

**SUNWAY**  
UNIVERSITY



Department of Psychology

Bachelor of Science in Psychology

validated by

Lancaster  
University



**Syllabus**

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## **Programme Overview**

The BSc (Hons) Psychology is a programme accredited by the Malaysian Qualifications Agency (MQA) and validated by Lancaster University, UK. It is a 3-year degree programme with a requirement of **120 credits** for the award.

## **Programme Aims and Objectives**

This programme is designed to provide a strong theoretical foundation in the study of psychology and its various perspectives such as social, developmental, cognitive and cross-cultural issues. Its focus is also aimed at equipping students with the basic skills in the science of human behaviour with an emphasis on putting psychology applications to practice. The overall course objective is to produce students who have a clear understanding and appreciation of human behaviour and how it can facilitate in dealing with psychological problems.

The objectives of the programme are:

1. To produce graduates who adhere to the scientist/practitioner model;
2. To produce graduates who comply with professional ethical standards;
3. To produce employable graduates working in Psychology-related field;
4. To produce graduates with interest in research and lifelong learning;
5. To produce graduates with concern and interest in issues of human and social welfare.

## **Programme Learning Outcomes**

Upon successful completion of the programme, students are expected to be able to:

1. Demonstrate knowledge and understanding on fundamental principles in psychology;
2. Evaluate strengths and limitations of psychological principles;
3. Apply basic psychological assessment skills in different aspects of human behaviour;
4. Investigate individual and societal issues scientifically using psychological knowledge and research methodology;
5. Apply humane and ethical principles in dealing with living beings;
6. Communicate effectively and convey psychological information, ideas, problems and solution to experts and non-experts;
7. Pursue life-long learning in psychology-related fields;
8. Deliver and manage projects effectively and responsibly within a diverse team.

# Programme Structure and Modules

## Year One

In year one students complete 37 credits, but only two of the year one modules contribute directly towards the final award.

### Core 4 Credit Modules for all Students

PSY1114 Introduction to Psychology I

ENG 1034 English for Psychology

PSY1124 Introduction to Psychology II

LAW1024 Law and Society

BIO1014 Human Physiology

MKT1014 Principles of Marketing

In order to graduate all students must also complete the 3 credit MPU (Mata Pelajaran Umum) general studies subjects which are divided into the following categories and indicated by the appropriate module code:

MU1: Appreciation of philosophy, values and history

MU2: Mastery of skills

MU3: Broadening of knowledge about Malaysia

### General Studies 3 Credit Modules for Malaysian Students Only

MU1 2143 Islamic and Asian Civilisation

MU1 2153 Ethnic Relations

### General Studies 3 Credit Modules for International Students Only

MU1 2133 Malay Language for Communication 2

MU1 2173 Malaysian Studies 3

### General Studies 3 Credit Module for All Students

MU2 2713/ENG 2013 Communication Skills\*

### General Studies 4 Credit Module for All Students

MU3 2414/BIS2205 Social & Professional Responsibilities\*

\*Modules that contribute towards the final award.

## PSY1114 Introduction to Psychology I

Rationale for the inclusion of the subject in the programme	<p>Prior to commencing on an in-depth study of undergraduate psychology, it is important that students have a broad over view of what the subject of psychology entails. This core subject prepares students to:</p> <ul style="list-style-type: none"> <li>• Understand how psychology can be applied to a variety of fields.</li> <li>• Explain the different fields of psychology.</li> <li>• Explain the scientific approach to studying behaviour.</li> </ul>																	
Semester and year offered	Semester 1, Year 1																	
Credit value	4																	
Subject learning outcomes and mapping to programme learning outcomes (PLO)																		
Upon completion, students should be able to:		Programme learning outcomes																
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8									
a.	Explain the three core domains of Psychology: Developmental Psychology, Social Psychology, and Research Methods.	✓																
b.	Describe important psychological theories relevant to the three domains of psychology.	✓																
c.	Apply conceptual knowledge and practical research skills for each of the three domains.	✓			✓													
d.	Write practical reports related to each of the three domains.	✓					✓											
<p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Independent learning</li> </ul>																		
<p>Synopsis</p> <p>This is an introduction course on psychology. The goal of this subject is to introduce students to three of the six core knowledge domains within Psychology. The domains covered are Research Methods, Developmental Psychology, and Social Psychology. Research Methods in Psychology covers both the design of research studies and the statistical analysis of data. The measurement techniques used include both quantitative and qualitative methods. Developmental Psychology covers topics such as childhood, adolescence and life-span development, development of attachment, social relations, cognitive and language development and social and cultural contexts of development. Social Psychology covers topics such as social cognition, attribution, group processes and intergroup relations, close relationships and social constructionism.</p>																		
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Lecture &amp; Practical</p>																		
<p>Assessment methods and types</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Examination</td> <td>60%</td> </tr> <tr> <td>Coursework</td> <td>40%</td> </tr> <tr> <td>    Practical Report 1</td> <td>10%</td> </tr> <tr> <td>    Practical Report 2</td> <td>15%</td> </tr> <tr> <td>    Practical Report 3</td> <td>15%</td> </tr> </table>									Examination	60%	Coursework	40%	Practical Report 1	10%	Practical Report 2	15%	Practical Report 3	15%
Examination	60%																	
Coursework	40%																	
Practical Report 1	10%																	
Practical Report 2	15%																	
Practical Report 3	15%																	
Content outline of the subject and learning time per topic																		
Topic	Guided learning			Self learning	Overall (hours)													
	Lecture	Tutorial	Practical															

Introduction: Psychology and Science Overview	2			4	6
Measuring People – Variables and Samples	2		2	7.5	11.5
Experiments & Experimental Designs	2		2	7.5	11.5
Validity in Psychology Research	2		2	7.5	11.5
Quasi-Experiments & Non-Experiments & Review	2		2	7.5	11.5
Learning	2		2	7.5	11.5
Development Across Lifespan: Infancy to Childhood	2		2	7.5	11.5
Development Across Lifespan: Adolescent to Adulthood	2		2	7.5	11.5
Developmental Psychology Review	2			5.5	7.5
Sexuality & Gender	2		2	7.5	11.5
Social Influence & Cognition	2		2	7.5	11.5
Social Interaction	2		2	7.5	11.5
Social Psychology Review	2			5.5	7.5
Overall Review	2			4	6
Assessment	3			15	18
Total student learning time (SLT)					160
Main references	Ciccarelli, S. K. & White, J. N. (2015). <i>Psychology</i> (4th ed.). Upper Saddle River, NJ: Pearson.				
Additional references	Haslam, A. & McGarty, C. (2014). <i>Research Methods and Statistics in Psychology</i> (2nd ed.) New York, NY: Sage Publications.				
	Pallant, J. (2016) <i>SPSS Survival Manual</i> (6 <sup>th</sup> ed.), London, UK: Open University Press.				
	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: APA.				
Other additional information					

## PSY1124 Introduction to Psychology II

Rationale for the inclusion of the subject in the programme	<p>Prior to commencing on an in-depth study of undergraduate psychology, it is important that students have a broad over view of what the subject of psychology entails. This core subject prepares students to:</p> <ul style="list-style-type: none"> <li>• Understand how psychology can be applied to a variety of fields.</li> <li>• Explain the different fields of psychology.</li> <li>• Explain the scientific approach to studying behaviour.</li> </ul>															
Semester and year offered	Semester 2, Year 1															
Credit value	4															
Subject learning outcomes and mapping to programme learning outcomes (PLO)																
Upon completion, students should be able to:		Programme learning outcomes														
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8							
e.	Explain the three core domains of Psychology: Biological Psychology, Cognitive Psychology, and Individual Differences.	✓														
f.	Describe important psychological theories relevant to the three domains of psychology.	✓														
g.	Apply conceptual knowledge and practical research skills for each of the three domains.	✓			✓											
h.	Write practical reports related to each of the three domains.	✓					✓									
<p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Independent learning</li> </ul>																
<p>Synopsis</p> <p>This is an introduction course on psychology. The goal of this subject is to introduce students to three of the six core knowledge domains within Psychology. The domains covered are Biological Psychology, Cognitive Psychology, and Individual Differences. Biological Psychologists are interested in topics such as the biological bases of behaviour, hormones and behaviour, behavioural genetics, neuroimaging, neuropsychology, sociobiology and evolutionary psychology. Cognitive Psychologists are interested in topics such as attention, the study of perception, learning, memory, thinking, language, consciousness and cognitive neuropsychology. The domain of Individual Differences covers topics such as personality, psychological testing, intelligence, cognitive style, emotion, motivation, mood, mental health, as well as culture and ethnicity.</p>																
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Lectures &amp; Practicals</p>																
<p>Assessment methods and types</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Examination</td> <td>60%</td> </tr> <tr> <td>Coursework</td> <td>40%</td> </tr> <tr> <td>    Practical Report 1</td> <td>20%</td> </tr> <tr> <td>    Practical Report 2</td> <td>20%</td> </tr> </table>									Examination	60%	Coursework	40%	Practical Report 1	20%	Practical Report 2	20%
Examination	60%															
Coursework	40%															
Practical Report 1	20%															
Practical Report 2	20%															
Content outline of the subject and learning time per topic																
Topic	Guided learning			Self learning	Overall (hours)											
	Lecture	Tutorial	Practical													



Introduction: Overview	2			4	6
Biological Psychology: Biology, Genetics and Behaviour	2		2	7.5	11.5
Biological Psychology: Brain and Nervous System	2		2	7.5	11.5
Biological Psychology: Cells of the Nervous System	2			5.5	11.5
Biological Psychology: Psychopharmacology	2		2	7.5	11.5
Cognitive Psychology: Sensation & Perception	2		2	7.5	11.5
Cognitive Psychology: Consciousness	2		2	7.5	11.5
Cognitive Psychology: Memory	2		2	7.5	11.5
Cognitive Psychology: Thinking & Language	2		2	7.5	7.5
Individual Differences: Intelligence	2		2	7.5	11.5
Individual Differences: Personality	2		2	7.5	11.5
Individual Differences: Emotions and Motivation	2		2	7.5	11.5
Individual Differences: Abnormal Behaviour	2			5.5	7.5
Overall Review	2			4	6
Assessment	3			15	18
Total student learning time (SLT)					160
Main references	Ciccarelli, S. K. & White, J. N. (2015). <i>Psychology</i> (4th ed.). Upper Saddle River, NJ: Pearson.				
Additional references	Haslam, A. & McGarty, C. (2014). <i>Research Methods and Statistics in Psychology</i> (2nd ed.) New York, NY: Sage Publications.				
	Pallant, J. (2016) <i>SPSS Survival Manual</i> (6 <sup>th</sup> ed.), London, UK: Open University Press.				
	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: APA.				
Other additional information					

## BIO1014 Human Physiology

Rationale for the inclusion of the subject in the programme	This subject illustrates how organisms function, with emphasis on homeostatic mechanisms, the functions of organ systems and coordination in the whole human organism. By understanding the basics of the physiological workings of the body, students will be able to evaluate and appreciate physiologically oriented issues. Fundamental concepts of molecular, cellular and systems physiology are important in understanding how the human body functions and maintains a steady state. With these rationales in view, the syllabus is developed. This major core subject is able to strengthen and enhance the academic programme.							
Semester and year offered	Semester 1, Year 1							
Credit value	4							
Prerequisite (if any)	None							
Subject learning outcomes and mapping to programme learning outcomes (PLO)								
	Programme learning outcomes							
Upon completion, students should be able to:	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Demonstrate a sound understanding of the main concepts and principles of the sensory & neurophysiology, cardiovascular, respiratory, immune, reproduction and muscle physiology systems.	✓							
Discuss the physiological adaptations to special conditions and the physiological factors in disease processes.		✓						
Apply practical laboratory skills in basic physiology and simple laboratory techniques. Present data for discussions and work in the laboratory as a member of a small team.				✓		✓		
<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Teamwork skills</li> <li>• Reasoning, questioning, critique and analysing skills</li> <li>• Problem solving and decision making skills</li> <li>• Communication skills: oral &amp; writing skills</li> <li>• Research skills</li> <li>• Skills in using information technology effectively</li> <li>• Find information and learn independently</li> </ul>								
<b>Synopsis</b> A number of systems within the body will be studied including the nervous system, skeletal muscle system, blood and the cardiovascular system, respiratory system, digestive system, renal system, and endocrine system. The importance of the inter-relationship between these diverse systems for the maintenance of normal function will be emphasised.								
<b>Mode of delivery</b> Lectures, Practicals, Tutorials, Mini Project, Problem-based Learning, Seminar Presentation and e-learning.								
<b>Assessment methods and types</b>								
Final Examination	60%							
Coursework	5%							
• Tests and Quizzes	10%							
• Laboratory Work	10%							
• Mini Project, Presentation and Participation	15%							
• End of Semester Practical Examination								

