



# Bachelor of Arts - Psychology



# **Bachelor of Arts - Psychology**

## **MISSION STATEMENT**

The mission of SRU's major in psychological science emphasizes empirical research in the areas of social and cognitive psychology as well as practical applications to the classroom, the courtroom, and other settings. Psychology is the study of the entire range of human experience, thought, and behavior, from conception until death, from the most abnormal behavior to the most mundane, from the behavior of neurons to the actions of societies and nations. Psychologists employ a wide variety of methods to understand behavior and to discover how best to improve performance, including controlled experiments on human subjects.

## **PROGRAM LEARNING OBJECTIVES**

In addition to fulfilling SRU's university-wide undergraduate learning outcomes, psychological science majors will demonstrate:

1. Familiarity with the major concepts, theoretical perspectives, empirical findings, and trends in psychology.
2. Understanding of and ability to apply basic research methods in psychology, including experimental design, data analysis, and interpretation.
3. Ability to apply psychological principles to personal, social, organizational, and societal issues, including developing insight into their own and others' behavioral and mental processes.
4. Understanding of the relationship and interactions between psychology and other social science domains.
5. Ability to understand the role of and apply knowledge of psychological phenomena in other domains, such as business, computer science, or biology.
6. Ability to recognize, understand, and respect the complexity of sociocultural and international diversity.
7. Understanding of the ethics of human subjects research and the ability to apply that understanding in designing research or practices that do not violate ethical guidelines.
8. Knowledge of basic science and how it contributes to understanding human behavior.
9. Developing an understanding of psychopathological issues and how they affect human development as well as personal and social behaviors.

## **PROGRAM LEARNING OUTCOMES**

The following are learning outcomes for successful completion of the psychology programme:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

- Respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- Demonstrate information competence and the ability to use computers and other technology for many purposes that impact positively on human development and behaviours.
- Communicate effectively in a variety of formats.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.
- Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.

## **ENTRY REQUIREMENTS**

The student must have 6 passes in SGCSE/GCE/IGCSE O' level including a pass with Grade C or better in English Language and Mathematics. Special: A' level from any of History, English Literature, Sociology, Religious Studies, Siswati and Geography.

## **CAREER OPPORTUNITIES**

The program provides the graduate with the skills needed in a variety of health and business-related settings, including counselling and human services, public relations and advertising, mental health facilities and marketing research firms:

- Behavioral Scientist
- Career Counsellor
- Counsellor
- Behavioral Therapist
- Victim Advocate
- Family Therapist
- Psychiatric Technician
- Clinical Supervisor
- Mental Health Case Manager
- School/Educational Psychologist
- Psychiatric Nurse
- Speech Pathologist

- Clinical Psychologist
- Human Resources Specialist

## COURSE CODES AND CREDITS

### YEAR 1

<b>SEMESTER 1</b>					
Semester	Course Code	Course Name	Lectures	Total Hours	Credits
1	PSY111	Introduction to Psychological Science	44	88	7.8
1	PSY112	Life Span Human Development	44	88	8.8
1	PSY113	Social Influences on Thoughts, Feelings and Behaviours	44	88	8.8
1	PSY114	Communication Skills	39	78	7.8
1	PSY115	Personality Psychology	44	88	8.8
<b>TOTAL</b>			<b>210</b>	<b>420</b>	<b>42</b>

<b>SEMESTER 2</b>					
2	PSY121	Human Perception and Cognition	44	88	8.8
2	PSY122	The Psychology of Education	49	98	9.8
2	PSY123	Early Childhood growth and development	49	98	9.8
2	PSY124	Counselling Psychology	54	108	10.8
2	PSY125	Health Psychology	44	88	8.8
<b>TOTAL</b>			<b>240</b>	<b>480</b>	<b>48</b>

### YEAR 2

<b>SEMESTER 3</b>					
3	PSY231	School Psychology	44	88	8.8
3	PSY232	Community Psychology	44	88	8.8
3	PSY233	Psychophysiology	58	116	11.6
3	PSY234	Psychology of Gender and Sexuality	44	88	8.0
3	PSY235	Psychology and Law	44	88	8.8
<b>TOTAL</b>			<b>230</b>	<b>460</b>	<b>46.0</b>

