**PSY-501 Psychological Assessment Cr. Hrs. 3**

**Learning Objectives and outcomes**

1-Impart understanding of the conceptual, principles and methods

2- Hone skills for administering, scoring & interpretation of psychological tools & tech through Practicum exercises

3- Evaluate psychological tests, study critique thereon and find returns on investment for using them

4-Design assessments using psychological and other methods for demonstrating incremental validity

5- Understanding and appreciating influence research literature and culture difference in using foreign tests in Pakistan and interpreting assessment data indigenously.

**Calendar of Course contents to be covered during semester**

|  |  |  |
| --- | --- | --- |
|  **Week** |  **Course Contents**  | **Reference Chapter(s)** |
|  1 | **Introduction of the course / Psychological Testing**Introduction of the coursePrinciples of psychological testing/ assessment experimenter-participant relationship in testing  | Ch-1, Kaplan |
|   2 | **Introduction of the course / Psychological Testing**Areas of Assessment:1-Cognitive (IQ, Scholastic Aptitude, screening / Selection tests) 2-Personality Tests and Inventories (Interests, Testing, Traits, States, Styles) 3-Behavioral assessment: social concerns, cultural bias, SES parentage etc combined with psychometric testing results.4- Standard parameters of test evaluation | Ch-1, Kaplan |
|  3 | **Psychometrics --- Testing & Statistics**Developing Norms: T scores, Percentile scores, Normative Referenced / Criterion-referenced testCorrelation method and evaluating psychometric characteristics: Validity and reliability  | Ch-2-3 KaplanReading-1 |
|  4 | **Psychometrics --- Testing & Statistics** Ethical and Professional issues in psychological testing and assessment (Reading-1) | Ch-2-3 KaplanReading-1 |
|  5 | **How to construct a psychological scale: steps and procedures**Item analysis for ability and personality testsTeacher feedback on assignment no-1  | Ch-6, Kaplan |
|  6 | **Translation and Adaptation of Scales / Tests**Methods / Approaches to translation and adaptation of psychological tests via International commission on translation; A published paper explaining how it was translated and its goodness measured | Reading-4 |
|  7 | **Big five as personality model of consensus among psychologists**The personality trait theory /psychology Issues in personality testing validity (incremental), utility, cultural acceptance and test-fairness) | Ch-15, KaplanCh-11, CohanReading- 5 Readings 6 & 7 |
|  8 | Structured Inventories: examine overall profile, sub-scale patterns; typical, mildly elevated profile, randomness of responses, response bias /acquiescence, inconsistent responses, informed consent, debriefing in clinical and screening cases.  | Ch-15, KaplanCh-11, CohanReading- 5 Readings 6 & 7 |
|  9 | **Ability/Aptitude tests**Essentials of writing an ability/aptitude testTheories of mental abilities & issues with such test Writing and evaluating test items via Item-analysis Findings its Psychometric qualities: Reliability, validity  |  Ch 10, KaplanCh 6, KaplanCh 4-5, Kaplan Reading-3 |
|  10 | **Ability/Aptitude tests**Issues in ability /cognitive testing: validity, utility, selection context /ratio, demographic factors (age gender, ethnicity, language, culture related to assessment evaluation) |  Ch 10, KaplanCh 6, KaplanCh 4-5, Kaplan Reading-3 |
|  11 | **Interview assessment**Structured, unstructured interview: advantages & limitations | Ch 9, Kaplan |
|  12 | **Adult Behavioral Assessment**Concepts and Methods, behavioral problemsSources of influence & brief history1-Direct Behavioral observation, 2- Inventories | Ch-16, AnastasiCh-12,CohanCh-17, Kaplan |
|  13 | **Child Behavioral Assessment**Concepts and Methods, behavioral problemsSources of influence & brief history1-Direct Behavioral observation, 2- Inventories | Ch-16, AnastasiCh-12,CohanCh-17, Kaplan |
|  14 | **Multi-Method Assessment Integration & Reporting**Why multi tests /methods in assessment, its utility and return on investment? Decision-making accuracy, better predictionRelative gains / losses from alternative selection models vis selection ratio & base rateIntegrating assessment results including demographic factors in assessment report | Ch-6 Anastasi |
|  15 | **Ethical & Professional Considerations in Assessment**Professional competence , Professional relations, Multi cultural concerns( ethical and cultural sensitivity)Privacy, confidentiality, minority issues , fairness in selection, legal issues( Pak constitution, Human rights. Fair use by legislation, professional bodies and self regulation  | Ch-18, AnastasiCh-19, KaplanReading-2 |

**Recommended Text Books:**

Cohan, R. J. & Swerdik, M. E. (2013). Psychological Testing and Assessment (8th Ed.)

 New York: Mc Graw-Hill

Kaplan, R. M. & Saccuzzo, D. P. (2004). Psychological Testing: Principles, Applications and

 Issues, (6th ed.).Wadsworth Thomas learning Inc.

**Reference Books:**

Standards for Educational and Psychological Testing, APA, 1999. www.apa.org

Ethical principles of psychologists and code of conduct. www.apa.org/ethics/code2002.html

Contemporary issues in cognitive ability and personality testing by Steven L. Thomas &

Wesly A. Scroggins Jbi\_v5\_thomas.pdf

The short-form revised Eyseneck Personality Questionnaire- A Hindi Edition (EPQRS-H)

www.industrial psychiatry.org

Personality Assessment by Swardik, M. E. Meyer,G.J. et al. (2001) Psychological Testing

and Psychological Assessment : A review of evidence and issues. American

Psychologists, 56,128-165.

Ozer,D.J. & reise,S.P. 919940 Personality Assessment. Annual Review of Psychology,

45,357-388.