Content outline of the subject and learning time per topic			
Topic	Guided learning	Self learning	Overall (hours)
<b>Introduction</b> <ul style="list-style-type: none"> <li>the integrative nature of physiology</li> <li>homeostasis using feedback loops</li> <li>an element, an atom and different kinds of bonds</li> <li>the cellular anatomy</li> <li>how energy work in biological systems</li> <li>enzyme functions</li> </ul>	4	4	8
<b>Cell Membranes Dynamic, Communication, Integration, Homeostasis And Endocrine System</b> <ul style="list-style-type: none"> <li>the structure, function and permeability of the plasma membrane</li> <li>modulation of the signal pathways</li> <li>homeostasis and feedback loops</li> <li>hormones and their function and ways of excretion</li> </ul>	4	5	9
<b>Nervous System &amp; Central Nervous System</b> <ul style="list-style-type: none"> <li>how signals are produced and carried in the nervous system</li> <li>nervous integration</li> <li>how cells communicate using the nervous system</li> <li>the anatomy of the central nervous system and the brain</li> </ul>	4	5	9
<b>Sensory Physiology &amp; Efferent Peripheral Nervous System</b> <ul style="list-style-type: none"> <li>the general properties of sensory systems</li> <li>the somatic senses</li> <li>the process of see, smell, taste, hearing and equilibrium</li> <li>the autonomic division of the periphery and the somatic division</li> </ul>	4	5	9
<b>Muscles and Body Movement</b> <ul style="list-style-type: none"> <li>muscle contraction and relaxation in response to an action potential</li> <li>anaerobic and aerobic muscle action</li> <li>nervous reflex, autonomic reflex and skeletal muscle reflex</li> </ul>	4	5	9
<b>Cardiovascular Physiology</b> <ul style="list-style-type: none"> <li>the anatomy of the cardiovascular system</li> <li>the concepts of pressure, volume, and flow as they relate to the CV system</li> </ul>	4	5	9
<b>Blood and Blood Flow</b> <ul style="list-style-type: none"> <li>blood pressure &amp; discuss its consequences</li> <li>the lymphatic system</li> <li>the elements of blood and their sources and functions</li> </ul>	4	5	9
<b>Respiratory Physiology</b> <ul style="list-style-type: none"> <li>the gas laws within the body</li> <li>the process of ventilation and gas exchange in the lungs</li> <li>how gases are transported</li> </ul>	4	5	9
<b>Kidneys and Fluid Balance</b> <ul style="list-style-type: none"> <li>the function of the kidneys</li> <li>the basis of fluid and electrolyte homeostasis</li> <li>sodium to extra-cellular fluid volume</li> <li>potassium balance and behavioral mechanisms that regulate it</li> <li>acid-base balance in the body</li> </ul>	4	5	9
<b>Digestion and Metabolism</b> <ul style="list-style-type: none"> <li>motility, secretions and absorption</li> <li>the immune functions of the GI tract</li> </ul>	4	5	9

<ul style="list-style-type: none"> <li>energy balance and metabolism</li> <li>the hormonal control of metabolism</li> </ul>			
<b>Immune System</b> <ul style="list-style-type: none"> <li>the pathogens of the human body</li> <li>innate and acquired immunity</li> <li>various immune response pathways</li> </ul>	4	5	9
<b>Reproduction and Development</b> <ul style="list-style-type: none"> <li>sex determination</li> <li>the basic patterns of reproduction</li> <li>the differences between female and male reproduction</li> <li>the events in procreation</li> <li>pregnancy and parturition</li> </ul>	4	5	9
<b>Lab Activities</b> <ul style="list-style-type: none"> <li>Haematology – Preparing Blood Smear &amp; Identification of Cellular Elements</li> <li>Respiratory System – Pulmonary Function Test</li> <li>Cardiovascular System - Electrocardiography (ECG)</li> <li>Nervous System – Electroencephalogram, evoked potentials</li> </ul>	24	25	49
Assessments and Seminar Presentation	4	0	4
Total student learning time (SLT)	76	84	160
Main references	Silverthorn, D. U. (2009). <i>Human Physiology: An Integrated Approach</i> . Benjamin Cummings. Stanfield, C. L. & Germann, W. J. (2009). <i>Principles of Human Physiology</i> . Benjamin Cummings.		
Additional references	Van, D. G. K. (2009). <i>Schaum's Outline of Human Anatomy and Physiology</i> . McGraw-Hill. Sherwood, L. (2009). <i>Human Physiology: From Cells to Systems</i> . Brooks Cole. Sherwood, L. (2009). <i>Integrated Human Anatomy &amp; Physiology</i> . Brooks Cole. Betts, J. (2009). <i>Human Physiology</i> . Kendall Hunt Publishing. Scientific Publishing. (2009). <i>The Illustrated Atlas of Human Physiology</i> . National Book Network. ISBN-10: 1932922989/ ISBN-13: 9781932922981. (2008). <i>Atlas of the Human Body</i> . Barron's Educational Series. 1 <sup>st</sup> Edition. ISBN-10: 0764160915/ ISBN-13: 978-0764160912. Patton, K. T. (2009). <i>Anatomy &amp; Physiology</i> . Elsevier Science. Patton, K. T. (2009). <i>The Human Body in Health &amp; Disease: Anatomy and Physiology</i> . Elsevier Science. Marieb, E. N. (2009). <i>Essentials of Human Anatomy &amp; Physiology</i> . Benjamin Cummings. Discala, C. (2009). <i>Human Anatomy and Physiology</i> . Kendall Hunt Publishing.		
Other additional information	Related Magazines, Internet Sites, Newspapers, Video, Movie, CD-Rom, Other Related web-sites		

## ENG 1034 English for Psychology

Rationale for the inclusion of the subject in the programme	<p>This specific skill areas which the subject seeks to improve are:</p> <ul style="list-style-type: none"> <li>the different skills needed to read academic and psychology-related materials, both for information and research</li> <li>academic writing skills which must be deployed in class assignments and project papers</li> <li>use of references, a unique requirement of academic writing, as a demonstration of academic integrity and of balanced reading</li> <li>use of different methods for different writing tasks for psychology, from common writing tasks such as emails, internal memoranda formal letters to more specific tasks such as literature reviews, reports and proposals.</li> </ul>								
Semester and year offered	Semester 1, Year 1								
Credit value	4								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:					Programme learning outcomes				
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
i.	analyse and critically evaluate opinions and arguments presented in text forms to determine merit, accuracy and currency		✓						
j.	write to present their position on specific issues through logical development of arguments and use of supporting evidence						✓		
k.	paraphrase, summarise and quote the work of others correctly to avoid plagiarism						✓		
l.	use correct citation and referencing method based on the APA style						✓		
<p><b>Transferable skills</b>  An ability to</p> <ul style="list-style-type: none"> <li>analyse and evaluate opinions and arguments presented in text forms</li> <li>paraphrase, summarise and quote the work of others</li> <li>construct grammatically correct sentences</li> <li>write unified and coherent essays and formal reports</li> <li>write critically to demonstrate logical thinking</li> <li>use the APA style of referencing correctly.</li> </ul>									
<p><b>Synopsis</b>  This course aims to help students who are pursuing a degree in Psychology to improve their critical reading and writing skills which will enable them to function effectively in their academic environment. Activities in class are geared towards developing students' ability to analyse opinions, make inferences and evaluate arguments made by authors. Students will also be exposed to expository, argumentative and persuasive essay writing. In order to improve the necessary writing skills, grammar and structure will be reviewed. The use of proper referencing when using others' work in their writing will also be emphasized in order to avoid plagiarism.</p>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) - Lectures, tutorials									
<p><b>Assessment methods and types</b></p> <p>Coursework (reaction essays, position paper, career communication, quiz) 60%</p> <p>Final examination 40%</p>									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
<u>Introduction</u>	2	1		2	5				
<ul style="list-style-type: none"> <li>Essential communication skills for academic studies</li> <li>The importance of communicating effectively in writing for psychology students and psychologists</li> </ul>									

<u>Reading Academic Texts</u>	2	2	6	10
• Strategies for effective reading				
• Analysing academic texts and assignment				
6. Critical Thinking in Reading	4	2	8	14
• Principles in Critical Reading				
• Fact vs. Interpretation				
• Analysis and Inference				
• Rationality				
• Awareness of motives and bias				
• Open-mindedness	2	2	8	12
• Evaluating arguments				
• Recognising logical fallacies				
<u>Academic Writing Part 1</u>				
• General characteristics of academic writing	2	2	8	12
• Characteristics of good academic writing				
• Identifying purpose and audience				
• Overview of basic essay and paragraph organisation				
• Purpose of introduction and conclusion	2	2	8	12
7. Academic Writing Part 2				
• Sentence skills				
• Writing effective paragraphs				
• Writing effective introductions and conclusions	2	2	8	12
• Choosing appropriate words				
8. Academic Writing – Expository Writing				
• Identifying the need for writing expository essays	2	2	6	10
• Developing a thesis for expository essays				
• Using effective organisation methods	2	3	8	13
• Linking ideas				
• Writing effective introduction and conclusion	2	2	8	12
• Matching tone and language with audience	2	2	8	12
<u>Academic Writing</u>				
• Academic honesty and plagiarism				
• Quoting the work of others				
• Paraphrasing and summarising the work of others				
• Understanding the APA style	2	2	9	13
• <u>Academic writing – Grammar and Mechanics in Writing</u>				
• Dealing with subject-verb and pronoun agreement	2	2	10	14
• Identifying the correcting fragments, run-ons and comma splices				
• Understanding punctuations				
• Other common grammar mistakes in writing				
<u>Academic Writing – Argumentative / Opinion Essays</u>				

<ul style="list-style-type: none"> <li>Developing a thesis for argumentative essays</li> <li>Structuring arguments for a specific audience</li> <li>Using evidence an arguments effectively</li> <li>Language for argumentation and persuasion</li> <li>Checking tone</li> </ul> <p><u>Academic Writing – Argumentative / Opinion Essays</u></p> <ul style="list-style-type: none"> <li>Recognising and eliminating logical fallacies</li> <li>Acknowledging and refuting different viewpoints</li> <li>Avoiding plagiarism</li> <li>Improving clarity and accuracy</li> </ul> <p><u>Common Writing Tasks for Psychology</u></p> <ul style="list-style-type: none"> <li>Writing literature review</li> <li>Using APA style</li> <li>Using simple language</li> <li>Achieving clarity and conciseness</li> <li>Using respectful and inclusive language</li> <li>Referencing sources accurately and appropriately</li> </ul> <p><u>Common Writing Tasks for Psychology</u></p> <ul style="list-style-type: none"> <li>Report writing format and techniques</li> <li>Memos and memo format</li> <li>Formal reports and proposals</li> </ul> <p><u>Common Writing Tasks for Psychology</u></p> <ul style="list-style-type: none"> <li>Job application letter and resume</li> </ul>					
Assessment		2		4	6
Total student learning time (SLT)	32	27		101	160
Main references	<ol style="list-style-type: none"> <li>American Psychology Association. (2001). <i>Publication Manual of the American Psychological Association</i>. 5<sup>th</sup> ed. Washington D.C. : American Psychology Association.</li> <li>Behrens, L., Rosen, L. &amp; Beedles, B. (2005). <i>A Sequence for Academic Writing</i>. New York: Pearson Longman.</li> <li>Mitchell, M., Jolley, J. &amp; O'Shea, R. (2007). <i>Writing for Psychology</i>. 2<sup>nd</sup> ed. California: Thomson Wadsworth.</li> <li>Rathus, S. (1993). <i>Thinking and Writing About Psychology</i>. Fort Worth: Harcourt Brace.</li> <li>Rosnow, R.L. &amp; Rosnow, M. (2006). <i>Writing Papers in Psychology</i>. 7<sup>th</sup> ed. California: Thomson Wadsworth.</li> <li>Smyth, T.R. (2004). <i>The Principles of Writing in Psychology</i>. New York: Palgrave MacMillan.</li> </ol>				
Additional references	<ol style="list-style-type: none"> <li>Chaffee, J., McMahon, C. &amp; Stout, B. (2001). <i>Critical Thinking, Thoughtful Writing</i>. 2<sup>nd</sup> ed. New York: Houghton Mifflin.</li> <li>Flemming, L. (2002). <i>Reading for Results</i>. 8<sup>th</sup> ed. Boston: Houghton Mifflin.</li> <li>Plakans, L. &amp; Jordan, M.K. (2003). <i>Reading and Writing for Academic Success</i>. Ann Arbor: University of Michigan.</li> </ol>				
Other additional information					