<b>SEMESTER 4</b>					
4	PSY241	Psychology and Sport	44	88	8.8
4	PSY242	Research in Psychological Science	44	88	8.8
4	PSY243	Mental Health	44	88	8.8
4	PSY244	Philosophy, Religion and Culture	44	88	8.8
4	PSY245	Epistemology	44	88	8.8
<b>TOTAL</b>			<b>220</b>	<b>440</b>	<b>44</b>

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### YEAR 3

<b>SEMESTER 5</b>					
5	PSY351	Ethics in Psychological Science	35	70	7.0
5	PSY352	Sociology	44	88	8.8
5	PSY353	Environmental Psychology	44	88	8.8
5	PSY354	Psychology of Industry	44	88	8.8
5	PSY355	Clinical Psychology	53	106	10.6
<b>TOTAL</b>			<b>220</b>	<b>440</b>	<b>44</b>

<b>SEMESTER 6</b>					
6	PSY361	Bioethics	54	98	9.8
6	PSY362	Abnormal Psychology	44	88	8.8
6	PSY363	Cross Cultural Psychology	44	88	8.8
6	PSY364	HIV/AIDs and Psychological Wellbeing	44	88	8.8
6	PSY365	Psychological tests and measurements	54	98	9.8
<b>TOTAL</b>			<b>230</b>	<b>460</b>	<b>46</b>

### YEAR 4

<b>SEMESTER 7</b>					
7	PSY471	African Psychology	44	88	8.8
7	PSY472	Applied Psychology	40	80	8.0
7	PSY473	Managing Human Resources	34	68	6.8
7	PSY474	Community Action Research	35	70	7.0
7	PSY475	Music and Mind	44	88	8.8
<b>TOTAL</b>			<b>197</b>	<b>394</b>	<b>39.4</b>

<b>SEMESTER 8</b>					
8	PSY481	Neuroscience	54.5	109	10
8	PSY482	Therapies for Special Populations	39	78	7.8
8	PSY483	Philosophies of Difference	30	60	6.0
8	PSY484	Critical Thinking	44	88	8.8
8	PSY485	Research Project	90	180	18
<b>TOTAL</b>			<b>253</b>	<b>506</b>	<b>50.6</b>
<b>OVERALL TOTAL</b>			<b>1 800</b>	<b>3 600</b>	<b>360</b>

## COURSE DESCRIPTIONS

### **PSY 111. INTRODUCTION TO PSYCHOLOGICAL SCIENCE.**

Psychological science is the experimental study of human thought and behavior. Its goal is to contribute to human welfare by developing an understanding of why people do what they do. Experimental psychologists study the entire range of human experience, from infancy until death, from the most abnormal behavior to the most mundane, from the behavior of neurons to the actions of nations. This course offers a broad introduction to important theories, empirical findings, and applications of research in psychological science. Topics will include: use of the scientific method in psychology, evolutionary psychology, behavioral genetics, the anatomy and function of the brain and nervous system, learning, sensation and perception, memory, consciousness, language, intelligence and thinking, life-span development, social cognition and behavior, motivation and emotion, and the nature and treatment of psychological disorders.

### **PSY 112 LIFESPAN HUMAN DEVELOPMENT**

This course surveys human development from conception to death, with an emphasis on the scientific analysis of developmental patterns. The course will cover the biological, cognitive, emotional, social, personality, linguistic, and moral development of the individual at all stages. Learners will therefore be expected to gain an understanding of the process of conception and birth. They will study the challenges that can be faced by pregnant women and how they affect the overall development of the child. An understanding on the milestones of motor development during early childhood will be shed as well as how parents and caregivers can stimulate the child into effective development also taking into regard the effects of under-stimulation. Various theories of cognitive, moral, psychosocial, emotional and psychosexual development will also be studied to show how children develop and the factors affecting their development.

