

Syllabus of One Year Master of Science (MS)
Program for the Department of Psychology of
the Affiliated Colleges for the Sessions
2015–2016 through 2020–2021

Syllabus Committee:

Convenor : Prof. Dr . Md. Kamal Uddin

Members:

1. Prof. Dr.Mahfuza Khanam
2. Prof. Masuda Begum
3. Prof. Irin Ferdous
4. Dr. Ayesha Sultana

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Signature

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The MS Program in Psychology has provision of two groups – Group A (Thesis) and Group B (Project). That is, the students admitted to this program have provision of taking up thesis work if they have earned CGPA of at least 3.5 in BS level. The rules and regulations concerning examinations shall be the same as outlined in the Faculty of Biological Sciences of the University of Dhaka. The students having earned CGPA of less than 3.5 will carry out research project. Each student in either group has to take a total of 32 credit courses. The detailed layout of the MS Program is given below:

Group A (Thesis)			Group B (Project)		
	No of Credits	Marks		No of Credits	Marks
Theory	20	500	Theory	22	550
Thesis	6	150	Project	4	100
Internship	4	100	Internship	4	100
Viva Voce	2	50	Viva Voce	2	50
Total	32	800	Total	32	800

Detailed Description of Theory Courses

Course Code	Course Title	Marks	No of Credits
PSY 501	Positive Psychology	100	4
PSY 502	Environmental Psychology	100	4
PSY 503	Health Psychology	100	4
PSY 504	Psychology of Learning	100	4
PSY 505*	Practical (Testing)	50	2
*Only for Project Group Students			

Optional: Any one of the following two courses for both Thesis and Project Groups			
PSY 506	Introduction to School Psychology	100	4
PSY 507	Industrial-Organizational Psychology	100	4

PSY 501: Positive Psychology

4 Credit Hours

- 1. Introduction to Positive Psychology**
 - 1.1 Traditional Psychology
 - 1.2 Positive Psychology
 - 1.3 Assumptions, Goals, and Definitions

- 2. The Meaning and Measures of Happiness**
 - 2.1 Psychology of Well-Being
 - 2.2 Happiness
 - 2.3 Subjective Well-Being

- 3. Positive Emotions and Well-Being**
 - 3.1 What are Positive Emotions
 - 3.2 Positive Emotions and Health Resources
 - 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 The Paradox of Affluence
 - 6.2 Understanding Money and Happiness
 - 6.3 Culture and Well-Being

- 7. Personal Goals as Windows to Well-Being**
 - 7.1 What are personal Goals?

- 7.2 What Goals Contribute Most to Well-Being
- 7.3 Materialism and its Discontent

8. Self-Regulation and Self-Control

- 8.1 The Value of Self-Control
- 8.2 Personal Goals and Self-Regulation
- 8.3 Planning for Self-Regulation Success

9. Positive Traits

- 9.1 What makes a Trait Positive
- 9.2 Personality, Emotions and Biology
- 9.3 Positive Beliefs

10. Life Above Zero

- 10.1 Positive Psychology Revisited
- 10.2 Contours of a Positive Life
- 10.3 Mindfulness and Well-Being

Readings

Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*. New Delhi, India: Pearson.

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

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.

Snyder, C. R. & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology*, 2nd edition. New York: Oxford University Press.

Snyder, C. R. & Lopez, S. J. (2006). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage

PSY502: Environmental Psychology 4 Credits Hours

1. Introduction

- 1.1 What is Environmental Psychology — Definitions and Characteristics of Environmental Psychology as a Science
- 1.2 The Concept of Environment — Psychosocial Dimension of Environment
- 1.3 Man, Environment and Behavior: Their Relationship