## LAW1024 Law and Society

Rationale for the inclusion of the subject in the programme	<p>This course prepares students to appreciate the importance of :</p> <ul style="list-style-type: none"> <li>the historical and philosophical contexts of law</li> <li>identify the various jurisprudential theories of the law</li> <li>the application of critical analysis in the understanding of the law and its impact on society</li> </ul>								
Semester and year offered	Semester 1, Year 1								
Credit value	4								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
m.	Develop the ability to identify, interpret and explain theories of law.				✓				
n.	Solve legal problems by applying legal theories to legal problems posed.			✓					
o.	Analyze and critically evaluate information from statutory provisions, case reports, journals and other relevant legal materials.		✓						
p.	Constructing arguments clearly, logically, coherently and effectively, both orally and in writing.						✓		
<p>Transferable skills</p> <ul style="list-style-type: none"> <li>apply knowledge to problem situations, present arguable solutions and explore the implications of uncertainties</li> <li>manage and plan independent study and research and work to deadlines</li> <li>reflect upon the learning experience and to benefit from feedback upon it</li> <li>to interpret simple numerical and statistical information</li> <li>ability to communicate clearly and effectively both orally and in writing</li> </ul>									
<p>Synopsis</p> <p>There is no human conduct or behaviour that does not have a corresponding legal principle, concept or argument entwined in it. We live in a society that has a legal system in operation and we often take the law and its existence for granted. Hence for some the law represents what the police or the courts do. For others it represents the written laws in a country. Alternatively, law could be viewed as the set of rules that regulate and govern human behaviour as established by those who have legitimate authority to do so. The relationship between law and society is one that is fascinating as it is rooted in philosophical arguments that continue to challenge the boundaries of societal growth even today. This module explores that historical context and then considers its application in current contexts.</p>									
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Lectures, tutorials, group discussions and case studies.</p>									
<p>Assessment methods and types</p> <p>Coursework 50%    Final examination 50%</p>									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
Introduction Definition of law The history of Jurisprudence Fundamental themes	2	1		4	7				
Natural Law Classical Natural Law Theories	2	1		6	9				



Criticisms	4	2	12	18
Decline and re-emergence of Natural Law				
Natural rights				
Lon Fuller and John Finnis	2	1	6	9
Positivism				
John Austin and the Command theory				
H.L.A Hart's Concept of Law	2	1	6	9
Legal Realism				
O.W. Holmes, Jerome Frank and Karl Llewellyn	4	2	10	16
Law and Morality				
The Hart-Devlin Debate	2	2	10	15
The enforcement of morals				
Law and justice				
Aristotle	2	1	8	11
Current issues				
Law and Social theory				
Durkheim and Weber	4	1	10	14
Marx	4	2	10	16
<u>Function of Law in society</u>				
Law and political/public order				
Law and socio/economic order				
<u>Critical views on the law</u>				
Feminism				
Critical Legal studies				
Is Law necessary?				
Assessment		8	30	38
Total student learning time (SLT)	28	22	112	162
Main references	<ol style="list-style-type: none"> <li>1. Freeman, M.D.A., (2008): <u>Lloyd's Introduction to Jurisprudence. 8th ed. London: Sweet and Maxwell.</u></li> <li>2. Morrison, W., (1997): <u>Jurisprudence: from the Greeks to post-modernism. London: Cavendish.</u></li> <li>3. Penner, J. et al (eds), (2002): <u>Jurisprudence and Legal Theory: Commentary and Materials. London: Butterworths LexisNexis.</u></li> </ol>			
Additional references	<ol style="list-style-type: none"> <li>1. Cotterrell, R., (2003): <u>The Politics of Jurisprudence: a critical introduction to legal philosophy. London: Butterworths Law.</u></li> <li>2. Hart, H.L.A., (1961): <u>The Concept of Law. London: Oxford University Press.</u></li> <li>3. Devlin, P., (1965): <u>The Enforcement of Morals. London: Oxford University Press.</u></li> <li>4. Harding, A., (2012): <u>The Constitution of Malaysia: a contextual analysis. Oxford: Hart Publishing.</u></li> </ol>			
Other additional information				

Rationale for the inclusion of the subject in the programme	All graduates should possess a sound foundation of current concepts, technical skills, and research in marketing. In particular it is important that graduates appreciate the role that marketing performs in efficiently leveraging resources to create value for all stakeholders.																		
Semester and year offered	Semester 2, Year 1																		
Credit value	4																		
Subject learning outcomes and mapping to programme learning outcomes (PLO)																			
Programme learning outcomes																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 15%;">PLO 1</th> <th style="width: 15%;">PLO2</th> <th style="width: 15%;">PLO 3</th> <th style="width: 15%;">PLO 4</th> <th style="width: 15%;">PLO 5</th> <th style="width: 15%;">PLO 6</th> <th style="width: 15%;">PLO 7</th> <th style="width: 15%;">PLO 8</th> <th style="width: 15%;">P L O 9</th> </tr> </thead> </table>											PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	P L O 9
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	P L O 9										
Upon completion, students should be able to:																			
a.	SLO1: Identify and explain the role of marketing in organisations.	✓																	
b.	SLO2: Evaluate the impact of the environment on marketing planning and effectiveness.		✓																
c.	SLO3: Present a coherent marketing mix linked to a clearly defined target market.					✓													
<b>Transferable skills</b> <ul style="list-style-type: none"> <li>• Manage and plan independent study and research and work to deadlines</li> <li>• Reflect upon the learning experience and to benefit from feedback upon it</li> <li>• Ability to communicate clearly and effectively both orally and in writing</li> <li>• Group work and interpersonal skills</li> </ul>																			
<b>Synopsis</b> The Principles of Marketing subject is an introduction to the Marketing discipline. This subject addresses key issues in marketing such as identifying customer needs and wants, identifying target markets, examining the marketing mix and methods of conducting marketing research. This subject also highlights the important areas in marketing that deserve emphasis in today's globally challenging business world. These areas include creating customer satisfaction through superior value, quality and service. This subject can be used as a foundation for those intending to major in marketing and as an aid to those intending to major in other related fields (business, management, sociology, psychology).																			
<b>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</b> Lectures, tutorials and workshops.																			
<b>Assessment methods and types</b>		Final Examination					60%												
		Coursework					40%												
<b>Content outline of the subject and learning time per topic</b>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 60%;">Topic</th> <th colspan="3" style="text-align: center;">Guided learning</th> <th rowspan="2" style="text-align: center;">Self learning</th> <th rowspan="2" style="text-align: center;">Over all (hours)</th> </tr> <tr> <th style="text-align: center;">Lecture</th> <th style="text-align: center;">Tutorial</th> <th style="text-align: center;">Practical/ Workshop</th> </tr> </thead> </table>										Topic	Guided learning			Self learning	Over all (hours)	Lecture	Tutorial	Practical/ Workshop	
Topic	Guided learning			Self learning	Over all (hours)														
	Lecture	Tutorial	Practical/ Workshop																
<u>Introduction to Marketing</u> • What is Marketing? • Understanding the marketplace and consumer needs and wants										2	1		6	9					
<u>The Marketing Environment</u> • The company's micro environment • The company's macro environment										2	1	1	6	10					
<u>Segmentation, Targeting and Positioning</u> • Market Segmentation • Market Targeting										2	1		9	12					

• Differentiation and Positioning					
<u>Product and Branding</u>	2	1	1	6	10
• Classification of products					
• Service offered by company					
• Branding and developing a brand					
<u>Product Development</u>	2	1		6	9
• Product Life Cycle					
• New product development					
<u>Marketing Communication Mix 1</u>	2	1	1	6	10
• Concept & Trend					
• Advertising & Public Relations					
<u>Marketing Communication Mix 2</u>	2	1		6	9
• Personal Selling & Sales Promotion					
• Direct & Online Marketing					
<u>Pricing Considerations and Strategies</u>	2	1	1	6	10
• General pricing approaches					
• New product pricing strategies					
• Price adjustment strategies					
<u>Marketing Channels</u>	2	1		6	9
• How channel members add value					
• Channel strategy decisions					
• The grey market					
• Retailing and wholesaling					
<u>Consumer Market and Buying Behaviour</u>	4	2	1	11	18
• Model of Consumer Behaviour					
• Types of buying decision					
• The buyer decision process					
<u>Business Market and Buying Behaviour</u>					
• Business markets					
• Business buyer behaviour					
<u>Managing Marketing Information</u>	2	1		6	9
• The importance of information					
• The marketing research process					
• Ethics in marketing research					
<u>Company and Marketing Strategy</u>	2	1	1	6	10
• Defining marketing's role					
• Managing marketing efforts					
<u>The Global Marketplace</u>	2	1		6	9
• Global Environment					
• Global marketing					
Assessment	-	6		20	26
Total student learning time (SLT)	28	20	6	106	160
Main references	Kotler, P & Armstrong, G. (2012). <i>Principles of Marketing</i> (14 <sup>th</sup> ed.), Pearson Education Limited, England.				
Additional references	Armstrong, G. & Kotler, P (2011). <i>Marketing: An Introduction</i> , (10 <sup>th</sup> ed.), Upper Saddle River, NJ: Pearson Education Inc.				
	Gabbott, M. (Eds.). (2004). <i>Introduction to marketing: A Value Exchange Approach</i> , Australia: Pearson Education.				
	Jobber, Davide & Fahy, John (2009), <i>Foundation of Marketing</i> , (3 <sup>rd</sup> ed.), McGraw-Hill Higher Education.				
	Kurtz, David & Boone, Louis (2006). <i>Principles of Marketing</i> , (12 <sup>th</sup> ed.), Mason, OH: Thomson South-western.				

	<p>Lamb, C., Hair, J. &amp; McDaniel, C. (2008). <i>Essentials of Marketing</i>, (6<sup>th</sup> ed.), South-Western College Pub.</p> <p>Lancaster, G. &amp; Reynolds, P. (2002), <i>Marketing Made Simple</i>, Made Simple Books, Elsevier Science.</p> <p>Kotler, P., &amp; Levy, S. J. (1969). Broadening the concept of marketing. <i>The Journal of Marketing</i>, 10-15.</p> <p>Belz, F. M. (2006). Marketing in the 21st century. <i>Business Strategy and the Environment</i>, 15(3), 139-144.</p> <p>Constantinides, E. (2006). The marketing mix revisited: towards the 21st century marketing. <i>Journal of Marketing Management</i>, 22(3-4), 407-438.</p>
Other additional information	

## MU1 2143 Islamic and Asian Civilisation

Rationale for the inclusion of the course in the programme	<p>The course is taught to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of civilization that contributes to the advancement of a nation;</li> <li>• Understand the concept of civilization from the perspective of various races and religions;</li> <li>• Understand contemporary issues and solutions from the perspective of the diversity of civilizations.</li> </ul>							
Semester and year offered	Sepanjang tahun							
Credit value	3							
Subject learning outcomes and mapping to Eight (8) MQF learning outcomes domains								
Subject learning outcomes	Eight (8) MQF learning outcomes domains							
	Knowledge	Practical skills	Social skills and responsibilities	Values, attitudes and professionalism	Communication, leadership and team skills	Problem solving and scientific skills	Information management and lifelong learning skills	Managerial and entrepreneurial skills
<p>Upon completion of this course, students can :</p> <p>Explain the concept of civilization.</p> <p>Explain how civilization contributes to the development and advancement of multi-racial society in the country.</p> <p>Understand how civilization can address the various challenges faced by the people of Malaysia.</p>	✓							
<p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Understand the history, diversity issues and the concept of civilization.</li> <li>• Ability to explain the concept of civilization as a civilization that contributes to the advancement of the nation.</li> <li>• Applying the concept of civilization in addressing the many challenges that arise in society.</li> </ul>								
Synopsis								

Islamic Civilization courses are compulsory subjects that must be taken by university students in Malaysia and that are taught in Bahasa Melayu. The Islamic and Asian Civilisations Syllabus contains 8 sections, namely Section 1 : Introduction to the science of Civilization, Part 2 : Introduction to Islamic Civilization, Part 3 : The concept, background and view of the Malay universe, Part 4 : Introduction to Indian Civilization, Part 5 : Introduction to Chinese Civilization, Part 6 : Current issues and challenges to the concept of civilization.