### **PSY113 SOCIAL INFLUENCES ON THOUGHTS, FEELINGS AND BEHAVIOURS**

Social influences on thoughts, feelings and behaviours is concerned with how people think about, feel for, and act toward other people or as a result of the presence of other people. Social psychologists study how people interact by focusing on the individual (not society as a whole) as the unit of analysis, by emphasizing the effect on the individual of the situation or circumstances in which behavior occurs, and by acquiring knowledge through empirical scientific investigation. This course will examine the cause of human behavior in a variety of domains of social life. Topics will include, but not be limited to, person perception, attitude formation and change, interpersonal attraction, stereotyping and prejudice, and small group behavior. Special attention will be given to applied topics: How can the research methods of social psychology be used to help solve social problems? Students will work together in small groups to explore in depth topics in social psychology of their own choosing.

## **PSY115 PERSONALITY PSYCHOLOGY**

Personality psychology is interested in descending to an understanding of how human personality develops and the impact that personality has on human behaviour. It explains the variations that exist amongst human personalities and how these variations develop as a result of psychological forces. Learners will be provided with an understanding of how people think the way they do and how they behave the way they do. Various theories of personality development will be unveiled from the psychoanalytic, neoanalytic, trait, cognitive, humanistic and existential, and behavioral and learning perspectives providing the justifications of how the theories have been proven to be true. It is important to understand the different types and or classifications of personality and their clinical implications on human behaviour. Learners will also be exposed to how personality is measured.

## **PSY 121. HUMAN PERCEPTION AND COGNITION.**

This course is concerned with understanding and explaining the mental processes and strategies underlying human behavior. The ways in which sensory input is transformed, reduced, elaborated, stored, and recovered will be examined in order to develop a picture of the human mind as an active processor of information. Topics will include perception, memory, problem-solving, judgment and decision making, human-computer interaction, and artificial intelligence. Special attention will be paid to defining the limitations of the human cognitive system. Students will undertake a project which employs one of the experimental techniques of cognitive psychology to collect and analyze data on a topic of their own choosing.

## **PSY122. PSYCHOLOGY OF EDUCATION**

This unit gives an exposure to the issues related to teaching and learning. Commencing from the historical views and philosophies related to teaching and learning, this unit deals with the development of the methods related to teaching, learning, assessment of competence of the learner and performance of research applicable in the present time. As learning is a life-long process, this unit has much relevance to every person who has an interest in learning and has special relevance to teachers and students at all levels from Primary School to University. Course will also focus on current issues in technological education and international higher education.

## **PSY123. EARLY CHILDHOOD GROWTH AND DEVELOPMENT**

This unit focuses on the mind and behaviour of children from conception through adolescence. Early childhood growth and development deals not only with how children grow physically, but with their mental, emotional and social development as well. This unit also deals with physical and behavioural problems in childhood and children with special needs, their etiology and means of mitigating the effects on their development. The impact of the environment upon the development of children is studied through topics such as attachment styles, separation, parenting styles and play.

## **PSY124. COUNSELLING PSYCHOLOGY**

This Unit is an exposure to Counselling Psychology which is an application of Psychology to help individuals or groups to overcome problems of everyday life. Counselling in the present context does not claim to heal people who have pathological conditions needing psychiatric or psychotherapeutic intervention. However, even in such cases, counselling can be helpful to supplement psychiatric or psychotherapeutic intervention. This Unit considers a brief history of counselling leading to current trends, the essential qualities of the counsellor, the attitudes, characteristics and skills required to be in possession of the counsellor, the process of counselling, the problems associated with counselling and ethical issues related to counselling. Learners are also exposed to the challenges that counsellors face during their practice. Different models that can be applied to counselling shall also be introduced.

## **PSY125. HEALTH PSYCHOLOGY.**

In health psychology, we will review global and domestic health-related problems to discuss the links between health and psychology and discuss potential interventions. Health psychology is interdisciplinary in nature and relevant to students interested in health-related topics whether from a psychological, biological, biomedical, global, or preventative measures. Major health problems will be discussed: for example, AIDS is the number one cause of death worldwide; obesity (in children and adults) is a growing epidemic; the aging African population will cause unprecedented health needs. Finally, stress infiltrates chronic health outcomes such as cancer, diabetes, and cardiovascular disease. We will also review what 'positive health' means including nutrition, exercise, social support, managing stress, and habits for maintaining good health. Students will engage in research-based learning when considering psychological, cultural, and biological interventions for real world health crises.