- 1.4 Concern for Ecological Balance and Global Change in Environment
- 1.5 History of the Development of Environmental Psychology
- 2. Theories in Environmental Psychology**
 - 2.1 Arousal Theories
 - 2.2 Stimulus Load Theories
 - 2.3 Behavior Constraint Theories
 - 2.4 Adaptation-Level Theories
 - 2.5 Environmental-Stress Theories
- 3. Research Methods in Environmental Psychology**
 - 3.1 Types of Research Methods — Experimental Research, Correlational Research, and Descriptive Research
 - 3.2 Data Collection Techniques — Self-Report Measures, Observational Techniques, Task Performance, Trace Measures, Choosing Measures
 - 3.3 Ethical Considerations in Environmental Psychology — Informed Consent and Invasion of Privacy
- 4. Environmental Perception and Cognition**
 - 4.1 Characterizing Environmental Perception — Perspectives on Environmental Perception, Nativism Versus Learning
 - 4.2 Environmental Cognition — An Informal Model of Spatial Cognition and Cognitive Maps
- 5. Territoriality, Privacy and Personal Space**
 - 4.1 Territoriality
 - 4.2 Privacy
 - 4.3 Personal Space
- 6. Population Density, Urbanization, and Crowding**
 - 6.1 Urbanization and Crowding
- 7. Environmental Stress**
 - 7.1 Defining Stress — Theoretical Perspectives
 - 7.2 Physiology of Stress
 - 7.3 Psychology of Stress
 - 7.4 Researching Stress — the Environmental Context
 - 7.5 Moderators of the Stress Response
 - 7.6 The Role of Stress in Understanding Organism-Environment Relationship
- 8. Disasters and Pollution and Their Psychosocial Impact**
 - 8.1 Natural Disasters and Technological Catastrophe
 - 8.2 Air and Noise Pollution
- 9. Planning and Arranging Environment**
 - 9.1 Institutional Design.
 - 9.2 Residential Design.
- 10. Protecting Environment: Psychologist's Role in Changing Behavior to Save the Environment**
 - 10.1 Environmental Psychology and Saving the Environment.
 - 10.2 Encouraging Environmentally Responsible Behavior.
 - 10.3 Behavioral Solutions to Environmental Problems.

- 10.4 Environmental Attitudes and Behaviors.
- 10.5 Conserving Energy and Water.
- 10.6 Source Reduction and Recycling.

Readings

- Bell, P. A., Greene, T. C., Fisher, J. D., Baum, A. (1996). *Environmental Psychology*. Harcourt Brace College Publishers. Florida, USA.
- Blum, A., Singer, J. E. and Valins, S. (Eds.), (1978). *Advances in Environmental Psychology*. N. Y. Erlbaum.
- Heimstra, N. W. and McFarling, L. H. (1974). *Environmental Psychology*. Betment. C.A. Brooks/Cole.
- Veitch, R. and Arkkelin, D. (1995). *Environmental Psychology*. Prentice Hall, Englewood Cliffs, New Jersey.
- Wohlwill, J. and Carsen, D. H. (Eds.) (1972). *Environment and Social Sciences: Perspective and Application*. Washington D. C., USA.

PSY 503: Health Psychology **4 Credit Hours**

1. Concept of Health and Health Psychology

- 1.1 Different views of health
- 1.2 Factors or determinants of health
- 1.3 Definition of health Psychology
- 1.4 Well-being and bio-psychological models
- 1.5 Role of the health psychologist
- 1.6 Why is the field of health psychology needed?

2. Stress and Moderators of the Stress Experience

- 2.1 Stress defined
- 2.2 Stress and illness
- 2.3 Management of stress

3. Health Behavior and Primary Prevention

- 3.1 Health behaviors
- 3.2 Changing health habits
- 3.3 Cognitive-behavioral approaches to health behavior change
- 3.4 Trans-theoretical model of behavior change

4. Psychoneuroimmunology, AIDS, and Cancer

- 4.1 Risky health behaviors I
- 4.2 Expectancy value theory
- 4.3 Risky health behaviors II: substance use and abuse
- 4.4 Risky health behaviors II: risky sexual behaviors
- 4.5 Cancer I: defining Cancer and its risk factors
- 4.6 Cancer II: treatment and prevention
- 4.7 Social cognitive theory

- 4.8 HIV/AIDS I: infection, prevalence, and transmission
- 4.9 HIV/AIDS II: Prevention and treatment

5. Pain and its Management

- 5.1 Elusive nature of pain
- 5.2 Clinical management of pain
- 5.3 Pain control techniques
- 5.4 The placebo as healer

6. Health Enhancing Behaviors

- 6.1 Accident prevention
- 6.2 Maintaining a healthy diet
- 6.3 Weight control
- 6.4 Eating disorders

7. Occupational Health

- 7.1 Introduction to occupational health
- 7.2 Industrial health hazards
- 7.3 Occupational diseases
- 7.4 Occupational hazards
- 7.5 Offensive trade
- 7.6 Occupational health programs in Bangladesh

8. Maternal and Child Health (MCH)

- 8.1 Introduction to MCH care
- 8.2 Maternal health care
- 8.3 Child health care
- 8.4 MCH programs in Bangladesh
- 8.5 Causes and theories of student activism

Readings

Baum, A.; Newman, S; Weinman, J; West, R. & McManus, C. Cambridge Handbook of Psychology, Health and Medicine. Cambridge University Press.