Ioannis Tsaousis1 and Ploutarxos Kerpelis (2004).Traits Personality Questionnaire 5

(TPQue5) Psychometric Properties of a Shortened Version of a Big Five Measure

European Journal of Psychological Assessment, Vol. 20, Issue 3, pp. 180–19

**Calendar of Course contents to be covered during semester**

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity** | **Reference** |
| **1** | **Introduction** * The science of psychology science in context, historical context
* Social and cultural context, Moral context
* Thinking like a researcher
* Evaluating research findings reported in the media

Getting started: doing research**Quiz # 1** | Source: Text Book – Chap 1, 2-26 |
| **2** | **The Scientific Method*** Scientific and every day approaches to knowledge. General approach and attitude
* Observation, Reporting, Concepts, Instruments and Measurement
* Hypotheses
* Goals of the scientific method and Scientific theory construction and testing

**Class Activity 1**: Group discussion on challenges in acquiring scientific knowledge.**Assignment # 1 –**Students will write different hypotheses and will discuss the ways to investigate these hypotheses.  | Source: Text Book – Chap 2, 27-56 |
| **3** | **Ethical Issues in the Conduct of Psychological Research*** Ethical issues to consider before beginning research, the risk/benefit ratio
* Informed consent, deception and debriefing
* Research with animals
* Reporting of psychological research: Steps for ethical compliance

**Class Activity 2**: Group discussion on the importance of ethical consideration in research in psychology.**Assignment # 2**: Student will review ethical issues described in different articles, and will write a note about it. | Source: Text Book – Chap 3, 57-90 |
| **4-5** | **Observation*** Sampling behavior and Observational methods
* Direct observational methods, Observation without intervention and Observation with intervention
* Indirect (unobtrusive) observational methods: Physical traces, Archival records
* Recording behavior and Analysis of observational data
* Thinking critically about observational research: Observer bias

**Assignment # 3**: Student will conduct a direct observation in the field and will write field notes about their observation. | Source: Text Book – Chap 4, 92-136 |
| **6** | **Survey Research** * Uses of surveys, Characteristics of surveys, Sampling in survey research
* Survey methods and Survey-research designs
* Questionnaires
* Thinking critically about survey research

**Assignment # 4**: Developing a questionnaire, conducting a survey and its quantitative analysis | Source: Text Book – Chap 5, 137-182 |
| **7** |  **Independent Groups Designs*** Why psychologists conduct experiments: Logic of experimental research
* Random groups design
* Analysis and interpretation of experimental findings
* Establishing the external validity of experimental findings
* Matched groups design
* Natural groups design

 ***Quiz # 2*** | Source: Text Book – Chap 6, 184-224 |
| **8-9** | **Repeated Measures Designs*** Why researchers use repeated measures designs?
* The role of practice effects in repeated measures designs
* Data analysis and the problem of differential transfer

**MID TERM EXAM** | Source: Text Book – Chap 7, 225-248 |
| **10** |  **Complex Designs*** Describing effects in a complex design
* Analysis of complex designs
* Analysis plan with an interaction effect
* Analysis plan with no interaction effect
* Interpreting interaction effects
* Interaction effects and theory

**Class Activity 3**: Students will be assigned different research articles based on complex design and they will review it. | Source: Text Book – Chap 8, 249-278 |
| **11** | **Single-Case Designs and Small-n Research** * The case study method
* Single-subject (small-*n*) experimental designs
* Characteristics of single-subject experiments
* Specific experimental designs
* Problems and limitations common to all

Single-subject designs***Quiz # 3*** | Source: Text Book – Chap 9, 280-308 |
| **12** | **Quasi-Experimental Designs and Program Evaluation** * True experiments
* Quasi-experiments
* Nonequivalent control group design
* Program evaluation

***Assignment # 5:*** Review three research articles on the same topic and comment on different methodology and procedures that have been used and summarize resultant analyses.  | Source: Text Book – Chap 10, 309-344 |
| **13** | **Data Analysis and Interpretation***:* * Illustration: data analysis for a correlational study Null hypothesis significance testing
* ANOVA for single-factor independent groups design
* Repeated measures analysis of variance
* Two-factor analysis of variance for independent groups designs
* Role of confidence intervals in the analysis of complex designs
* Two-factor analysis of variance for a mixed design
 | Source: Text Book – Chap 11-12, 346-420 |
| **14-15** | **APA style of reporting*** Guidelines for effective writing
* Structure of a research report
* Features of APA format?

***Group Research Project:*** Developing a research synopsis focused on a psychological topic | Source: APA Manual 6 |
| **16** | **Overview**Comparing and contrasting methods: which is more appropriate when and where?Research methods and cultural considerations**FINAL TERM** |  |

**PSY-503 Contemporary Perspectives in Psychology** **Cr. Hrs. 3**

**Learning Objectives**

The present course focuses on explaining the current perspectives in psychology, giving modern conceptual and research directions. Also an attempt is made to highlight the possible future directions that a particular perspective is likely to undertake. This course will enrich the student with recent knowledge in diverse perspectives and enable them to draw useful comparisons. The course brings together historical strands, current formulations and future outlook into well-integrated study units.

1. To understand the origin and development of different viewpoints concerning human behavior/personality.
2. To critically evaluate these approaches with reference to their strengths and limitations and their interaction and contradiction with each other.
3. To study their application in everyday life, assessment, therapeutic interventions and in different areas of research concern human behavior.
4. To enable the student to comprehend recent research in these perspectives and to critically evaluate

**Learning Methodology**

1. A common introduction with lectures and discussion
2. In-class activities include readings on a given topic, (ensuring student participation)

**Text Book**

Kenneth D. K. (2014). Handbook of Psychology: History, Perspectives and Applications. New Delhi: Viva Books

**Reference Articles/Books (Readings)**

Boniwell, I. (2006). Positive psychology in a nutshell. London: PWBC

Buss, D. M. (2009). Foundations of Evolutionary Psychology. In: *Evolutionary Psychology – The New Science of Mind*. India: Dorling Kinderley. p. 1-70

Confer, J. C. & Fleischman, D. S. (2010). Evolutionary Psychology: Controversies, questions, and prospects and limitations. *American Psychologist, 65*, 110-126

Haque, A. (2004). Psychology from Islamic perspective: Contributions of Early Muslim Scholars and Challenges to Contemporary Muslim psychologists. *Journal of Religion and Health*, *43,* 357-364.