## **PSY231. SCHOOL PSYCHOLOGY.**

School psychology focuses on understanding children and adolescents' mental health, behavioral health and learning needs in order to work with educators and parents to help students succeed academically and socially. This course will provide an overview of the field of school psychology, drawing from educational, developmental, and cognitive research. Students will critically examine the theoretical, methodological, and practical approaches to understanding how in and out of school interventions and contexts influence the academic, social, and emotional development of children. Topics will include school readiness and transitions, behavioral and self-regulatory skills, socio-cultural diversity and skill gaps, assessment tools and classification, teacher-child interactions, and school- based interventions that promote positive development. This course differs from PSY 112: The Psychology of Education in that it focuses on school systems rather than education more broadly. Students planning IQPs in educational settings will find this course particularly useful.

## **PSY232 COMMUNITY PSYCHOLOGY**

Community psychology is concerned with person-environment interactions and the ways society impacts upon individual and community functioning. Community psychology

focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community. The practice of community psychology is directed towards the design and evaluation of ways to facilitate psychological competence and empowerment, prevent disorder, and promote social change. The goal is to optimize the well-being of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology (e.g., social and clinical psychology, social work, public health, nursing, peace and justice studies, policy science).

### **PSY233. PSYCHOPHYSIOLOGY**

“Mind-Body” connection may be an overused term, but in social science research, there is a growing use of physiological measures to infer psychological states, that is, to “get under the skin.” Sophisticated physiological measures are now commonly used to examine psychological processes. We will review the biological measures (e.g., sympathetic and parasympathetic nervous system, facial electromyography, and neuroendocrine monitoring) that can provide insight into emotional, cognitive, attitudinal, and motivational responses to psychological events, such as social rejection or helping others. The primary focus of the course is to investigate how psychophysiology can be applied to the study of social psychological phenomena, specifically (e.g., how can prejudice or related biases in attitudes be measured ‘under the skin’, social evaluation, lie detection, emotion regulation, stress of conformity, the benefits of prosocial behavior).

### **PSY234. PSYCHOLOGY OF GENDER AND SEXUALITY**

This course will provide an overview of the psychological study of gender and sexuality and will utilize psychological research and theory to examine the influence of gender and sexuality on the lives of men and women. This course will examine questions such as: What does it mean to be male or female in our society and other societies? How do our constructs of gender develop over our life span? How does our social world (e.g., culture, religion, media) play a role in our construction of gender? and What are the psychological and behavioral differences and similarities between men and women? Human sexuality is the study of the biological, evolutionary, social, cultural, and political perspectives relating to sex and the meaning behind “masculinity”, “femininity”, and “asexual” or “genderqueer”. We will discuss topics such as: gender roles, transgender, sexual orientation, the anatomy and physiology of the act of sex, relationships, sexual aggression, pornography, contraception, pregnancy, abortion, sexuality and aging, and the role of religion, law, policies, and cultural. We will think about how our sexuality influences how we think and act in the world around us. We will examine sexuality within the United States and throughout the world. This course is designed to increase awareness and sensitivity to sexuality and issues relating to it. Discussions in class will be candid and on sensitive and controversial topics.

### **PSY235. PSYCHOLOGY AND LAW**

How does the courtroom work and where does psychology come into play? Is it really “innocent until proven guilty”? Do people confess to crimes they never committed? How accurate are eyewitnesses? In this course, we will discuss and examine questions like these and many more.

This course examines empirical research in the interface of psychology and law. We will learn about standard practices in the criminal justice system and empirical psychological research devoted to understanding these practices. As a discussion-based course, we will tackle topics such as: courtroom procedures, confessions, death penalty, deception, decision making, deliberations, eyewitnesses, expert testimony, jury selection, memory, police, and pretrial publicity. We will also explore how and when psychologists can impact legal guidelines and policies.