Sanderson, C.A. (2013). Health Psychology, 2nd Ed, Danvers: John Wiley & Sons, Inc.

Davison, G.C. and Neale, L.M.(2012). Abnormal Psychology, 12thed, John Wiley and Sons.

Feuerstein, M., Lable, E.E, and Kuczmierczyk (1986). Health Psychology. New York: Plenum Press.

Green, A. (1999). An Introduction to Health Planning in Developing countries (2nd Ed.). New York: Oxford University Press.

Park, k. (1997). Textbook of Preventive and Social Medicine (15th Ed). Jabalpur: BanaesidasBhanot Publishers.

Pearce, S.&Wardle,J. (Editors) The Practice of Behavioral Medicine. Oxford University Press.

Rashid, K.M., Khabiruddin, M. and Hyder, S. (2008). Text Book of Community Medicine and Public Health (4th Ed). Dhaka: RKH Publishers.

Sarafino, E.P. Health Psychology: Biopsychological Interactions. Singapore: John Wiley and Sons, Inc.

Taylor, S.E. (2012). Health Psychology, 4th Ed, Boston: McGraw-Hill.

PSY 504: Psychology of Learning

4 Credits Hours

1. Introduction

- 1.1. Philosophical roots
- 1.2. Biological roots
- 1.3. A science of learning and behavior
- 1.4. Tools for analyzing learning and behavior

2. Classical Conditioning

- 2.1. The basic classical conditioning experiments
- 2.2. Methods of studying classical conditioning
- 2.3. Things that affect the strength of conditioning
- 2.4. Conditioned inhibition
- 2.5. Information value in conditioning

3. Operant Conditioning: Behavior and its Consequences

- 3.1. Basic tools and issues
- 3.2. The relationship between behavior and payoff
- 3.3. Theories of reinforcement

4. Stimulus Generalization and Discrimination

- 4.1. Categorization and discrimination
- 4.2. Basic processes of generalization and discrimination

5. Avoidance Learning

- 5.1. Acquired drives and emotions
- 5.2. Avoidance learning
- 5.3. Learned helplessness

6. Verbal Learning

- 6.1. Materials used in the study of verbal learning
- 6.2. Methods in research on verbal learning
- 6.3. Results and problems in verbal learning
- 6.4. Strategies in learning

7. Concept Learning

- 7.1. Concept identification and rule learning
- 7.2. Theories of concept learning
- 7.3. Ill-defined concepts

8. Learning and Cognition

- 8.1. Memory and learning
- 8.2. Another look at the information processing system
- 8.3. The cognition of time
- 8.4. The cognition of space
- 8.5. A cognitive analysis of instrumental action

9. Learning and Motivation

- 9.1. How motivational states affect behavior
- 9.2. Anticipating reward and punishment
- 9.3. Dynamic effects of motivating stimuli

10. Learning and Neuroplasticity

- 10.1. Neuroplasticity and motor learning
- 10.2. Neuroplasticity and learning disabilities

Readings

Bouton, M. E. (2007). *Learning and Behavior: A contemporary synthesis*. Massachusetts: Sinauer Associates Inc.

Hulse, S. H., Egeth, H., Deese, J. (1980). *The Psychology of Learning (5th Ed)*. New York: McGraw-Hill Book Company

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

PSY 505: Practical (Test) 2 Credit Hours

Teach students to learn how to administer, score, and interpret any four of the following:

1. Measurement of Intelligence by administering Wechsler Adult Intelligence Scale (WAIS)
2. Measurement of Personality by administering Edwards Personal Preference Schedule (EPPS)
3. Measurement of Scholastic Aptitude by administering Scholastic Aptitude Test (SAT)
4. Measurement of Non-verbal Intelligence by administering Raven's Standard Progressive Matrices (RSPM)
5. Measurement of Artistic Ability by administering Meier Art Judgment Test

6. Measurement of Personality by administering Minnesota Multiphasic Personality Inventory (MMPI)

Marks Distribution:

Continuous Assessment	Attendance & Conduction	10
	Lab Note Book	10
Final Examination	Conduction	5
	Viva	5
	Script	20

PSY 506: Introduction to School Psychology

4 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

2. Functions of the School Psychologist

- 2.1 Assessment
- 2.2 Consultation
- 2.3 Counseling
- 2.4 Intervention
- 2.5 Behavior Management
- 2.6 Special Education Input
- 2.7 School-Community Liaison
- 2.8 Parent Education
- 2.9 Staff Development

3. Organizational Issues

- 3.1 Structure of School Systems
- 3.2 Supervisory Models in the Provision of School Psychological Services
- 3.3 Members of Pupil Personnel Departments
- 3.4 Related Issues (e.g. records, medical, attendance, systems level change, etc.)

