by the exam committee.

PSY 508: Seminar
2 Credit Hours

As part of the MS in Psychology program, each student is required to present an academic paper/article of his/her interest. The article topic must be chosen preferably from those recently published in high quality scholarly journals, such as APA, Nature, Science, Frontiers, Elsevier, Springer, etc. The seminar presentation is designed to give individual students an opportunity to

cultivate and demonstrate comprehensive, analytical, interpretative, and presentation skills. The course culminates in presentations on the same topic in three phases, two before the respective supervisor only and a final one before the relevant examination committee in presence of other interested teachers and students. In each of the first two phases, the respective supervisor assigns each student a score in 10 (a total of 20 in two presentations), and in the final phase, members of the relevant exam committee (committee chairman, two internal members, and one external member) independently assigns each student a score in 30. A student is judged in a total score of 50 on the basis of his/her presentation skills, conceptual clarity, and quality and sufficiency of responses to the questions posed by the members of the examination committee and other audiences.

PSY 509: Viva Voce
2 Credit Hours

Viva voce aka oral examination is a formal process of face-to-face verbal interaction operating between a panel of examiners on the one hand and a student on the other. As part of the MS in Psychology program, each student is required to appear at an oral examination where s/he has to answer questions so as to demonstrate his/her knowledge of the courses s/he has already undergone throughout the MS program. Each examiner independently assigns each student a score in 50 based on his/her depth and quality of content knowledge, coherence of ideas, presentation fluency, and verbal communication ability coupled with nonverbal strategies.