Mode of delivery (lecture, tutorial, workshop, seminar, etc.)

Kuliah

Projek : komunikasi lisan berdasarkan pembentangan individu atau kumpulan

Assessment methods and types

i.	Kuiz	10%
ii.	Forum	20%
iii.	Projek dan laporan	30%
iv.	Peperiksaan akhir	40%

Content outline of the subject and learning time per topic

Topic	Lecture	Tutorial	Self learning	Overall (hours)
<b>Bab 1: Pengenalan ilmu ketamadunan (Introduction to Civilisation)</b> a. Konsep Ketamadunan b. Interaksi Antara Tamadun c. Dialog Antara Tamadun	5		10	15
<b>Bab 2: Tamadun Islam (Islamic Civilisation)</b> a. Pandangan semesta Tamadun Islam b. Konsep Sumber dan Asas Tamadun islam c. Kelahiran , Perkembangan dan Kemosotan d. Prinsip dan Ciri-Ciri e. Sumbangan Tamadun islam dan Jihad	6		12	18
<b>Bab 3: Tamadun Melayu (Malay Civilisation)</b> a. Konsep b. Asas c. Pandangan Semesta d. Pencapaian	6		12	18
<b>Bab 4: Tamadun India (Indian Civilisation)</b> a. Konsep	6		12	18

b. Wilayah dan Masyarakat c. Pandangan Semesta d. Kepelbagaian Agama e. Peranan Islam Dalam tamadun India f. Pencapaian				
<b>Bab 5: Tamadun Cina (Chinese Civilisation)</b> a. Konsep b. Wilayah dan Masyarakat c. Pandangan semesta d. Kepelbagaian Falsafah dan Agama e. Institusi Politik, Sistem Pemerintahan dan Kekeluargaan f. Pencapaian	6		12	18
<b>Bab 6: Isu–isu Semasa dan Cabaran Masa depan (Current Issues and Future Challenges)</b> a. Dunia Berbilang Tamadun b. Cabaran Globalisasi c. Teori Pertembungan tamadun d. Dialog Peradaban e. Pemupukan Nilai-Nilai sepunya f. Isu-Isu Dalam Duialog Tamadun	7		15	22
<b>Penilaian: (Assessment)</b> Tugasan : Kuiz Kerja kursus Peperiksaan akhir	2 ½   1 ½		5  2	7.5  3.5
Total student learning time (SLT)	40		80	120
Main references  Additional references	<p>Buku Teks Kursus TITAS Untuk Institusi Pengajian Tinggi (2004) Tamadun Islam dan Tamadun Asia. Kuala Lumpur: Penerbit Universiti Malaya.</p> <p>Ahmad Zaki Abd Latiff, Azam Hamzah dan Azhar Mad Aros (2009). Buku Revisi Tamadun Islam dan Tamadun Asia. Shah Alam: Oxford Fajar Sdn Bhd.</p> <p>Azhar Hj. Mad Aros, Azharudin Mohd Dali, Arba'iyah Mohd Noor dan Salina Haji Zainol (2002). Tamadun</p>			

	<p>Islam dan Tamadun Asia. Selangor: Penerbit Fajar Bakti Sdn Bhd.</p> <p>Ahmed, Akbar S. (1992). <i>Postmodernisme and Islam: Predicament and promise</i>. London: Routledge.</p> <p>Al-Mawdudi, Syed Abu al-Ala. (1980). <i>Towards understanding Islam</i>. Leicester: Islamic Foundation.</p> <p>Al-Qaradawi, Yusuf. (1994). <i>Kebangkitan Islam di antara tentangan dan ekstrimisme</i>. Angkatan Belia Islam Malaysia.</p> <p>Bucaille, M. (2002). <i>The Bible, the Qur'an and science: The holy scriptures examined in the light of modern knowledge</i> (3rd ed.). Kuala Lumpur: A. S. Noordeen.</p> <p>Gauhar, A. (Ed.). (1978). <i>The challenge of Islam</i>. London: Islamic Council of Europe.</p> <p>Haron Din. (1992). <i>Tasawur Islam</i>. Shah Alam: Hizbi.</p> <p>Ibn Khaldun. (1995). <i>Muqaddimah</i> (Abd. al-Rahman, Trans.). Kuala Lumpur: Dewan Bahasa dan Pustaka.</p> <p>Mohd. Yusuf Ahmad. (2003). <i>Pengajian Islam</i>. Kuala Lumpur: Penerbit Universiti Malaya.</p> <p>Nasr, Seyyed Hossein. (1968). <i>Science and civilization in Islam</i>. Shah Alam: Dewan Pustaka Fajar.</p> <p>Othman Yatim. (1989). <i>Warisan kesenian dalam tamadun Islam</i>. Kuala Lumpur: Dewan Bahasa dan Pustaka.</p> <p>Qutb, Muhammad. (1975). <i>Salah faham terhadap Islam</i> (Yusoff Zaki, Trans.). Kota Bharu: Dian Darulnaim.</p> <p>Qutb, Sayyid. (2000). <i>Social justice in Islam</i> (Hardie, J. B. &amp; Hamid Algar, Trans.). Kuala Lumpur: Islamic Book Trust.</p> <p>Sardar, Ziauddin. (1981). <i>Sains, teknologi dan pembangunan di dunia Islam</i> (Shaari Abdullah, Trans.). Kuala Lumpur: Yayasan Dakwah Islamiah Malaysia.</p> <p>Toynbee, A. J. (1987). <i>A Study of history</i>. New York: Oxford University Press.</p>
Other additional information	Tiada



## MU1 2153 Ethnic Relations

Rationale for the inclusion of the course in the programme	<p>The course is taught in Bahasa Melayu with the aim of showing the importance of multi-racial, ethnic relations within the State and how the developments achieved so far can be continued. This course focuses on Ethnic Relations in Malaysia where there is a dynamic process of social relationships.</p> <p>The aim of this course is to understand :</p> <ul style="list-style-type: none"> <li>• ethnic relations and how they may be improved;</li> <li>• the basic concepts of ethnic relations;</li> <li>• the plurality and a plural society in Malaysia;</li> <li>• political development;</li> <li>• economic development;</li> <li>• Malaysia in the context of the constitution;</li> <li>• ethnic relations in Malaysia;</li> <li>• integration and challenges, religious and community</li> <li>• the contribution of the government and society;</li> <li>• the internet and inter- ethnic relations.</li> </ul>								
Semester and year offered	Sepanjang tahun								
Credit value	3								
Subject learning outcomes and mapping to the Eight (8) MQF Learning Outcome domains									
Senarai Hasil Pembelajaran Mata Pelajaran	Eight (8) MQF learning outcomes domains								
	Knowledge	Practical skills	Social skills and responsibilities	Values, attitudes and professionalism	Communication, leadership and team skills	Problem solving and scientific skills	Information management and lifelong learning skills	Managerial and entrepreneurial skills	Managerial & Entrepreneurial Skills
Pelajar mampu memahami plurality budaya, masyarakat dan kumpulan etnik dalam memupuk perpaduan	<input type="checkbox"/>		<input type="checkbox"/>						
Pelajar dapat mengetahui cabaran pluralisasi budaya dan pelaksanaannya dalam konteks pemuafakatan sosial Malaysia yang menjadi asas keharmonian hubungan etnik.	<input type="checkbox"/>		<input type="checkbox"/>						
Pelajar dapat membangunkan sikap beretika, menghormati budaya pelbagai etnik di samping mempunyai rasa tanggung jawab antara satu etnik kearah mewujudkan masyarakat bersatu padu dan Negara yang harmoni.	<input type="checkbox"/>								
Pelajar dapat memperkembangkan kemahiran sosial dan kebertanggungjawaban menerusi aktiviti "project-based" di peringkat kumpulan dan masyarakat.	<input type="checkbox"/>		<input type="checkbox"/>						

Transferable skills				
<ul style="list-style-type: none"> <li>• Penyelidikan Akademik dan kemahiran dalam tulisan</li> <li>• Penyelesaian masalah</li> <li>• Penceramah yang mahir</li> <li>• Perhubungan atau komunikasi yang mahir</li> <li>• Fikiran yang kritikal</li> </ul>				
Synopsis Sebagai sebuah Negara yang didiami pelbagai kaum, perhubungan etnik yang amat erat penting supaya pembangunan yang dicapai selama ini dapat diteruskan. Kursus ini memfokuskan perbincangan tentang Hubungan Etnik di Malaysia yang mana ianya merupakan proses hubungan social yang dinamik.				
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Kuliah Projek : komunikasi lisan berdasarkan pembentangan individu atau kumpulan				
Assessment methods and types				
Peperiksaan Akhir : 40% Tugasan : 60 % Tugasan: Projek ( 30%) Tugasan: Pembentangan ( 30%)				
Content outline of the subject and learning time per topic				
Topic	Lecture	Tutorial	Self learning	Overall (hours)
<b>Hubungan Etnik di Malaysia secara umum</b> Pengenalan Kepentingan Hubugnan Etnik Usaha-usaha kerajaan untuk memupuk perpaduan nasional Hubugan kait antara ekonomi dan etnisiti Kepentingan dan kandungan modul Hubungan Etnik	2		4	6
<b>Konsep-konsep asas Hubungan Etnik</b> Pengenalan Konsep Masyarakat Konsep Budaya Konsep Perpaduan dan Integrasi Pengalaman Malaysia Kesimpulan	3		6	9
<b>Pluraliti dan Masyarakat Pluralistik di Malaysia</b> Pengenalan Pluralisme budaya alam melayu Kemuncak pluraliti alam melayu : Kesultanan Melaka Pembentukan masyarakat pluralistik oleh penjajah Pembentukan Masyarakat Pluralistik di Malaysia Masyarakat pluralistik selepas merdeka Kesimpulan	3		6	9
<b>Pembangunan Ekonomi dalam konteks Hubungan Etnik di Malaysia</b> Pengenalan Konsep modenisasi Modenisasi di Malaysia Kesimpulan	3		6	9

<b>Pembangunan politik dalam kontek Hubungan Etnik di Malaysia</b>		3		6	9
Pengenalan Konsep modenisasi dan pembangunan politik Pelaksanaan modenisasi dan pembangunan politik di Malaysia Kemajmukan masyarakat dalam proses politik di Malaysia Kerjasama politik dan hubungan etnik Pemupukan Hubungan Etnik secara formal Hubungan Etnik selepas penbuhan Malaysia Kesimpulan					
<b>Perlembagaan Malaysia dalam Konteks Hubungan Etnik di Malaysia</b>		4		8	12
Pengenalan Konsep Perlembagaan Sejarah penggubalan perlembagaan Malaysia Unsur-unsur tradisi dalam perlembagaan Malaysia Rational Perkara Rational Perkara Rational Perkara Kesimpulan					
<b>Hubungan Etnik Integrasi dan Menangani Cabaran</b>		4		8	12
Pengenalan Dasar dan pelan tindakan untuk perpaduan Jati diri acuan Malaysia Cabaran Hubungan Etnik Turun naik Hubungan Etnik Kesimpulan					
<b>Agama dan Hubungan Etnik</b>		6		12	18
Takrif Agama Mengapakah Manusia Beragama? Peranan Agama Penggolongan Agama Agama-agama di Malaysia Konflik Agama Mencari Titik Pertemuan					
<b>Hubungan Etnik : sumbangan kerajaan dan masyarakat</b>		4		8	12
Pengenalan Peranan kerajaan dalam konteks Hubungan Etnik Peranan masyarakat dalam konteks Hubungan Etnik Peranan swasta dalam konteks Hubungan Etnik Kesimpulan					
a) Projek / Pembentangan		6.5		12	18.5
b) Satu 1.5jam peperiksaan akhir		1.5		4	5.5
Total student learning time (SLT)		40		80	120
Main references	9. Editor : Shamsul Amri Baharuddin (2012) <u>Modul Hubungan Etnik</u> , Kementerian Pengajian Tinggi Malaysia				
	10. Editor : Shamsul Amri Baharuddin (2012) <u>Modul Hubungan Etnik</u> , Institut Kajian Etnik , UKM 2012				
Additional references	11. Editor : Zaid Ahmad ( 2010) <u>Hubungan Etnik di Malaysia</u> , Oxford Fajar Sdn Bhd				
	12. Baterah Alias et. al. (2010) <u>Buku Revisi : Hubungan Etnik di Malaysia</u> , Oxford Fajar Sdn Bhd				