Hussain, A. (2006). *Islamic Psychology*. New Delhi: Global Vision Publishing

Kimble, G.A and Schlesinger, K. (1985). A Brief Introduction to a History of Psychology. In: *Topics in the history of psychology*. New Jersey: Lawrence Erlbum Associates. p. 1-20

Kosslyn, S. M. (2006). Psychology – Then and Now. In: *Psychology in Context.* Pearson Education Inc. p. 4-21

Lawson, R. B., Graham, J.E. and Baker, K. M. (2009). Contemporary Psychology – Global Forces. In: *A history of psychology: Globalization, ideas and applications*. India: Dorling Kinderley. p. 1-26.

Lawson, R. B., Graham, J.E. and Baker, K. M. (2009). Psychology – American Approach. In: *A history of psychology: Globalization, ideas and applications*. India: Dorling Kinderley. p. 27-37.

Liddle, J. R., & Shackelford, T. K. (2011). Teaching the evolution of the Mind: Current findings, trends, and controversies in Evolutionary Psychology

Moghaddam, F. M. (2007). Feminist Psychology. In: *Great Ideas in Psychology. A cultural and historical introduction*. Oxford: Oneworld Publication. p. 261-279

Moghaddam, F. M. (2007). Multicultural Psychology. In: *Great Ideas in Psychology. A cultural and historical introduction*. Oxford: Oneworld Publication. p. 280-294

Moghaddam, F. M. (2007). Evolutionary Psychology. In: *Great Ideas in Psychology. A cultural and historical introduction*. Oxford: Oneworld Publication. p. 295-312

Moghaddam, F. M. (2007). Social Constructionism. In: *Great Ideas in Psychology. A cultural and historical introduction*. Oxford: Oneworld Publication. p. 313-333

Paloutzian, R. F. and Park, C. L. (2013). Recent Progress and Core Issues in the Science of the Psychology of Religion and Spirituality. In: *Handbook of Psychology of Religion and Spirituality*. p. 3-22

Seligman, M.E.P and Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. In: *American Psychologist*, 55(1), p. 5-14

Steinfeld, W.A. (2013). Psychology and its Frontiers. In: *Cultural Psychology*. New Delhi: Random Exports. Chapter 1

Stephen, S & Linda, A. (2012). Expanding Subjectivities: Introduction to the Special Issue on 'New Directions in Psychodynamic Research'. Journal of Research Practice, 8, (Editorial Article)

Valentine, P. E. (1992). Psychology as a Science. In: *Conceptual Issues in Psychology*. London: Routledge. p. 1-7

Valentine, P. E. (1992). Theories and Explanation. In: *Conceptual Issues in Psychology*. London: Routledge. p. 100-116

Valentine, P. E. (1992). Alternative Perspectives. In: *Conceptual Issues in Psychology*. London: Routledge. p. 177-186

Winn, W., & Snyder, D. (1996). Cognitive perspectives in psychology. *Handbook of research for educational communications and technology: A project of the Association for Educational Communications and Technology*, p. 79-112.

**Calendar of Course contents to be covered during semester**

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity** | **Reference** |
| **1** | **Introduction** **Psychology: Long Past and a Short History**Moving forward: backdrop to a scienceFoundations of a new science**Assignment 1:** Participants will draw a timeline of history of psychology. They will explore internet resources and encyclopaedia for the said assignment.  | Text Book – 1-24Reading # 4Reading # 13 |
| **2** | **Psychology: Then and Now**Psychology – Then and NowContemporary Psychology – Global ForcesPsychology – American ApproachPsychology and its Frontiers**Quiz 1** (based on the readings in week 1 and 2) | Reading # 5Reading # 6Reading # 7Reading # 14 |
| **3** | **Behaviorism / Social Learning**From classic experimentation to later developmentsSocial learning: Bandura, Mischel, RotterBehaviorism turns 100 in 2013: current status and future directions**Class Activity 1**: Group discussion on classic experiments and learning process. Groups will write and submit the concluded discussion. | Text Book – 25-36 |
| **4** | **Humanistic Perspective**Humanistic PsychologySelf-concept and Self-actualizationHumanistic perspectives and criticism | Text Book – 63-72 |
| **5** | **Psychodynamic Perspective**The roots of personality theoryUnderstanding theoretical and therapeutic developmentsLegacy of Freud and modern Psychodynamic theory Possible future directions**Class Activity 2**: Evaluating Freud’s theory and reviewing current psychodynamic psychology | Text Book – 37-52Reading # 15 |
| **6-7** | **Evolutionary perspective and Biological Perspective** Major assumptions and brief historical overviewTheories of evolutionNew developments: psychology of mating behavior, behavior genetics, cultural differencesCurrent issues and controversies **Assignment # 2**: Student will answer short questions pointing towards contemporary evolutionary and biological perspectives. | Textbook – 87-100Reading # 1Reading # 7Reading # 2Reading # 11 |
| **8** | **Cognitive Psychology**Origin of cognitive psychologyStages of cognitive development Cognitive psychology today Social and socio-cognitive learningCognitive dissonance**Class activity:** group discussion on the legacy of cognitive psychology | Text Book –73-86Reading # 19 |
| **9** |  **Measuring the mind: the beginning of psychological testing**Testing individual differencesThe first IQ testFrom individual to groups**Quiz # 2** (based on the readings in week 4 and 7) | Text Book – 53-62 |
| **10-11** | **Religion and Psychology**Psychology of religion and spiritualityThe role of spirituality and religiosity in mental health Islamic psychology and Muslims’ contributions**MID TERM EXAM** | Reading # 3Reading # 13Reading # 20and Selected text from *Muqaddma Ibn-e-Khaldoon* |
| **12** |  **Socio-cultural Perspective**Culture – a debateCulture and psychology – past and presentCulture a psychological constructCulture –a socio-psychological constructPsychology of all people - the universalsSocio cultural influences**Quiz # 3** (based on the readings in week 10, 11 and 12)**Assignment # 3**: Students, with their socio-psychological lens, will write up cultural background of different cultural or sub cultural groups, emphasizing on the guidelines provided in the readings.**Final Project**: Essay writing - student will choose a topic and will write an essay of 1000 words | Text Book –101-114Reading # 10Reading # 12 |
| **13** | **Positive Psychology** The new dimensionsScope of positive psychologyHappiness: concept, measurement, applicationsEmotional and social intelligence, forgiveness and gratitudeApplying positive psychology: workplace setting | Web source: www.positivepsychology.orgReading # 21Reading # 22 |
| **14-15** | **Psychology at work:** Application and careers**Summing up Psychology in perspective****FINAL TERM** | Text Book –115-130 |