#### **PSY241. PSYCHOLOGY AND SPORT**

Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations. Sport Psychology interventions are designed to assist athletes and other sports participants (e.g., coaches, administrators, parents) from a wide array of settings, levels of competition and ages, ranging from recreational youth participants to professional and Olympic athletes to master's level performers. Students will learn about theory and research in social, historical, cultural and developmental foundations of sport psychology, Issues and techniques of sport specific psychological assessment and mental skills training for performance enhancement and participation satisfaction, Clinical and counselling issues with athletes, Organizational and systemic aspects of sport consulting, Developmental and social issues related to sport participation and the biobehavioral bases of sport and exercise (e.g., exercise physiology, motor learning, sports medicine).

#### **PSY242. RESEARCH IN PSYCHOLOGICAL SCIENCE**

This unit will provide learners with an introduction to how research is conducted in the field of psychology for the purposes of data collection, testing a hypothesis and or developing theories. It introduces learners to what is meant by saying that psychology is interested in having empirical evidence of all stated assertions. It will provide the necessary foundation skills required to the students in conducting academic research. It will also introduce the tools & techniques which learners can be expected to use. The module will prove distinctively advantages for the undergraduate students. Topics will include the different methods of data collection, literature resource analysis, methods of sampling, qualitative and quantitative data analysis and presentation.

#### **PSY243. MENTAL HEALTH**

This course will introduce the wide variety of psychological disorders that exist in society (personality, anxiety, mood, psychotic, etc.). For each disorder discussed, possible causes, symptoms, preventions, and treatments will be examined. The course will cover psychopathologies throughout the entire spectrum of the lifespan (infancy to adulthood). Empirical research on understanding, diagnosing, and treating the different disorders will be emphasized.

#### **PSY244. PHILOSOPHY, RELIGION AND CULTURE**

This course provides an overview of key concepts, methods and authors in both fields. These introduce the student to the types of reasoning required for the pursuit of in-depth analysis in

each discipline. This course examines metaphysical and moral questions that philosophers have raised about social and political life. Among questions treated might be: What are the grounds, if any, of the obligation of a citizen to obey a sovereign? Are there basic principles of justice by which societies, institutions and practices are rightly evaluated? What is democracy, and how can we tell if an institution or practice is democratic? To what degree do economic institutions put limits on the realization of freedom, democracy and self-determination? Readings might include excerpts from the works of Plato, Hobbes, Locke, Rousseau and Marx, as well as numerous contemporary philosophers.

### **PSY245. EPISTEMIOLOGY**

Epistemology is the branch of philosophy inquiring into the nature and conditions of knowledge and truth. Epistemologists ask such questions as: How should we define knowledge? Is knowledge generated by reason or experience? How has knowledge of nature been represented in Western philosophy and science? Is knowledge objective? What constitutes adequate justification for holding a belief? Do attributions of epistemic credibility vary among knowers from different social, cultural, and economic locations? How do power and ideology shape our experiences of the world? Students explore questions such as these and others as they submit their own beliefs about the nature of knowledge to philosophical examination. The course readings and situating context for inquiry will vary each time the course is taught, with each iteration focusing on a particular period or school of philosophical thought. Possible contexts include seventeenth century philosophy or other periods in the history of philosophy, critical theory, pragmatism, analytic philosophy, phenomenology, and feminist philosophy.

### **PSY351. ETHICS IN PSYCHOLOGICAL SCIENCE**

This course will review at an introductory level theories of ethics, individual figures in the history of ethics, and selected problems in ethics. The emphasis will be on philosophical or religious ethics depending on the instructor. Learners will be introduced to the various ethics that are supposed to be maintained during counselling, conducting research and when dealing with confidential information. The subject of ethics is intended to have learners understand how to protect themselves and the discipline of psychology from any legal implications resulting from the failure to manage data commendably.