## MU1 2133 Malay Language for Communication 2

Rationale for the inclusion of the course in the programme	<p>The course is taught in Bahasa Melayu for student to learn how to:</p> <ul style="list-style-type: none"> <li>say the vowels, consonants and diphthongs in Malay;</li> <li>say the words and simple sentences to describe everyday activities;</li> <li>identify and use the correct words in respectful conversational situations;</li> <li>communicate in the Malay language in formal and informal situations;</li> <li>build the language skills to exchange information.</li> </ul>							
Semester and year offered	Sepanjang tahun							
Credit value	3							
Subject learning outcomes and mapping to Eight (8) MQF learning outcomes domains								
Subject learning outcomes	Eight (8) MQF learning outcomes domains							
	Knowledge	Practical skills	Social skills and	Values, attitudes	Communication	Problem solving	Information	Managerial
Setelah tamat kursus ini pelajar dapat:								
Mengenalpasti sistem bunyi, sistem ejaan rumi, kosa kata dan tatabahasa Melayu dalam ayat mudah.	✓							
Mendengar, memahami pertuturan dan bertutur dalam pelbagai situasi harian	✓				✓			
Menganalisis penggunaan teknik-teknik khusus berkomunikasi dalam perbualan formal atau tidak formal	✓	✓						
Mengaplikasikan kemahiran untuk mendapatkan maklumat, meminta dan memberi cadangan tentang tempat-tempat menarik di Malaysia	✓	✓			✓			
<b>Transferable skills</b> <ul style="list-style-type: none"> <li>Berkebolehan menggunakan perkataan bahasa Melayu mengikut aktiviti seharian</li> <li>Berkebolehan memperoleh dan menyampaikan maklumat berkaitan kegiatan seharian</li> <li>Berkebolehan menggunakan tatabahasa asas dalam bahasa Melayu</li> <li>Berkebolehan memberi pendapat dengan yakin tentang sesuatu perkara</li> <li>Berkebolehan bertutur menggunakan intonasi, bahasa badan dan kata hormat dengan baik</li> </ul>								
<b>Synopsis</b> <p>Tahap ini adalah tahap lanjutan yang bertujuan mendedahkan pelajar kepada cara-cara menghuraikan pendapat tentang sesuatu perkara dengan berkesan secara individu mahupun melalui perbincangan. Pelajar juga dilatih memberi ucapan ringkas dengan menggunakan intonasi yang betul, perkataan yang tepat serta bahasa badan yang sesuai. Pada akhir tahap ini, kemahiran berbahasa dan berkomunikasi pelajar diaplikasikan secara keseluruhan melalui pengendalian sebuah majlis atau acara.</p>								

Mode of delivery (lecture, tutorial, workshop, seminar, etc.)				
Kuliah				
Tugasan: komunikasi lisan, pemahaman dan penulisan dan tatabahasa berdasarkan individu atau kumpulan				
Assessment methods and types				
a) Tugasan 60%				
i) Lisan				
ii) Pemahaman				
iii) Penulisan dan tatabahasa				
b) Peperiksaan Akhir 40%				
Content outline of the subject and learning time per topic				
Topic	Lecture	Tutorial	Self Learning	Overall (hours)
<b><u>BAB 1 : BUNYI DAN SEBUTAN</u></b>	2		4	6
<b>Pelajaran 1 : Vokal dan diftong</b>				
a) Bunyi Vokal				
b) Bunyi Diftong				
<b>Pelajaran 2 : Konsonan dan Gugusan Konsonan</b>				
a) Bunyi Konsonan				
b) Bunyi Gugusan Konsonan				
<b>Pelajaran 3: Nombor</b>	3		5	8
a) Sistem nombor				
b) Mata wang Malaysia				
c) Waktu				
d) Hari				
e) Bulan				
<u>Tatabahasa</u>				
a) Kata Keterangan Waktu				
<b><u>BAB 2 : SAYA, KAWAN DAN KELUARGA</u></b>	3		5	8
<b>Pelajaran 1: Diri Saya</b>				
a) Ucapan tegur Sapa				
b) Memperkenalkan Diri				
<u>Tatabahasa</u>				
a) Kata Nama				
b) Kata Ganti Nama Diri				
c) Pola Ayat Dasar				
d) Frasa Nama				

<p>e) Pola Ayat Dasar 1 – Frasa Nama + Frasa Nama</p> <p><b>Pelajaran 2 : Saya dan Kawan Saya</b></p> <p>a) Anggota Badan</p> <p>b) Perwatakan</p> <p><u>Tatabahasa</u></p> <p>a) Kata Adjektif dan Rupa Paras</p> <p>b) Pola Ayat Dasar 2 – Frasa Nama + Frasa Adjektif</p> <p>c) Kata Adjektif Bentuk Fizikal</p>	2		4	6
<p><b>Pelajaran 3 : Kawan dan Keluarga</b></p> <p>a) Kawan</p> <p>b) Keluarga</p> <p><u>Tatabahasa</u></p> <p>a) Kata Tanya</p> <p>b) Kata Tunjuk</p> <p>c) Kata Kerja dalam Situasi Berkunjung</p>	2		4	6
<p><b><u>BAB 3 : PERSEKITARAN</u></b></p> <p><b>Pelajaran 1: Aktiviti Sehari</b></p> <p>a) Aktiviti Sehari</p> <p>b) Tempat-tempat Penting di Sekitar Kampus</p> <p><u>Tatabahasa :</u></p> <p>a) Kata Kerja</p> <p>b) Pola Ayat Dasar 3 – Frasa Nama + Frasa Kerja</p> <p>c) Kata Sendi Nama</p> <p>d) Pola Ayat Dasar 4 – Frasa Nama + Frasa Sendi Nama</p>	3		5	8
<p><b>Pelajaran 2: Tempat Tinggal Saya</b></p> <p>a) Jenis-jenis Rumah</p> <p>b) Perabot</p> <p>c) Mencari Rumah Sewa</p> <p>d) Ruang dan Perabot Rumah</p> <p><u>Tatabahasa :</u></p> <p>a) Kata Bantu</p>	2		3	5
<p><b>Pelajaran 3: Dikafeteria</b></p> <p>a) Makanan dan Minuman</p> <p>b) Kegiatan pada Waktu Lapang</p> <p><u>Tatabahasa:</u></p> <p>a) Tatabahasa Kata Adjektif Deria Rasa Makanan</p>	2		3	5
<p><b>Pelajaran 4 : Berbelanja</b></p>	3		6	9

<p>a) Barang Keperluan Harian  b) Membeli Barang Keperluan Harian  c) Buah-buahan dan sayur -sayuran  e) Membeli buah-buahan dan sayur-sayuran  f) Warna –warna Asas</p> <p><u>Tatabahasa</u></p> <p>a) Kata Adjektif Deria rasa</p>				
<p><b><u>BAB 4 : SITUASI PERBUALAN</u></b></p> <p><b>Pelajaran 1: Perbualan di telefon</b></p> <p>a) Perbualan di Telefon</p> <p><u>Tatabahasa:</u></p> <p>a) Kata Tanya dalam ayat  b) Kata Rujukan Hormat  c) Ayat Lazim dalam perbualan telefon</p>	2		4	6
<p><b>Pelajaran 2: Perbualan di Kaunter</b></p> <p>a) Perbualan di Kaunter</p> <p><u>Tatabahasa :</u></p> <p>a) Kata Hubung  b) Kata Bantu  c) Ayat Lazim Ketika di Kaunter</p>	2		4	6
<p><b>Pelajaran 3: Perbualan di Kedai dan Restoran</b></p> <p>a) Perbualan di Kedai  b) Perbualan di Restoran  c) Perbualan Lazim di Restoran</p> <p><u>Tatabahasa:</u></p> <p>a) Kata Penguat  b) Ayat-ayat Penting Ketika Membeli-belah</p>	2		4	6
<p><b><u>BAB 5 : PERCUTIAN</u></b></p> <p><b>Pelajaran 1 : Tempat Menarik</b></p> <p>a) Mendapatkan Maklumat Tentang Perlancongan</p>	3		6	9
<p>b) Meminta dan Memberi Cadangan untuk ke tempat Menarik</p> <p><u>Tatabahasa:</u></p> <p>a) Imbuhan MeN-  b) Ayat-ayat untuk memberi, menerima dan menolak cadangan</p>				
<p><b>Pelajaran 2: Perjalanan</b></p>	2		4	6

<p>a) Meminta dan Memberi Arahan Perjalanan</p> <p><u>Tatabahasa :</u></p> <p>a) Kata Tanya dalam Perbualan</p> <p>b) Kata Arah</p> <p>c) Penanda Wacana untuk Memberikan Arahan Perjalanan</p> <p><b>Pelajaran 3 : Inap Desa</b></p> <p>a) Program Inap desa</p> <p>b)Memberi dan Meminta Maklumat Tentang Program Inap Desa</p> <p><u>Tatabahasa :</u></p> <p>a) kata Sifat</p> <p>b) Ayat Lazim dalam Perbualan Ringkas</p> <p><b>Penilaian Kursus</b></p> <p>c) Lisan, Pemahaman, Penulisan dan Tatabahasa</p> <p>b) Peperiksaan Akhir</p>	5		9	14
<p>Total student learning time (SLT)</p>	42		78	120
<p>Main references</p> <p>Additional references</p>	<p>Zarina Othman et Al. 2012. <i>Modul Komunikasi Bahasa Melayu Antarabangsa</i>. Penerbit Universiti Kebangsaan Malaysia. Bangi.</p> <p>Ab. Rahman Ab.Rashid dan Yap Kim Fat .2004. <i>Bahasa Kebangsaan</i> . Edisi Baru. Petaling Jaya : Longman Malaysia Sdn. Bhd.</p> <p>Abdul Sukur Shari .2003 . <i>Bahasa Melayu Komunikasi</i> . Bentong : PTS</p> <p>Adenan Ayob. 2009. <i>Bahasa Kebangsaan</i> . Kuala Lumpur : Oxford Fajar Sdn Bhd.</p> <p>Anwar Ridhwan. 2004. <i>Perbualan Bahasa Melayu Asas</i>. Kuala Lumpur. Dewan Bahasa dan Pustaka</p> <p>Asraf . 1990. <i>Petunjuk Bahasa Malaysia Baku KBSM</i> . Petaling Jaya : Sasbadi Sdn . Bhd</p>			
	<p>Awang Sariyan . 2004 . Tertib mengarang : Asas Retorik untuk Pelajar dan Pendidik. Kuala Lumpur: Dewan Bahasa dan Pustaka.</p> <p>Jeniri Amir. 2009. <i>Teknik Menulis Ucapan</i>. Kuala Lumpur : PTS Publication.</p> <p><i>Kamus Dewan</i> , Edisi keempat . 2007 . Kuala Lumpur : Dewan Bahasa dan Pustaka</p> <p>Lee Lai Foon &amp; Raja Masitah Raja Ariffin 2007 . <i>Petunjuk Bahasa</i>. Kuala Lumpur. Dewan</p>			



	<p>Bahasa dan Pustaka.</p> <p>Nik Safiah Karim , Farid M.Onn , Hashim Haji Musa dan Abdul Hamid Mahmood. 2004 . <u>Tatabahasa Dewan</u> , Edisi Baru . Kuala Lumpur :Dewan Bahasa dan Pustaka</p> <p>Samsudin Wahab. 2004 . <u>Panduan Mengurus Majlis dan Acara Rasmi</u>. Kuala Lumpur : Dewan Bahasa dan Pustaka.</p> <p>CD-ROM. 2006 . <u>Perbualan Asas Bahasa Melayu</u> , Kuala Lumpur. Dewan Bahasa dan Pustaka.</p>
Other additional information	Tiada