## PSY- 603 Counseling Psychology (Elective) Cr. Hrs.3

**Course Objectives**

The course is designed to teach students the necessary understanding in the area of counseling/ clinical psychology. Therefore, students will cover all the necessary portions in this particular area. They will be taught basic theoretical concepts like difference between counseling and clinical psychology, counseling skills, situations that require counseling and situations that can be dealt only by clinical psychologist, main approaches to counseling/clinical, stress management, usage of counseling and clinical psychology in Pakistani context. They will be encouraged to develop some to do case report on topics that fall under the umbrella of counseling psychology. After this course students will be able to have all the necessary knowledge in the area of counseling/clinical psychology and its significance. They will also be able to understand what re the cases in which counseling is required and in which cases proper therapeutic intervention is required by professional clinical psychologist.

**Learning Outcomes**

By completing the course the students should able to:

* Have understanding about the areas that are linked to counseling psychology and clinical psychology
* Should be able to identify which is more suitable choice in therapy and applying this knowledge in case report
* Understanding about all the areas covered in the course

**Course Contents**

|  |  |  |
| --- | --- | --- |
| **Weeks**  | **Contents** |  |
| **1st & 2nd**  | Introduction |  |
|  | * Introduction to Counseling
* Difference between clinical psychology and counseling psychology
* Responsibilities of counselors
	+ - Ethical responsibilities
		- Confidentiality
		- Exceptions in confidentiality
		- Ethical principles
* Legal issues
	+ - The Counselors & the court
		- Responsibility of the counselor (specifically in the Pakistani context)
 |  |
|  | **Assessment 1**  |  |
|  | Assessing dilemmas and critically evaluating the situation and provide solution of judgment with some basis. |  |
| **3rd**  | Therapeutic Skills |  |
|  | * The counseling relationship –core conditions
* Stage 1- Attending Skills
	+ - Physical Attending
		- Attending Skills
		- Psychological attending
		- Observing
		- Inventory of non –verbal behavior
		- Active listening
		- Resist Distractions
		- Keep the focus on the client
		- Responding as part of attending behavior
* Stage 2- Exploration Skills
	+ - Responding with empathy
		- Responding using probes and questions
		- Responding with silence
* Stage 3- understanding
* Stage 4-Action
* Stage 5-Termination
 |  |
| **4th** | Approaches to counseling | Quiz 1 |
|  | * Psychodynamic approach
	+ - Background of the Theory
		- Personality Development
		- Defense Mechanisms
		- Techniques
		- Contributions & Limitations
		- Current Status
 |  |
| **5th**  | * Behaviorist approach to counseling
	+ - Background of the Theory
		- Human Nature & Major Constructs
		- Personality Development
		- The Personality Change Process
		- Goals of Counseling
		- Process & techniques
		- Contributions , Limitations & Current Status
 |  |
| **6th** | * Existential approach
	+ - The existential point of view
		- Background of the Theory
		- Human Nature & Major Constructs
		- Approaches to Existentialism
		- Meaningless & Meaningfulness
		- Authenticity & vulnerability
		- Goals of Counseling
		- Cross Cultural considerations
		- Evaluation of theory
 | Quiz 2 |
| **7th**  | * Person Centered Theory
	+ - Theoretical Background
		- Structure & Functions of the Psyche
		- Models of Mental Health
		- Personality Change Process
		- Characteristics of an Effective Counselor
		- Counseling Process
		- Contributions, Limitations & Current Status
 |  |
| **8th**  | **Mid Exam** |  |
| **9th , 10th**  | * Cognitive Counseling
	+ - Background & Major Constructs
		- Importance of Therapeutic empathy
		- Applications & goals of Counseling
		- Process of Change
		- Cognitive Errors
		- Traditional & Brief Intervention Strategies
		- Clients with serious Mental Health Issues
		- Contributions , Limitations & Current Status
* The eclectic approach
 |  |
|  | **Project** |  |
|  | Pattern of case report |  |
|  | **Assessment 2** |  |
|  | Critically evaluate which approach is best and relate it to practical situation while considering the limitation that psychologists and counselors experience in Pakistani culture |  |
|  |  |  |
| **11th**  | Situations requiring counseling and therapy | Quiz 3 |
|  | * Mood Disorder
* Anxiety Disorder
* Childhood Disorder
 |  |
| **12th**  | Stress Management |  |
|  | * Meaning of Stress
* Stress reaction and the body
* Common Symptoms of Stress
* Causes of Stress
* Effects of stress on the body
* Types of Stress
* Eustress & distress
* Characteristics to the description of stress
* Type A & Type B personalities
* Type C personality
* Relationship between perceived level of stress & performance
* Ways to manage Stress
* Stress Management plan
 |   |
| **13th & 14th**  | Counseling Areas | Quiz 4 |
|  | * Marital Counseling
* Family counseling techniques
* Need of family Counseling
* Career and lifestyle counseling
* Career counseling Strategies
* Issues & trends in career counseling
* School and University counseling
 |  |
|  | **Assessment 3** |  |
| **15th**  | **Writing a Counseling Case Report And Poster Presentation** |  |
| **16th**  | **Final Exam** |  |

**Recommended Books**

Capuzzi, D., & Gross, D,R. (2007). *Counseling & Psychotherapy, Theories & Practice, (4th Ed).* Pearson Education, Inc.