### **PSY352. SOCIOLOGY**

Since psychology is the study of human mind and behaviour, it is necessary for students to be introduced to how human behaviour is also determined by social relationships and social institutions. Learners should first be made to understand the difference between sociology and social psychology (PSY113). Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking that will be unpacked in this module include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in

different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

### **PSY353. ENVIRONMENTAL PSYCHOLOGY**

The field of environmental psychology takes an interdisciplinary approach to exploring people in a physical context, bringing together elements of the social sciences (psychology, geography, anthropology, sociology) and the design disciplines (landscape architecture, architecture and urban planning) to provide a richer understanding of the complex dynamic between people and their physical surroundings. Environmental Psychology is an interdisciplinary field concerned with how the physical environment and human behavior interrelate. Most of the course focuses on how residential environments and urban and natural settings affect human health and well-being. Students also examine how human attitudes and behaviors affect environmental quality. Issues of environmental justice and culture are included throughout. This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology. Here, the environment is broadly defined to include not only our physical surroundings (both natural and built) but also the larger, socio-cultural and political milieu in which we live. Starting with foundational theories on place attachment and place identity, the course will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding. Later in the course we will address the emerging importance of the politics of place, as manifest through the appearance, meanings and uses of urban public space. We will conclude with a closer look at design processes and the ways which they can be enriched through an environmental psychology perspective. In addressing these issues, the course will provide a critical framework for understanding the role of the environment in our everyday lives.

### **PSY354. PSYCHOLOGY OF INDUSTRY**

The psychology of industry is the branch of psychology that applies psychological theories and principles to organisations. In the unit, emphasis will be on Industrial Organisations although many the issues considered are applicable to any organisation. The Unit will consist of the more important issues related to organisations namely, Job Analysis; Personnel Recruitment; performance Appraisal; Motivation; Group Behaviour; Leadership; Job Satisfaction; Occupational Stress and Organisational Change. It prepares students to gain an understanding of the varying factors that affect the performance of individuals in the workplace and what can be done in order to improve productivity in organisations/industries.

### **PSY355. CLINICAL PSYCHOLOGY**

This course examines both professional issues and selected topics in clinical psychology. Selected topics include, but are not limited to, educational and training requirements, history,

professional ethics, research designs and issues, controversies in clinical assessment and therapy, and how to become a clinical psychologist. The focus will be on the practice of clinical psychology. Clinical Psychology provides students with basic skills required for competent practice of cognitive and behavioral therapies. Topics include behavioral skills training, cognitive restructuring, contingency management, and exposure-based procedures amongst others given below.

### **PSY361. BIOETHICS**

The purpose of this course is to evaluate the social impact of technology in the areas of biology/biotechnology, biomedical engineering and chemistry. The focus of the course will be on the human values in these areas and how they are affected by new technological developments. The course will deal with problems such as human experimentation, behavior control, death, genetic engineering and counseling, abortion, and the allocation of scarce medical resources. These problems will be examined through lectures, discussions and papers.

### **PSY362. ABNORMAL PSYCHOLOGY**

This Unit is an exposure to Abnormal Behaviour and the different categories of pathological conditions related to the mind and the nervous system. The characteristics of normal behaviour and abnormal behaviour as well as specific symptoms of more common mental illnesses and some of the remedial options are also included in this Unit. Learners will understand the connections between the mind, the nervous system and the brain and the basic structure of neurons and the nervous system including the function of neurotransmitters, the common characteristics of normal and abnormal behaviour. The classification of mental illnesses as listed in Diagnostic and Statistical Manual of Mental Disorders (DSM) Published by the American Association of Psychiatrists and the International Classification of Diseases (ICD) published by the World Health Organisation will be introduced. They will be exposed to the symptoms, causes and outline of treatment of Anxiety, Phobia, Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Panic Attack, Trauma, Depression and Bipolar Disease, Schizophrenia and Personality Disorders.

### **PSY363. CROSS-CULTURAL PSYCHOLOGY**

This course is an introduction to the study of the ways in which social and cultural forces shape human behavior. Cross-Cultural psychology takes a global perspective of human behavior that acknowledges both the uniqueness and interdependence of peoples of the world. Traditional topics of psychology (learning, cognition, and personality development) as well as topics central to social psychology, such as intergroup relations and the impact of changing cultural settings, will be explored. Cultural influences on technology development and transfer, as they relate to and impact upon individual behavior, will also be investigated. Students preparing to work at international project centers, International Scholars, and students interested in the global aspects of science and technology will find the material presented in this course especially useful.