### MU1 2173 Malaysian Studies 3

Rationale for the inclusion of the subject in the programme/Objectives of this course :	<p>This course is to provide the students with :</p> <ul style="list-style-type: none"> <li>• A coherent perspective of the inter-relationship between history, society, culture, politics and economics in Malaysia</li> <li>• An understanding of the Constitutional dynamics between Malaysian society and the development of the nation</li> <li>• Appreciation of the citizenry's role in the process of nation building</li> <li>• Considerations of local concerns and contemporary issues faced by the nation</li> <li>• A cultivation of an awareness and sensitivity to the practices, customs and cultures of the various races.</li> <li>• An analysis of Malaysia's role and contributions in the international setting</li> </ul>							
Semester and year offered	All semester							
Credit value	3							
Prerequisite (if any)	None							
Subject learning outcomes and mapping to Eight (8) MQF learning outcomes domains								
Subject learning outcomes	Eight (8) MQF learning outcomes domains							
	Knowledge	Practical skills	Social skills and responsibilities	Values, attitudes and professionalism	Communication, leadership and team skills	Problem solving and scientific skills	Information management and lifelong learning skills	Managerial and entrepreneurial skills
<p>Upon completion of this course, the student should be able to:</p> <p>Explain the forces that shaped the independence and sovereignty of the nation.</p> <p>Elaborate on the major components of the nation's administrative system and machinery</p> <p>Define the role of the Federal Constitution</p> <p>Explain the major government policies and discuss each policy's contribution towards nation building.</p> <p>Discuss the socio-cultural, political and economic influences in the Malaysian society.</p> <p>Receive an informed response to the milieu in which they find themselves in Malaysia</p> <p>Analyse arena Malaysia's role and contributions in the international</p>	□		□					
Transferable skills	<ul style="list-style-type: none"> <li>• Academic research and writing skills</li> <li>• Problem solving skills</li> <li>• Public speaking skills</li> <li>• Communication skills</li> </ul>							

<ul style="list-style-type: none"> <li>Critical thinking skills</li> </ul>					
Synopsis					
<p>This is a 14-week course which aims at providing the students with an understanding of their role in the process of nation-building and at inculcating their patriotism to enable them to meet the challenges of developing Malaysia. Their role in the process of nation-building is highlighted as well as the challenges facing Malaysia locally and internationally.</p>					
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)					
Lectures, Group projects					
Assessment methods and types					
Final Examination		40%			
Coursework		60%			
i. Oral Presentation		30%			
ii. Written Assignment		30%			
Total		100%			
Content outline of the subject and learning time per topic					
Topic	Lecture	Tutorial	Practical	Self learning	Overall (hours)
<b>1. History of the Struggle for Independence</b> Traditional Malay Kingdoms: Traditional Malay ruling and socio-economic structures. Colonial Era: Motivating factors for Colonialism, Initial local reactions, Impact of Colonialism. Struggle for Independence	6	-	-	12	18
<b>2. National Administrative System and Structure</b> Main Components of the Governmental System: Conference of Rulers, The Executive Body, The Legislative Body, The Judiciary. Administrative Machinery: Cabinet System, Statutory Bodies, Commissions	6	-	-	12	18
<b>3. The Constitution and Political Processes</b> The Constitution of Malaysia: History of the Constitution, Cabinet Powers. Main Provisions of the Constitution: Federalism, Parliamentary Democracy, Constitutional Monarchy. Special Provisions of the Constitution: Malay Language and status of other languages, Special position of Malay Rulers, Special position of the Malays and Bumiputeras and rights of other ethnic groups, Fundamental Liberties/Rights, Islam as federal religion/status of other religions, Citizenship, Special provisions for Sabah and Sarawak. Parliamentary	10	-	-	20	30
Democracy and Elections: Elections Commission and running of elections, Participating in Elections. The Constitution of Malaysia: History of the Constitution, Cabinet Powers. Main Provisions of the Constitution: Federalism,					
<b>4. Nation Building</b> Multi-ethnic Society: Formation of multi-ethnic society, Impact on ethnic relations. National Unity and Integration: Basis of national unity and integration, Approach to integration in Malaysia, Challenges to nation building.	5	-	-	10	15
<b>5. Main Government Policies</b> Economic Development Policy: New Economic Policy, National Development Policy, National Vision Policy. Social Development Policy: National Education Policy, National	5	-	-	10	15

Culture Policy, National Women's Policy, National Family Policy, National Youth Policy, National Integrity Plan. Foreign Policy: Formulation of Foreign Policy, Regional Cooperation. Malaysian and International Organizations <u>Assessment</u>	8	-	-	16	24
<ul style="list-style-type: none"> <li>• Group project</li> <li>• Oral presentation of group project</li> <li>• Quizzes</li> </ul> One 1.5 hour examination					
Total student learning time (SLT)	40	-	-	80	120
Main references	Andaya. Barbara Watson and Leonard Y. (2001) <u>A History of Malaya</u> . New York: St. Martin's Press.				
	Asnarulkhadi Abu Samah & Jayum A. Jawan (1997). <u>Kenegaraan Malaysia</u> . Serdang: Penerbit Universiti Putra Malaysia.				
Additional references	Ahmad Ibrahim & Ahilemah Joned (1987). <u>Sistem Undang-undang Malaysia</u> . Kuala Lumpur: Dewan Bahasa dan Pustaka.				
	Francis Loh Kok Wah & Khoo Boo Teik (2002). <u>Democracy in Malaysia: Discourse and Practices</u> . London: Corazon.				
	Jayum A. Jawan (2002). <u>Politics and Government in Malaysia</u> . Shah Alam: Karisma Publications.				
	Jayum A. Jawan (1991). <u>The Ethnic Factor in Modern Politics</u> . Hull: Hull University Press.				
	Means. Gordon P. (1991). <u>Malaysian Politics: the Second Generation</u> . Singapore: Oxford University Press.				
	Mohamed Suffian Hashim (1984). <u>Mengenal Perlembagaan Malaysia</u> . Edisi Kedua. Kuala Lumpur: Dewan Bahasa dan Pustaka.				
	Moh. Hzim Shah, Jomo K.S. and Phua Kai Lit (2002). <u>New Perspectives in Malaysian Studies</u> . Bangi: PSSM.				
	Ryan. R.J. (1976). <u>The Making of Modern Malaysia and Singapore</u> . Kuala Lumpur: Oxford University Press.				
Other additional information	-				

## MU2 2713/ENG 2013 Communication Skills

Rationale for the inclusion of the subject in the programme	<p>This course teaches the student how to work towards achieving oral communication skills that can be effectively applied in his/her personal, academic and professional life by teaching the student:</p> <ul style="list-style-type: none"> <li>• the basic elements of oral communication and the various factors which determine successful communication</li> <li>• the importance of understanding differences in verbal and nonverbal communication styles between people of different background and culture</li> <li>• the differences between formal and informal communication settings and the need to adopt different communication styles for different settings, purposes and audience</li> <li>• how to give various types of presentations often required in a business setting.</li> </ul>								
Semester and year offered	Semester 2, Year 1								
Credit value	3								
Prerequisite (if any)	Nil								
Subject learning outcomes and mapping to programme learning outcomes (PO)									
Subject learning outcomes	Programme learning outcomes								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
<p>Upon conclusion of this subject, the student should be able to:</p> <p>Recognise the process of human communication and models and concepts in communication.</p> <p>Make appropriate and effective communication choices in a variety of academic, business and social contexts.</p> <p>Demonstrate effective communication skills in discussion, presentation and negotiation.</p> <p>Use technology to enhance communication.</p>	✓					✓	✓	✓	
<p>Transferable skills</p> <p>An ability to:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate opinions and arguments presented in text and oral forms</li> <li>• Form informed opinions and present them logically</li> <li>• Differentiate between unreliable sources and reliable ones which can be used to support arguments</li> <li>• Incorporate research findings in one's own research through effective use of paraphrasing, summarizing and quotation</li> <li>• Recognize the need to use language differently and practice different approaches when speaking to different types of audience</li> <li>• Use available technology to produce effective visual aids for presentations</li> <li>• Lead self and others in managing academic tasks individually and in groups to achieve a common goal.</li> </ul>									
<p>Synopsis</p> <p>This is an interactive course which combines classroom discussion and a variety of oral activities meant to give students opportunities to practise and master the basic concepts in communicating. Students are expected to be able to participate in classroom discussions which focus on various aspects of communication. In addition, students are expected to demonstrate their understanding of the issues discussed and the skills needed for effective communication through a variety of oral and written assignments.</p>									
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Lectures, tutorials, group activities, presentations</p>									

Assessment methods and types					
Final Examination					30%
Coursework					70%
• Written Assignment					15%
• Role- play					15%
• Informative Speech					15%
• Persuasive Speech					15%
• Visual Aids					5%
• Impromptu Speech					5%
Content outline of the subject and learning time per topic					
Topic	Lecture	Tutorial	Practical	Self learning	Overall (hours)
<u>Introduction</u> The importance of effective communication Types of communication at the work place Differences between spoken and written communication	2	2	-	4	8
<u>Communication Process</u> Communication cycle Barriers in communication Oral communication Intercultural communication Interpersonal communication Nonverbal communication Listening and assertiveness	2	4	-	10	16
<u>Organisational Structures and Communication</u> Communication hierarchies Different forms of communication Methods of communicating	1	2	-	8	11
<u>Active Listening</u> Role of active listening in communication Factors affecting effective listening Active listening techniques	2	2	-	6	10
<u>Negotiation</u> Strategies and approaches to negotiation Problem solving Characteristics of a good negotiator	2	4	-	8	14

<u>Conflict Resolution</u>	2	4	-	8	14
Types of conflict Responses to conflict – assertion, nonverbal messages, listening and empathy blockers					
<u>Use of Technology to Improve Communication</u>	1	2	-	8	11
Technology in the office Information services and the internet Using technology to improve clarity of oral presentation					
<u>Making Business Presentations</u>					
Types of oral presentations Graphic Aids Visual Aids Delivery					
<u>Introduction</u>	2	4	-	14	20
The importance of effective communication Types of communication at the work place Differences between spoken and written communication					
<u>Assessment</u>	-	5	-	20	25
<ul style="list-style-type: none"> <li>coursework components</li> <li>one 2 hour examination</li> </ul>					
Total student learning time (SLT)	14	29	-	86	129
Main references	Pearson, J., Nelson, P. Titsworth, S. and Harter, L. (2011) <i>Human Communication</i> . 4 <sup>th</sup> ed. New York: McGraw-Hill.				
Additional references	Adler, R. and Rodman, G. (2006) <i>Understanding Human Communication</i> . 9 <sup>th</sup> ed. New York: Oxford University Press. Adler, Ronald B. and Proctor, R. (2006). <i>Looking Out Looking In</i> . 12 <sup>th</sup> ed. Belmont, CA: Wadsworth Publishing. Beebe, S.A. and Beebe, S.J. (2008). <i>Public Speaking: An Audience-Centered Approach</i> . 7 <sup>th</sup> ed. Boston: Allyn & Bacon. Devito, J.A. (2007). <i>Essentials of Human Communication</i> . 6 <sup>th</sup> ed. Massachusetts: Pearson Allyn & Bacon. Guffey, M.E. (2007). <i>Business Communication: Process and Product</i> . 6 <sup>th</sup> ed. Cincinnati: South-Western College Publication. Locker, K.O. and Kaczmark, S.K. (2008) <i>Business Communication: Building Critical Skills</i> . 4 <sup>th</sup> ed. New York: McGraw Hill. Wood, J. T. (2007). <i>Interpersonal Communication</i> . California: Thomson Wadsworth.				
Other additional information	Nil				