Fall, K, A., Holden, J, M., & Marquis, A. (2010) Theoretical *Models of Counseling &*

 *Psychotherapy*, ( 2nd Ed). Taylor & Francis Group

Reynolds, C. A. (2015). Introduction to Professional Counseling. Sage Publications.

Sandoval, J. (2013). Crisis Counseling, Intervention, and Prevention in the schools. ( 3rd Ed). Taylor & Francis Group.

Seligman, L., & Reichenberg, W. L. (2010). Theories of Counseling and Psychotherapy. (3rd Ed). Pearson Education, Inc.

**PSY-504 Advanced Data Analysis Cr.Hrs. 3**

**Course objectives and outcome**

1. To be familiar with the basic statistical concepts and procedures &logic of statistical reasoning.
2. To show connection between theory, methods, and statistics.
3. To know the basic techniques of descriptive and inferential statistics.
4. To clarify the statistical procedure for questionnaire and scale development.
5. To know the statistical techniques of mediation, moderation and conditional process analysis.
6. To be able to understand statistical information in published articles / research

**Course Content**

**Week 1: Overview of Descriptive Statistics**

1. Descriptive and inferential statistics
2. Scales of Measurement
3. Random sampling
4. Displaying data, graphs
5. Measures of central tendency &dispersion
6. Properties of normal distribution

**Week 2 & 3: Introduction to Hypothesis Testing**

1. Introduction using a normal sample distribution
2. Purpose and function of hypothesis testing
3. Hypothesis testing: A four step approach
4. Errors in hypothesis testing
5. Power analysis
6. Parametric and nonparametric analyses

**Week 4: Comparing Two Means**

1. One-sample t-test
2. Independent Sample t-test
3. Paired Sample t-test
4. Effect Size and Cohens’s d

**SPSS Exercise 1:** Conduct different forms of t-tests and report the results in a table in APA style. (7)

**Week 5 & 6: Analyses of Variance**

1. One-way designs
2. Factorial designs
3. Repeated measure designs
4. Post Hoc tests
5. Effect Size & Power Analysis

**SPSS Exercise 2:** Conduct different forms of ANOVA and report the results in a table in APA style. (7)

**Week 7: Bivariate Correlation**

1. Pearson product moment correlation coefficient
2. Brief introduction of Point bi-serial *r,* Phi coefficient, and Spearman’s rho
3. Scatter plots
4. Brief introduction of regression

**SPSS Exercise 3:** Run correlation analysis on assigned data using SPSS and present results in a table in the APA format (7)

**Week 8: MID TERM EXAM**

**Week 9 & 10: Regression Analysis**

1. Linear regression analysis
2. Multiple regression analysis
3. Hierarchical / Stepwise regression
4. Logistic Regression

**SPSS Exercise 4:** Conduct hierarchical/stepwise regression analysis on assigned data using SPSS and report the results in APA format. (7)

**Week 11 & 12: Regression based Advance Analysis**

1. Mediation Analysis
2. Moderation Analysis

**SPSS Exercise 5:** Conduct mediation and moderation analysis on assigned data using SPSS and report the results in APA format. (10)

**Week 13 : Factor Analysis and Reliability Analysis**

1. Theory of factor analysis and reliability analysis

**SPSS Exercise 6:** Practical demonstration of conducting factor analysis and reliability analysis on assigned data &present results in APA format. (7)

**Week 14: Nonparametric Tests**

1. The Mann-Whitney test
2. Wilcoxon’s signed rank test
3. Kruskal-Wallis ANOVA on ranks
4. Friedman’s rank test on correlated samples
5. Goodness of fit
6. Analysis of contingency tables

**Week 16: Final Exam**

**Student Evaluation:**

SPSS Exercises; 45%

Midterm Exam = 25%

Finalterm exam= 30%

**Recommended Books**

Gravetter, F., &Wallnau, L. B. (2002).*Statistics for the Behavioral Sciences,* Latest edition. Pacific Grove, CA: Brooks/Cole Publishing.

Green, Salkink, &Akey. (2000). *Using SPSS for windows: Analyzing and Understanding data* (2nd ed.). :NJ: Prentice Hall.

Howell, D. C. (2007).*Statistical methods in psychology* (6thed.). Australia: Thomson Wadsworth.

Kline, R, B. (2011). *Principles and Practice of Structural Equation Modeling* (3rded.). US: Guilford Press.

**PSY-601 Industrial/Organizational Psychology (Elective) Cr. Hrs. 3**

**Learning Objectives and outcomes**

1) Build insight into understanding human behavior in groups and organization and Knowledge of the research methods employed in group and industrial settings.

2) Study application of psychological models / theories in work settings through course contents, additional readings and research articles.