## **PSY365. PSYCHOLOGICAL TESTS AND MEASUREMENTS**

This Unit describes a selected variety of types of Psychological Tests commonly used for assessment of individuals and groups for different objectives. Learners should be able to grasp the principles of Psychological testing, understand the meaning of Intelligence Quotient; The purpose of IQ tests and general outline of conducting IQ tests, understand the purpose of Aptitude Tests and what can be assessed by Aptitude Tests. Be able to give examples of relevance of Aptitude Tests, Understand the nature and scope of Personality Tests; Objective Tests; Projective Tests, Understand the objectives and scope of Interest Tests, Understand the purpose of Achievement Tests and Skills Tests and lastly understand the security and royalty aspects of Psychological Testing.

## **PSY471. AFRICAN PSYCHOLOGY**

This course emphasizes critical thinking and the free discussion of ideas, always with an eye toward liberation and the ethical application of psychological principles. The main objectives are for students to demonstrate knowledge of and a capacity to think critically about psychological theory, research, and practice in African American (Black) Psychology. This course includes four themes: (a) African centered psychology theories and contributions. (b) Research regarding people of the African Diaspora, (c) The sociocultural context of Black communities' impact on various life outcomes, (d) Application of African centered psychology. They will also demonstrate an understanding of the role culture, oppression, resistance, and the environment play in the psychological functioning of people of African descent. Demonstrate an understanding of diversity among people with cultural origins in Africa, as well as the differences between them and other populations. To explore their own personal background, racial/cultural, and worldview as a means of further understanding the ideas in this course.

## **PSY472. APPLIED PSYCHOLOGY**

Applied Psychology consists of a variety of areas in which Psychology can be applied to bring about positive results in real life situations. However, for the purpose of the present course, only some selected areas of application are considered. These will include understanding the difference between preventive and curative aspects of physical and mental health, grasping the relationship between physical and mental health, understanding the common forms of distress/ mental illness that interfere with the sense of well-being, understand the role of Psychology in resolving common forms of mental illness and management of stress, grasping the basics of Cognitive Behavioural Therapy, Systematic Desensitization, Successive Relaxation, Psycho Analysis and Free Association and their limitations, gestalt and existential therapy.

## **PSY473. MANAGING HUMAN RESOURCES**

In this module, learners are equipped with people management skills in a business landscape. They will learn to cultivate a positive and productive workplace through an understanding of a wide range of relevant topics. These include cross-cultural communication, employment laws, industrial relations, HR analytics, organisational development, talent acquisition,

diversity, compensation and performance management, organisational behavior. You will also learn how to establish sustainable workplace practices to enable people and businesses to thrive. In combination with a range of other modules studied in this program, learners will gain an insight on how psychological theories can be advanced to the workplace and how our understanding of the human mind and behavior can be utilized to control human resources in a manner that is beneficial for organizational productivity.

#### **PSY474. COMMUNITY ACTION RESEARCH**

Community action research is an alternative research method that uses the community as the unit of analysis. This approach forges research alliances with relevant stakeholders in the community to explore and develop solutions to local problems. This course connects the classroom with the community to explore questions at the forefront of social research and community development. Students will be introduced to ways of thinking and scholarship that cut across disciplines, combine theory and practice, encourage collaboration, and work with the ambiguities of the real world. Students will strengthen their self-awareness, leadership skills, and capacities to research and communicate effectively about complex social issues. Learners are thus not only taught about understanding problems in social and community settings but how to engage the stakeholders in developing strategies to mitigate the faced problems.