### MU3 2414/BIS2205 Social & Professional Responsibilities

Rationale for the inclusion of the subject in the programme	To provide students a sound understanding of professional, ethical, legal, security, social issues, and responsibilities towards Malaysian social and employment for preparing their career.								
Semester and year offered	Semester 2, Year 1								
Credit value	4								
Prerequisite (if any)	Nil								
Subject learning outcomes and mapping to programme learning outcomes (PO)									
Subject learning outcomes	Programme learning outcomes								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
Upon conclusion of this subject, the student should be able to: Communicate technical information professionally to local audiences Contribute effectively in creating better teams Describe the various ways in which IT revolutionizes human interactions in a dynamic Malaysian society Discuss the ramifications of violating intellectual property rights and the legal consequences of compromised computing resources and services Identify how professionals should maintain their professional behaviours in the face of organizational expectations and constraints				✓	✓	✓		✓	
<b>Transferable skills</b> <ul style="list-style-type: none"> <li>An understanding of professional, ethical, legal, security, social issues and responsibilities</li> <li>An ability to analyze the local and global impact on individuals, organizations, and society</li> <li>Recognition of the need for, and an ability to, engage in continuing professional development</li> <li>An ability to communicate and function effectively in teams to accomplish a common goal</li> </ul>									
<b>Synopsis</b> In addition to technical skills, a professional must understand the social and professional context of modern and future technology, and adhere to ethical codes of conduct. Such skills are essential, particularly in the dynamic Malaysian society. This course covers the social, professional, ethical and legal aspects of technology within the Malaysian context. It stresses effective oral and written communication skills. It also identifies how teamwork in a multi-ethnic environment is integrated through technology and how technology supports an organisation, as well as the roles a professional plays in various aspects of technology.									
<b>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</b> Lectures, tutorials and seminars									
<b>Assessment methods and types</b> Final Examination 50%									
Coursework 50% <ul style="list-style-type: none"> <li>Project 20%</li> <li>Debates/discussions/seminars 20%</li> <li>Presentation 10%</li> </ul>									
Content outline of the subject and learning time per topic									



Topic	Lecture	Tutorial	Practical	Self learning	Overall (hours)
<u>Professional communications</u> Technical memos, System documentation, Technical requirements	4	2	-	6	12
<u>Teamwork Concepts</u> Collaboration, Group dynamics, Leadership styles, Personality types, Collaboration tools	6	4	-	8	18
<u>Social Context of Technology</u> Social informatics, Social impact of technology on society, Online communities & social implications, Diversity issues, Globalization issues, Economic issues, Accessibility and the "Digital Divide"	7	5	-	10	22
<u>Intellectual Property</u> Ownership of information, Plagiarism, Fair use, Copyrights, patents, trademarks and trade secrets, International differences: US perspective (Digital Millennium Copyright Act); EU perspective (European Union Copyright Directive). Asian / Malaysian perspective (Intellectual Property Corporation of Malaysia Act)	6	4	-	10	20
<u>Legal issues in information transfer</u> Hackers and crackers, Computer crime, Viruses, Malaysian cyberlaws: Communications & Multimedia Act; Digital Signature Act; Computer Crimes Act. Policies for system use and monitoring, Risks and liabilities of computer-based systems, Accountability, responsibility, liability	8	6	-	12	26
<u>Organizational Context</u> Elements of a typical technology environment, IT support for business processes, Organizational culture issues, Professionalism	5	3	-	9	17
<u>Professional and Ethical Responsibilities</u> Relationships with professional societies, Codes of professional conduct (e.g. IEEE, ACM, BCS, ACS, MNCC), Ethics and history of ethics, Ethical hacking, The Institutional Review Board (IRB) and its' role in organisations. IRBs have the dual functions of a Research Ethics Committee (REC) and a Biosafety Regulatory Committee (BRC). RECs determine the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. BRCs oversee a collection of practices and procedures specifically designed to create a safe laboratory environment and protect individuals working with hazardous materials	6	4	-	10	20
<u>Assessment</u>	-	5	-	20	25
<ul style="list-style-type: none"> <li>coursework components</li> <li>one 2 hour examination</li> </ul>					
Total student learning time (SLT)	42	33	-	85	160
Main references	de Palma, P., 2008. <i>Annual Editions: Computers in Society 08/0</i> . 13 <sup>th</sup> ed. McGraw-Hill / Dushkin ( <a href="http://www.mhcls.com/online">http://www.mhcls.com/online</a> ). Merges, R.P., Menell, P.S. & Lemley, M.A., 2012. <i>Intellectual Property in the New Technological Age</i> . 6 <sup>th</sup> edition Aspen Publishers. Noor, N. M., & Dzulkifli, M. A. (2012). <i>Psychology in Malaysia: Current research and future directions</i> . Malaysia: Pearson.				
Additional references	The Biosafety Act of Malaysia: Dispelling the Myths				

	<p><a href="http://www.nre.gov.my/Malay/Pusat-Media/Penerbitan/Dispelling%20the%20Myths.pdf">http://www.nre.gov.my/Malay/Pusat-Media/Penerbitan/Dispelling%20the%20Myths.pdf</a></p> <p>Baase, S., 2002. <i>A Gift of Fire: Social, Legal, and Ethical Issues for Computers and the Internet</i>. 2nd ed. Prentice Hall.</p> <p>Reber, P., 2012. <i>Computers in the workplace</i>. Facts On File</p> <p>John, G., &amp; Saks, M. A., 2008. <i>Organizational Behaviour: Understanding and Managing Life at Work</i>. Pearson Prentice Hall</p> <p>Dhillon, G., 2001. <i>Social Responsibility in the Information Age: Issues and Controversies</i>. IGI Global.</p> <p>Johnson, D.G., 2009. <i>Computer Ethics</i>. 4th ed. Prentice Hall</p> <p>Lessig, L., 2002. <i>CODE and other Laws of Cyberspace</i>. Basic Books.</p>
Other additional information	<p>Malaysian Cyberlaws and Intellectual Property Laws  <a href="http://www.msc.com.my/cyberlaws">http://www.msc.com.my/cyberlaws</a></p> <p>Digital Millennium Copyright Act <a href="http://www.copyright.gov/legislation/dmca.pdf">http://www.copyright.gov/legislation/dmca.pdf</a></p> <p>European Union Copyright Directive <a href="http://cyber.law.harvard.edu/media/eucd">http://cyber.law.harvard.edu/media/eucd</a>  <a href="http://ibc.um.edu.my/">http://ibc.um.edu.my/</a></p>

## **Year Two**

In year two students complete 43 credits, but only the 40 credits from the 10 core modules contribute towards the final award:

### **Core 4 Credit Modules**

PSY2044 Abnormal Psychology

PSY2074 Psychological Testing

PSY2094 Cross-Cultural Psychology

PSY2104 Biological Psychology

PSY2114 Developmental Psychology

PSY2124 Cognitive Psychology

PSY2134 Sensation and Perception

PSY2144 Social Psychology

PSY2154 Motivation and Emotion

RSM2044 Research Methods in Psychology

### **General Studies 3 Credit Module**

In order to graduate all students must also complete the 3 credit MPU (Mata Pelajaran Umum) general studies subject covering MU4: Inculcation of community/societal management skills which are practical in nature such as community service and co-curriculum:

MU4 2413 Community Service

## PSY2044 Abnormal Psychology

Rationale for the inclusion of the subject in the programme	This module covers the understanding of abnormal behaviour, its aetiology, development, interpretation, and final manifestation. It is research based, and provides students with an understanding of personality disorders, schizophrenia, anxiety disorders, etc and current approaches to treatment. The module also addresses the importance of professional issues such as cross-cultural factors, ethics and malpractice.								
Semester and year offered	Semester 2, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
q.	13. Identify the characteristics or symptoms and causes of several common disorders (i.e., major depressive disorder, obsessive-compulsive disorder, borderline personality disorder)	X							
r.	14. 15. Identify the viability of current forms of therapy for various disorders.		X						
s.	16. Critically evaluate the efficacy of treatment programmes using journal articles and previous research.			X					
Transferable skills Critical analysis of research methodology. Mental Health literacy. Professional ethics									
Synopsis The main objective of this subject is the understanding of abnormal behaviour, its aetiology, development, interpretation, and final manifestation. It is research based, and provides students with an understanding of the current approaches to treatment. Topics covered would include personality disorders, schizophrenia, anxiety disorders, introduction of the DSM-IV or/and ICD-10. This unit also examines the importance of professional issues such as cross-cultural factors, ethics and malpractice.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) This subject will offer students the opportunity to learn through different method-formal lectures, tutorial discussions, practical assignment, group project and independent reading. Lecturers are delivered with MS PowerPoint as visual aid to learn. Each lecture covers a major topic presented in slides form. In addition to the lecture slide students are encouraged to read recommended journals or other materials in order to discuss and probe deeper questions to have a further understanding on this subject. These recommended readings are part of the knowledge base on which students are assessed. Tutorials are designed to supplement lecturers, encouraging students to discuss relevant issues and helping them to strengthen their understanding of the contexts of lectures. They consist mostly of discussion topics and / or short exercise that students are expected to complete in class. During tutorials, the lecture would also be exposing the students to some common psychological assessments used for specific areas of diagnosis. Students are expected to participate in all activity and tutorial discussions									
Assessment methods and types Coursework a. Assignment: <u>Individual</u> Assignment: Annotated Coursework b. <u>Group Assignment</u> : Indigenous Mental Disorders in Exam c. <u>Final Examination</u> (60%)									

Bibliography on Abnormal Malaysia  
Behaviour Research in Malaysia  
(20%)

(20%)

Content outline of the subject and learning time per topic

Topic	Guided learning			Self learning	Overall (hours)
	Lecture	Tutorial	Practical		
Psychopathology: Introduction, integrated approaches, assessment and intervention	2.5	1.5		6.5	10.5
Research methods and professional practice issues	2.5	1.5		6.5	10.5
Anxiety Disorders	2.5	1.5		6.5	10.5
Mood Disorders and Suicide	2.5	1.5		6.5	10.5
Schizophrenia and Psychotic Disorders	2.5	1.5		6.5	10.5
Personality Disorders	2.5	1.5		6.5	10.5
Eating and Sleep Disorders	2.5	1.5		6.5	10.5
Cognitive and Developmental Disorders	2.5	1.5		6.5	10.5
Somatoform Disorders	2.5	1.5		6.5	10.5
Sexual and Gender Identity Disorders	2.5	1.5		6.5	10.5
Physical Disorders and Health Psychology	2.5	1.5		6.5	10.5
Substance-related Disorders	2.5	1.5		6.5	10.5
Impulse Control Disorders	2.5	1.5		6.5	10.5
Psychopathology treatments: multifunctional roles	2.5	1.5		6.5	10.5
Assessment					13
Total student learning time (SLT)	35	21		91	<b>160</b>
Main references	David H. Barlow and V. Mark Durand. (2014). An integrative approach: <i>Abnormal psychology</i> (7 <sup>th</sup> ed). Canada: Wadsworth.				
Additional references					
Other additional information					

## PSY2074 Psychological Testing

Rationale for the inclusion of the subject in the programme	This module teaches the principles of psychological testing and measurement with an emphasis on psychometric theories and principles, fundamental psychometric concepts and how assessment techniques are commonly used in a variety of settings.								
Semester and year offered	Semester 2, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
t.	Demonstrate knowledge of the theoretical concepts in psychometrics	✓							
u.	Apply knowledge of the concepts of psychometrics in examining the measurement procedures used in the main branches of applied psychology	✓		✓			✓		
v.	Have basic skills in administering, scoring, and interpreting assessment techniques			✓					
Transferable skills									
<p>Synopsis</p> <p>The goal of this subject is to teach the principles of psychological tests and measurement with an emphasis on psychometric theories and principles. This is an introductory subject that begins with a review of fundamental psychometric concepts and principles. The subject provides a comprehensive coverage of the full array of assessment techniques commonly used in modern psychological settings.</p>									
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Lectures &amp; practicals</p>									
<p>Assessment methods and types</p> <p>Examination 60%</p> <p>Coursework 40%</p>									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
Introduction to subject	2			4	6				
Basic mathematics (review)	2			4	6				
Meaning of test scores	2			4	6				
Reliability	2			6	8				
Validity	2			6	8				
Item Development	2			4	6				
Item analysis	2			4	6				
Achievement testing	2			4	6				
Assessment of intelligence	3			6	9				
Assessment of personality	3			6	9				
Behavioural assessment	2			4	6				
Personal selection & career assessment	2			4	6				
Neuropsychological assessment	2			4	6				
Assessment of maximum performance			8	16	24				
Assessment of typical response			8	16	24				
Assessment				24	24				
Total student learning time (SLT)	28		16	116	160				
Main references	Miller, L. A. & Lovler, R. L. (2016). <i>Foundations of Psychological Testing</i> (5 <sup>th</sup> ed.). New York, NY: Sage Publishing Inc.								