4. Issues in Consultation

- 4.1 Consultation with Parents, School Personnel, & Community Agencies
- 4.2 Intervention and In-Service Programs

4.3 Cultural Diversity

5. Assessment Issues

5.1 Intellectual Assessment

5.2 Curriculum-Based Assessment

5.3 Vocational Assessment

5.4 Preschool Assessment

5.5 Special Issues (e.g. learning disabilities)

5.6 Diversity (e.g., cultural, SES, etc.) and Assessment

6. The Foundation of Consultation and Collaboration

6.1 Consultation Defined

6.2 Common Characteristics of Consultation

6.3 Collaboration Defined

6.4 Consultation and Collaboration Compared with other Human Service

6.5 Whether Consultation or Collaboration

7. Consultants, Consultees and Collaborators

7.1 Characteristics of Effective Consultants and Collaborators

7.2 Skills Necessary for Consultants and Collaborators

7.3 Roles Consultants and Collaborators Assume

8. Generic Model of Consultation and Collaboration

8.1 Entry Stage

8.2 Diagnosis Stage

8.3 Implementation Stage

8.4 Disengagement Stage

9. School Based Consultation and Collaboration

9.1 Rationale for School Based Consultation and Collaboration Skills Necessary for Consultants and Collaborators

9.2 Consulting and Collaborating with Teachers

9.3 Consulting and Collaborating with Parents/Guardians

Readings

Dougherty, A. M. (2013). *Psychological Consultation and Collaboration in School and Community Settings (6th Ed.)*. Belmont: Cengage Learning.

Erchul, W. P. & Martens, B. K. (2002). *School Consultation*. New York; Springer-Verleg.

- Fagan, T.K. & Wise, P.S.(2007).*School Psychology: Past, Present & Future*. Bethesda, MD: National Association of School Psychologists.
- Jacob, S. &Hartsorne, T. (2007).*Ethics and Law for School Psychologists* (5thed.). New York: Wiley.
- Reynolds, C.R. &Gutkin,T.B. (1998).*The Handbook of School Psychology* (3rded.). New York: John Wiley & Sons, Inc.
- Thomas, A. & Grimes, J.(Eds.) 2008.*Best Practices in School Psychology*. Washington DC: National Association of School Psychologists.

PSY 507: Industrial-Organizational Psychology
4 Credit Hours

1. Introduction

- 1.1 Introduction to Organizational Behavior: The nature of organizations; Understanding behavior; An organizational behavior system; Historical development of organizational behavior;
- 1.2 Organizational Effectiveness: Components of organizational effectiveness; Assessing organizational effectiveness; Determinants of organizational effectiveness
- 1.3 Organizational Structure: What is organizational structure? Elements of organizational structure; Common organizational designs; New options; Why do structures differ? Organization structure and employee behavior; Implications for Managers

2. Organizational Goal Setting and Planning

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

3. Individuals in Organizations

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

4. Groups in Organization

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

5. Introduction to Management

The Changing Paradigm of Management: The definition of management; Four management functions; Organizational performance; Management skills; Management types; What is it like to be a manager?

Managing Conflict: Perspectives on organizational conflict; Functional and dysfunctional conflict; Buchanan- Huczynski coordination- conflict model.

Organizational Power and Politics: Organizations – rational or political? Organizational politics; Organizational power; Power & influence.

6. Human Resource Management (HRM)

Strategic goals of HRM; Environmental influences on HRM

Attracting an effective workforce: Human resource planning; Recruiting; Selecting.

Developing an effective workforce —Training and development; Performance appraisal.

Maintaining an effective workforce – Compensation; Wage & salary structure; Benefits; Termination.

7. Managerial Ethics and Corporate Social Responsibility

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

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

Readings

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

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

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

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

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

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

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

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

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