3) Use experiential exercises / cases to consolidate learning of course topics

4) To understand the potential for Organizational Psychology for improving work and society

**Course contents**

|  |  |  |
| --- | --- | --- |
|  **Week** |  **Course Contents**  |  **Reference** |
| 1 | Perspectives of Organizational Psychology Intro to Industrial & I/O Psychology, Its historyScience and practice of I/O PsychologyTools about learning behavior in organizations Human problems in organizationReading 1: Knowing what to do is not enough  | Greenberg Ch-1 (2-52)Riggio Ch. 1  Pfeffer & Sutton  |
| 2 | Research Designs / MethodsExperiments, surveys, case study, InterviewObservational / Self Report TechniquesMeasuring Work Outcomes Reliability and Validity Issues & Statistical Analysis of Data **QUIZ-1**  | Riggio Ch. 2 |
| 3  | Personnel Issues: Motivation in OrganizationsNeed theories, behavior theories, Job Design TheoriesCognitive Theories: Expectancy and Equity theories, Goal setting Managerial implication of expectancy theory (pp151-52)Herzberg’s Two factor Theory, Motivation & Performance Increasing intrinsic motivation Job satisfaction,  Increasing motivation by Jobs RedesignJob Relocation, work groups and social loafing Organizational Issues **In Class Reflection paper** Reading : The Fear Factor --- Permission to fail | Riggio Ch 8Greeenberg Ch.4 Fiona Lee |
| **4** | Models of employee selectionRecruitment methodsScreening Techniques and their characteristics, issues and challengesSelection and Placement :strengths/ weaknesses | Riggio Ch 4-5 |
| **5** | Evaluating Employee PerformanceJob performance, Performance Appraisal Process: Individual & Comparative performance rating methods, Team AppraisalPitfalls in Performance Appraisal, Legal concerns **QUIZ-2** | Riggio Ch 6 |
| 6 | Job AnalysisMethods & Techniques: Job Elements, Critical Incident, Position Analysis, Functional Job Analysis, ADAFeelings about Job, Organization and peopleImpact of Demographic factors on Work & Organization **Assignment-1** Review two articles published in a peer review journal in the last 5 years containing the title words ‘personality, values, work output / performance’ in 4 pages. Mention title of the article & the journal, what was the article about, methods used and finding to research questions. Consider the specified and other limitations of the study and suggest how differently the study could have been carried out in a better procedure / method. Evaluation: 8+ (2 marks for the write-up in APA style) Deadline: end of 8th week | Riggio Ch 3Greenberg Ch.3 |
| 7 | Employees Training and Development: Fundamental issuesAssessing training needs, establishing training objectives, developing & testing of training materialImplementing and evaluating training programsEqual employment opportunities and other issues e.g. Gender Inequalities in employment) Greeenberg Ch.4  | Riggio Ch 7 |
| 8 | Employees Attitudes:Employment engagement, Measurement of Job SatisfactionAttendance ,absenteeism, turnover org. positive affect & well beingOrganizational Commitment & Positive Employee behavior / citizenship**MIDTERM EXAM** (Theoretical applied Questions =25marks ) | Riggio Ch 9 |
| 9 | Work Stress Stressors: work-task & work-role load, situational & dispositional stress. Measuring job stress & burnout. Managing Stress / negative employee attitude / behavior: developing resiliency, relaxation and meditation , family support practices and wellness programs **Project:** Undertake a study by observing and analyzing an area /topic of I/O Psychology studied so far in this course. Select an organization / work unit and study it through the lens of Organizational Psychology. Find / diagnose organizational strengths and problems and generate potential suggestions / solutions in the light of your learning and course material. Seek permission to take insiders’ perspective through appropriate methods of study (survey, interview, observation and document- analysis) to investigate an issue / effectiveness of an organization and write an experiential Project Report on 5-7 pages stating the introduction of the organization, issues studied, and methods used. Build data-based analyses, diagnoses, suggestions & solutions(10 merks) Submit by 11th week  | Riggio Ch 10 |
| 10 | Group processes in WorkGroup: stages of formation, Work group roles and norms Organizational socializationCooperation/ competition in work-group: Causes, How to diffuse , Conflict in work group & orgsGroup decision making process & Groupthink, Group Polarization Group Issues: Social loafing, free ridding, ethicsTeam Types & Team-work, Team creation stagesOrganization as complex, dynamic & developing Systems  Pro-social & deviant behavior, potential obstacles, Being team-playerEffect of Group Conflict and Work Stress on Employee Performance[*http://cqx.sagepub.com/content/early/2013/03/01/1938965513476367.full.pdf+html*](http://cqx.sagepub.com/content/early/2013/03/01/1938965513476367.full.pdf%2Bhtml) **QUIZ-3** | Riggio ch 12Greenberg, Ch 7-8 |
| 11 | Leadership Trait , Behavior/Contingencies, Charismatic & Transformational theoriesLeadership Training & DevelopmentJob Redesigns & Substitute for leadership | Reggio Ch 13 |
| 12 | Organizational Structure, Culture and DevelopmentDimensions of Org. Structure & Their Examples: Traditional /Non-traditional, Contingency Models of Org StructureOrg. Culture & its elements Societal influences: How it is communicated and measured. Influence on individual and groups ---org. socialization Org Development Techniques / EffectivenessValues and beliefs of different cultures: Impact on critical thinking and diversity Assessing Cultural Values & Fit Managing Organizational Change / people around the globe  | Reggio Ch 15Greenberg Ch. 16 |
|  13 |  **Guest Speaker Organizational Psychologist / 3 hr workshop****Assignment-2 Choose** an organization you know somewhat. Study its organo-gram as well as information about its policies, values and aims from the website and other material. Describe and comment on its organizational structure & functioning in 3 pages. May interview a functionary or the org for filling missing info. (5marks) **OR**  Collect information /data from an organization about its mission, product / services, structure, culture, values, management style and appraisal methods etc and make out a critical appreciation of strength and weakness. Make a 3-5 page write-up and seek reflection on the same from a middle level manger of the organization. |  |
|  14 | Human factor in Work Environment Intro to Human Factor EngineeringDesign and evaluation methodsOccupational BiometricsStress, work load, Safety , accidents and Human ErrorHuman computer interaction | An intro to human factor engineering byWickens, c.d. & Becker 2004, Pearson Inch.  |
| 15-16 | Consumer Behavior Marketing & Consumer Behavior: What is it? How emerged?Motivational determinants of consumer BehaviorConsumer’s perception, memory, attention, attitude, learningidentity and consumption Advertising Psychology, Brand Loyalty PRESENTATIONS & END TERM EXAM | Consumer Psychology Catherine Jansson- Boyd2010 McGraw Hill |

**Text Books**

Greenberg , Jerald & Baron (2011). Behavior in organizations, 10th, Pearson.