#### **PSY475. MUSIC AND MIND**

How are we able to distinguish instruments, timbres and rhythms from the intertwined sonic stream presented by the world? How do we organize these elements in time to create rhythms, melodies, phrases and pieces? How do perception and memory interact to allow us navigate a musical work? We will explore these questions by considering the cognitive and perceptual processes that shape our musical experience. Topics will include event distinction, temporal perception, hierarchical organization, perceptual grouping, expertise, memory and categorization. We will illustrate these ideas in musical contexts by listening to a variety of musical works. We will consider how psychological principles are applied to music technologies, such as compression algorithms, mixing methodologies and the field of music information retrieval. We will consider experiments that focus on some of these topics to further our understanding about how we experience music.

#### **PSY481. NEUROSCIENCE**

This course will examine how the internal and external environments act upon the brain to produce perceptions, control body functions, and generate behavior. Basic principles of neuroanatomy, neurophysiology, and neurochemistry will be discussed to develop an understanding of how these biological factors underlie human brain function. Topics will include learning and memory, emotions, and neurological and neuropsychiatric disorders. This course provides a general background in the fields of neuroscience and psychopharmacology. The course examines the behavioral effects and biological mechanisms of action of the major groups of psychoactive drugs. Lectures will focus on a discussion of psychoactive drugs that are commonly abused such as amphetamines and alcohol. Theories of drug addiction will also be evaluated. Later lectures will focus on a discussion of drugs used in the treatment of psychiatric disorders, such as schizophrenia and depression. Theories of the neurobiological basis of these illnesses will also be discussed. In

general, the course will focus on such questions as—How is our behavior affected by these drugs? Where and how in the nervous system do these drugs act to alter our behavior? What insights does this information provide us about normal and abnormal brain function?

### **PSY482. THERAPIES FOR SPECIAL POPULATIONS**

For the purposes of this programme, a special population will be viewed as any subgroup that has been identified by the field as needing a specifically tailored “culturally sensitive” treatment program. There are special groups such as children with special needs, persons with severe mental illnesses, persons living with visual and or auditory impairments, persons living with disabilities, LGBTQI communities amongst other special populations that may need individually tailored therapeutic programs. Learners should be prepared to provide services to these special groups as well as to capacitate their caregivers, teachers, peers and community members on how they can be assisted were need arises. The course will look at a range of psychological, physical and sexual attributes that make a person unique from the rest and the type of care they may need when need arises.

### **PSY483. PHILOSOPHIES OF DIFFERENCE.**

This course examines difference as a concept and as phenomenon that emerges in everyday experience, especially in regard to identity categories like gender, race, class, sexuality, ability, and species. Students will consider the ontological categories of same and different, normal and abnormal, and self and other as they apply to psychological processes of identify formation and social processes of inclusion and exclusion. We will also explore how our conceptions of difference are influenced by and influence (for example) religion, science, politics, work, and art. Most importantly, we will inquire into the foundations of the categorizations of beings and things that are operative in our contemporary cultures and subject them to intellectual scrutiny. Course readings span a range of philosophical traditions including Continental philosophy, analytic philosophy, Latina/o philosophy, feminist philosophy, queer theory, critical race theory, disability theory, and environmental philosophy.

### **PSY484. CRITICAL THINKING**

Rational discourse has long been viewed as a principal force for social change. In this course, we will examine the structures and principles that undergird all forms of rational discourse, and we will learn how to assess the logical strength and persuasiveness of particular discourses. These skills will be applied to arguments found in everyday life, and to the formulation of one's own positions. This course dissects the components of arguments and helps students to interpret them based on their perspectives. Students are introduced to the processes of logical reasoning to interpret arguments and learn how to evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs. Learners will be expected to describe the concepts essential to the comprehension, analysis, and creation of arguments culminating in the development of reasonable strategies for belief formation. They will be able to evaluate mode(s) of inquiry used to gather and generate information as well as interpret evidence and findings, especially alternative positions different from one's own.

## **PSY485. RESEARCH PROJECT**

Learners will be expected to conduct some enquiry into any phenomena related to psychology of their choice. The goal is to engage them in the discovery of new information and to help them to answer questions of interest they may have developed throughout the duration of study. This scientific inquiry will also contribute towards the body of knowledge in the discipline of psychology as well as solving some problems that may be identified through the findings of the research projects.