Riggio, Ronald (2008). Introduction to industrial / Organizational Psychology, 5th Edition, Princeton Hall

**Readings:**

An intro to human factor engineering by Wickens, c.d. & Becker 2004, Pearson Inch.

The Knowing-Doing Gap (2000). Jeffrey Pfeffer and Robert I. Sutton Harvard Business School Press , (C)2000President and Fellows of Harvard College ISBN: 1-57851-124-0

Reading : The Fear Factor --- Permission to fail

Reading : From Affirmative Action to Affirming Diversity

**Web sources**: International Association of Applied Psychology

 Society for Industrial and Organizational Psychology

**PSY- 505 Qualitative Research Cr. Hrs. 3**

**Learning Objectives and outcome**

The purpose of this course is to provide students with an understanding about several qualitative research methods that may help them to conduct a good piece of qualitative research. The general goals of this course are that:

1. Students will know the underlying research philosophies and possible qualitative research designs in psychology
2. It will provide students with an understanding of the role of qualitative research in psychology; knowledge and experience in the use of qualitative methods; an appreciation of their limitations and the social, theoretical and political context of their use.
3. It will cover the basics of collecting, interpreting, and analyzing qualitative data
4. Students would understand how a variety of qualitative research approaches can be used in psychology.
5. Students would learn how to design, conduct, and write up qualitative research, including issues such as entering the field, ethical issues in qualitative research, approaches to the analysis of qualitative evidence, oral and written presentation and evaluation of qualitative research.

**Calendar of Course contents to be covered during semester**

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity** | **Reference** |
| **1-2** | **Introducing Qualitative Research**Crafting Qualitative Research and its philosophyDifference between quantitative and qualitative researchMixed-method approach: a step forward**Philosophical Foundation**Key philosophical issues in social research –Positivism/ Constructivism and the scientific methodTraditions and approaches in qualitative research**Ethics of qualitative research**Addressing Social Problems through Qualitative ResearchEthics and Qualitative ResearchEthical questions and controversiesMaintain ethical standards | Text BooksD., & Spencer, L. (2003).1-26Lichtman, M. (2010). 51-67Online resource:Internet Encyclopedia of Philosophy - http://plato.stanford.eduSource: Text Book – Part 8Orb, A., Eisenhauer, L., & Wynaden, D. (2001). 93-96. |
| **3** |  **Designing Qualitative Research**Preliminary Understanding & Practice Generating a research question Reviewing literature and composing a research questionData collection, Data analysis‘What’ of the study: Building Conceptual Framework.Three Aspects of Writing Qualitative Research: Practice, Genre and AudienceValidation of Qualitative Research**Class Activity 1**: Group discussion on how to write a conceptual background of a study.**Assignment # 1 –**Students will choose any two topics of their choice and draw two research questions for each of these.**Assignment # 2 *–*** Students will select one of the research questions and give a brief research proposal. | Text BooksBRUCE L. (2001). 15-35Marshall, C., & Rossman, G. B. (2010). 55-79; 205-222 |
| **4** | **Observation**Ethnography, Using ethnography to collect dataEthnography (entering the field and doing observations, taking field notes, negotiating insider/outsider concerns)Emic / Etic perspective***Assignment 3:*** Students will conduct a short fieldwork, prepare field notes, record observations and work on data description. | Text BooksBRUCE L. (2001). 133-150[Wolfinger](http://qrj.sagepub.com/search?author1=Nicholas+H.+Wolfinger&sortspec=date&submit=Submit), N. H. (2002). 85-93 |
| **5** | **Interview & Focus Group**The 'Inside' and the 'Outside': Finding Realities in InterviewsNature and types of interview in qualitative researchHow to conduct an interview?In-depth interview and its importance in qualitative researchFocus Group DiscussionDynamics of focus group, Strengths and weaknessesHow, when and why to conduct focus group***Assignment 4:*** Students will prepare an interview guide for any selected research proposal.**Class Activity 2**: Students will interview each other in pairs for about 10 minutes, recording and then transcribing. **Class Activity 3:** focus group. Emphasis: difference between focus group and individual interview, and transcribing multiple voices. ***Term Project:*** Students will provide a research proposal for their term project. **MIDTERM** | Text BookBRUCE L. (2001). 68-82, 111-126, 225-235 |
| **6** | **Case Study**Variations within Case Studies as a Research MethodDesigning Case StudiesMeasuring Validity and Reliability of Case StudyAnalyzing and Reporting Case Study ***Assignment 5:*** Design a Case study protocol | Text BookYin, R. k. (2009).  |
| **7** | **Texts & Film Analysis**Using Documents in Social ResearchSecondary data (Bibliography, Newspapers, Others)Internet ResearchNarrative Approaches and Narrative Data***Assignment 6:*** Students will collect data from newspapers/magazine on certain topics.***Assignment 7:*** Students will write an analytical review of a movie. | Text BooksBRUCE L. (2001). 189-215Elliott, J. (2012). 1-26; F. Michael Connelly and D. Jean. (1990). 2-14Sandelowski, M. (1991). 161-166Tan, J. and Y. Ko. (2004)Denzin, N. K. (1989) |
| **8** |  **Talk and Visual Data: Discursive Psychology**Naturally Occurring TalkConversation Analysis: Practices and MethodsDiscourse Analysis, Social Language, ContextConceptualizing Visual DataEmbodied Action: Video and the Analysis of Social Interaction**Class Activity 4:** Students will work on Samples of Discourse Analysis (p. 168-215 from Gee, J. P. 2014)  | Text BookGee, J. P. (2014). 16-29, 60-79, 118-145, 168-215 |
| **9** | **Coding**Content Analysis, Managing dataIntroduction to Coding, Code as Unit of AnalysisFirst and Second cycle coding methodsOpen Coding, In Vivo Coding - Themes, Topics, Ideas, Concepts, Terms, Phrases, KeywordsMemo Writing, Using Memo for Coding, RecodingThematic Coding, Conceptual Coding, Drawing PatternsUsing Nvivo (Software) for coding**Class Activity 5:** Students will do coding exercise for a speech or biographic text.***Assignment 8:*** Coding different interview transcripts. | Text BookSaldana, J. (2009). 1-190 |
| **10** | **Narrative Inquiry**Narrative Inquiry, Cases, Categories and ContextsValidity in Research on Naturally Occurring Social Interaction | Text BooksBRUCE L. (2001). 236-266; 238-258 |
| **11** | **Grounded Theory: Coding and Thematic Analysis**Steps in analysis through grounded theoryGrounded Theory and Credibility | Text BooksBRUCE L. (2001). 236-266; 238-258Marshall, C., & Rossman, G. B. (2010). 205-222 |
| **12** | **Interpretative Phenomenological Analysis (IPA)**What is IPA? Why using IPA instead of GT?***Assignment 9****:* Student will work on in vivo coding, memo writing, thematic coding, and drawing patterns. | Text BooksBRUCE L. (2001). 236-266; 238-258 |
| **13-14** | **Child Friendly Methods and Mosaic Approach**Drawings, Essays, Photo Essays, Diary Writing, Story Writing, Projective Techniques, Taking Pictures, Drama, Magic Carpet, Mapping and Tours***Assignment 10****:* Student will visit a school and will use different types of child friendly research methods. They will write a note about their experience and challenges of doing research with children. | Text BooksClark, A. (2005)Huser, C. (2009) |
| **15** | **Research Project**: Students will come up with their work on their research project. Project will be academically structured and reviewed critically.  | For example see;Weir, et al. (2010). *BMC pregnancy and childbirth*, *10*(1), 18.Ziebland, et al. (2004). *Bmj*, *328*(7439), 564.Greenhalgh, et al. (1998). *Bmj*, *316*(7136), 978-983. |
| **16** | **Review, Final Term** |  |

**Term Project (Research Paper)**

Write a research paper on selected topic. Your research project must contain the following:

1. Introduction (two to three pages)

Do provide a cultural context of the study in introduction if required (one-two pages).

2. Literature Review

 a) Conceptual Stance (two pages)

 b) Empirical Stance (two to three pages)

3. Research Question, Aim of the study, and Purpose of the study

4. Methodology - (three to four pages)

(Research design, research tool, sampling, data analysis, ethical consideration)

5. Findings (as required)

6. Discussion (as required)

7. Conclusion

**Formatting:**

Times New Romans – 12 Font – Double space – A4 size – Margin Normal

Referencing: APA 6

**Text Book**

## Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Sage

## Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*.

## Sage.

**Reference Articles/Books**

Bruce l. Berg. (2001). Qualitative research methods for the social *Sciences*. A Pearson Education Company.

Clark, A. (2005). Ways of seeing: Using the Mosaic approach to listen to young children’s perspectives. *Beyond listening: Children’s perspectives on early childhood services*, 29-49.

Denzin, N. K. (1989). “Tender Mercies: Two Interpretations.” The Sociological Quarterly 30:37–57

Elliott, J. (2012). Gathering Narrative Data. In Delamont, Sara (Ed.), *Handbook of Qualitative Research in Education* (pp. 1-26). Glasgow: Edward Elgar Publishing.

# Michael Connelly and D. Jean Clandinin. Stories of Experience and Narrative Inquiry. *Educational Researcher* June 1990 19: 2-14, doi:10.3102/0013189X019005002

# Gee, J.P. (2014). *An Introduction to Discourse Analysis: Theory and Method*. Routledge

Huser, C. (2009). Children’s voices on play in a Mosaic Approach study: Children as conscious participants in a case study. *BOĞAZİÇİ ÜNİVERSİTESİ*

Lichtman, M. (2010). *Qualitative Research in Education: A User's Guide*: SAGE

Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, *33*(1), 93-96.

Marshall, C., & Rossman, G. B. (2010). *Designing Qualitative Research*: SAGE Publications.

# Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. London: Sage. p. 1-190

Sandelowski, M. (1991). Telling stories: Narrative approaches in qualitative research. *Journal of Nursing Scholarship*, *23*(3), 161-166.

Snape, D., & Spencer, L. (2003). The Foundation of Qualitative Research. In J. Ritchie & J. Lewis (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: SAGE Publications.

Tan, J. and Y. Ko. (2004). Using Feature Films to Teach Observation in Undergraduate Research Methods. *Teaching Sociology* 32:109–18.

Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings*. New York: John Wiley.

Wolfinger, N. H. (2002). On writing field notes: collection strategies and background expectancies. *Qualitative Research*, 2(1), 85-93. doi: 10.1177/1468794102002001640

# Yin, R. K. (2009). *Case study research: design and methods (4th ed.). Applied social research methods series (volume 5).* Sage Publications, Inc.

**You can see following qualitative studies.**

Greenhalgh, T., Helman, C., & Chowdhury, A. M. M. (1998). Health beliefs and folk models of diabetes in British Bangladeshis: a qualitative study. *Bmj*,*316*(7136), 978-983.

Weir, Z., Bush, J., Robson, S. C., McParlin, C., Rankin, J., & Bell, R. (2010). Physical activity in pregnancy: a qualitative study of the beliefs of overweight and obese pregnant women. *BMC pregnancy and childbirth*, *10*(1), 18.

Ziebland, S., Chapple, A., Dumelow, C., Evans, J., Prinjha, S., & Rozmovits, L. (2004). How the internet affects patients' experience of cancer: a qualitative study. *Bmj*, *328*(7439), 564.