Additional references	<p>Coaley, K. (2014). <i>An Introduction to Psychological Assessment and Psychometrics</i>. New York, NY: Sage Publishing Inc</p> <p>Cohen, R. J., &amp; Swerdlik, M. E. (2010). <i>Psychological testing and assessment: An introduction to tests and measurement</i> (7th ed.). New York, NY: McGraw-Hill.</p> <p>Eyde, L. D., Robertson, G. J., &amp; Krug, S. E. (2010). <i>Responsible test use: Case studies for assessing human behavior</i> (2nd ed.). Washington, DC: American Psychological Association.</p> <p>Gregory, R. J. (2015). <i>Psychological testing: History, principles, and applications</i> (7th ed.). Upper Saddle River, NJ: Pearson.</p> <p>Kaplan, R. M., &amp; Saccuzzo, D. P. (2009). <i>Psychological testing: Principles, applications, and issues</i> (7th ed.). Belmont CA: Wadsworth.</p> <p>Kline, P. (1999). <i>The Handbook of Psychological Testing</i> (2<sup>nd</sup> ed.). London: Routledge.</p> <p>Phelps R. P. (Ed.). (2009). <i>Correcting fallacies about educational and psychological testing</i>. Washington, DC: American Psychological Association.</p> <p>Reynolds, C. R. &amp; Livingston, R. B. (2012). <i>Mastering modern psychological testing: Theory &amp; methods</i>. Upper Saddle River, NJ: Pearson.</p> <p>Rust, J. &amp; Golombok, S. (2008) <i>Modern Psychometrics: The Science of Psychological Assessment</i> (3<sup>rd</sup> ed.). London: Routledge.</p>
Other additional information	

## PSY2094 Cross-Cultural Psychology

Rationale for the inclusion of the subject in the programme	This module provides an overview of the relationships between cultural variables and human behaviour by examining how cultural factors (e.g., parenting styles, language, and gender roles) condition the ways people think, feel and behave.								
Semester and year offered	Semester 2, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
w.	Evaluate the various psychological theories/paradigms that describe cultural differences.	√	√						
x.	Analyse the role of physical, psychological and environmental factors in explaining culture.	√			√				
y.	Compare and contrast the ways in which different culture influences human behaviour.	√			√				
z.	Design cross-cultural research in Psychology related topics.	√					√		
Transferable skills									
<ul style="list-style-type: none"> <li>• Group work</li> <li>• Public speaking</li> <li>• Problem solving</li> <li>• Effective communication</li> <li>• Independent learning</li> </ul>									
Synopsis									
<p>This subject provides an overview of the relationship between cultural variables and human behaviour. This subject examines how cultural aspect surrounding an individual (e.g., parenting styles, language, and gender roles) conditioned the way they think, feels, and behave. A comparison of the different beliefs, values and practices between Malaysia and other cultures will be examined in some detail.</p> <p>An important aspect of studying undergraduate psychology involves understanding the relationship between cultural variables and human behaviour. This subject prepares the students to:</p> <ul style="list-style-type: none"> <li>• Evaluate the various psychological theories/paradigms that describe cultural differences.</li> <li>• Analyse the role of physical, psychological and environmental factors in explaining culture.</li> <li>• Compare and contrast the ways in which different culture influences human behaviour.</li> <li>• Design cross-cultural research in Psychology related topics.</li> </ul>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									
Lectures, tutorials, discussions									
Assessment methods and types									
Final Examination		60%							
Coursework		40%							
Group presentation		20%							
Literature review report		20%							
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
<u>Introduction to Culture &amp; Psychology</u>		2	2	-	7	11			
<ul style="list-style-type: none"> <li>• Cross-cultural research</li> <li>• Definition of culture</li> <li>• Contents of culture</li> <li>• Universal and culture specifics</li> </ul>									
<u>Cross-cultural Research Methods</u>		2	2	-	7	11			



• Types					
• Designing cross-cultural comparative research					
• Bias & Equivalence					
<u>Enculturation</u>	2	2	-	7	11
• Socialization & enculturation					
• Parenting					
• Peer influence					
• Math achievement					
<u>Culture and Developmental Processes</u>	2	2	-	7	11
• Temperament					
• Attachment					
• Moral reasoning					
<u>Culture and Basic Psychological Processes</u>	2	2	-	7	11
• Culture, attention, sensation, and perception					
• Culture and Thinking					
• Culture and Consciousness					
• Culture and Intelligence					
<u>Culture and Gender</u>	2	2	-	9	13
• Definition of terms					
• Gender differences					
• Gender stereotypes					
• Gender role ideology					
• Future research					
<u>Review</u>	2	2	-	9	13
<u>Culture and Health</u>	2	2	-	7	11
• Definition of health					
• Indicators of health					
• Influences on physical health and diseases					
• Healthcare					
• Proposed model					
<u>Culture and Emotion</u>	2	2	-	7	11
• Culture and emotion expression					
• Culture and emotion perception					
• Culture and the experience of emotion					
• Antecedents of emotion					
• Emotion appraisal					
<u>Culture, Language &amp; Communication</u>	2	2	-	7	11
• Structure of language.					
• Language differences across cultures.					
• Culture, language, and cognition.					
• Bilingualism and culture.					
• Components of communication.					
• Role of culture in the communication process.					
• Intracultural vs. intercultural communication.					
• Improving intercultural communication.					
<u>Ethnocentrism, Prejudice &amp; stereotypes</u>	2	2	-	7	11
• Ethnocentrism and intergroup attitudes					
• Stereotypes					
• Prejudice, discrimination and “isms”					
Review	2	2	-	6	10
Review	2	2	-	8.5	12.5
Review	2	2	-	7.5	11.5

Assessment					3
Total student learning time (SLT)	28	28	-	105	161
Main references	Matsumoto, D., & Juang, L. (2016) <i>Culture and Psychology</i> (6 <sup>th</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning.				
Additional references	Hofstede, G.H. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations</i> (2 <sup>nd</sup> ed.). Thousand Oaks, CA: Sage.				
	Swami, V., Frederick, D.A., Aavik, T., Alcalay, L., Allik, J., Anderson, D., ... Zivcic-Becirevic, I. (2010). The attractive female body weight and female body dissatisfaction in 26 countries across 10 world regions: Results of the international body project I. <i>Personality and Social Psychological Bulletin</i> , 36(3), 309 – 325.				
Other additional information					

## PSY2104 Biological Psychology

Rationale for the inclusion of the subject in the programme	This module introduces students to human brain-behaviour relationships at a fundamental level by examining the inter-connections between the neural structure, anatomical relationship and the chemical basis of all human behaviour.							
Semester and year offered	Semester 2, Year 2							
Credit value	4							
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II							
Subject learning outcomes and mapping to programme learning outcomes (PLO)								
	Programme learning outcomes							
Upon completion, students should be able to:	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
17. Explain neuroanatomy and neurophysiology of the human brain and how it contributes to behaviour and its dysfunction.	✓							
18. Apply theories and principles from neuropsychology to design and run an experiment			✓	✓		✓		
19. Explain differing theoretical perspectives on neurological and cognitive functioning		✓						
20. Describe the basic anatomy of the brain and their associated functioning, especially where the cognitive, perceptual, behavioural and emotional functions are concerned.	✓							
Transferable skills								
<ol style="list-style-type: none"> <li>1. Designing and running a neuropsychological experiment.</li> <li>2. Application of knowledge and theory to real world neuropsychological cases and studies.</li> <li>3. Ability to think critically and synthesize ideas and concepts</li> <li>4. Communicate clearly both orally and in writing</li> </ol>								
Synopsis								
<p>Biological Psychology will introduce students to understanding human brain-behaviour relationships at a deeper level than in 1<sup>st</sup> year. This subject will cover the inter-connections between the neural structure, anatomical relationship and chemical basis of all human behaviour. Students will gain understanding of principles of brain organization and the relationship between brain structure and function.</p> <p>Due to recent advancement in non-invasive tools for investigation such as functional neuroimaging and electrophysiology, it is now possible to study healthy individuals or animals while they are performing various tasks. This subject will familiarise students with the findings from this research and the implications of these findings for our expanding understanding of brain-behaviour relationships.</p>								
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)								
Lectures, Tutorials and Case Studies.								
Assessment methods and types								
End of Examination	60%							
Coursework	40%							
• Research Report	30%							
• Case Study	10%							
Content outline of the subject and learning time per topic								

Topic	Guided learning	Self learning	Overall (hours)
<b>Introduction to Biological Psychology</b>	6	8	14
<b>A history of neuroscience and brain evolution</b> <ul style="list-style-type: none"> <li>Theories of brain function from ancient Egypt to the 21<sup>st</sup> century</li> <li>Comparative studies of the brains of mammals and other vertebrates from the fossil record to the present day</li> </ul>	3	8	11
<b>Neuroanatomy</b> <ul style="list-style-type: none"> <li>An in-depth look at the neuroanatomy of some the most relevant brain structures commonly investigated in behavioural neuroscience</li> </ul>	6	10	16
<b>Principal properties of neuronal function</b> <ul style="list-style-type: none"> <li>Neurons and glial cells in the nervous system</li> <li>The relationship between genes and behaviour</li> <li>The action potential</li> </ul>	6	10	16
<b>Neurotransmission</b> <ul style="list-style-type: none"> <li>Principles of neurotransmission</li> <li>Different classes of neurotransmitters</li> <li>Neuroplasticity</li> </ul>	3	8	11
<b>Research techniques in biological psychology</b> <ul style="list-style-type: none"> <li>Experimental methods in research (electrophysiology, lesion approaches, optogenetics, neurochemical methods)</li> </ul>	3	8	11
<b>Drugs and hormonal influence on behaviour</b> <ul style="list-style-type: none"> <li>Principles of psychopharmacology</li> <li>Different classes of drugs</li> <li>Hormones and stress</li> </ul>	3	8	11
<b>Current perspectives on learning</b> <ul style="list-style-type: none"> <li>Operant and classical conditioning and their neuronal substrates</li> </ul>	3	8	11
<b>Current perspectives on memory</b> <ul style="list-style-type: none"> <li>The neurobiological substrates of memory</li> </ul>	3	10	13
<b>Current perspectives on decision making</b> <ul style="list-style-type: none"> <li>The role of the frontal cortex in reward-guided learning and decision making</li> </ul>	3	8	11
<b>Current perspectives on intelligence &amp; mood disorders</b> <ul style="list-style-type: none"> <li>The neurobiology of intelligence</li> </ul>	3	8	11
Continuous and Coursework Assessment	8	16	24
Total student learning time (SLT)	50	110	160
Main references	Kalat, J. W. (2016). Biological psychology (12 <sup>th</sup> ed.). Cengage		
Additional references	Carlson, N. R. (2014). Physiology of behavior (11 <sup>th</sup> ed.). Pearson Freberg, L. A. (2016). Discovering behavioural neuroscience: An introduction to biological psychology (3 <sup>rd</sup> ed.). Cengage. Kolb, B. & Whishaw, I. Q. (2013). An introduction to brain and behavior (4 <sup>th</sup> ed.). Worth Publishers. Pinel J. P. J. (2015). Introduction to biopsychology (9 <sup>th</sup> ed.). Pearson.		
Other additional information			

## PSY2114 Developmental Psychology

Rationale for the inclusion of the subject in the programme	This module covers the different life stages that humans typically go through and the changes that occur from infancy to adulthood in areas such as cognitive processes and emotional development.								
Semester and year offered	Semester 1, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
aa.	Describe psychological principles and theories to explain human development	√							
bb.	Discuss current developmental issues	√			√				
cc.	Interpret a developmental assessment tool to document an individual's development			√			√		
Transferable skills Independent Learning, Assessment Skills, Writing Skills									
Synopsis This subject will focus on the different stages that humans go through in their development. It also examines how some of these processes change beginning from infancy to adulthood. This subject examines aspects of normal human development such as changes of cognitive processes and emotional development.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Lecture and tutorial									
Assessment methods and types Course Work and Final Exam									
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
1. Introduction to Lifespan Development		2	1		6	9			
2. Prenatal Development and Birth		2	1		6	9			
3. Infant Development		2	1		6	9			
4. Early Childhood Development		2	1		6	9			
5. Middle Childhood Development		2	1		6	9			
6. Adolescence Development 1 (Cognitive)		2	1		6	9			
7. Adolescence Development 2 (Socioemotional)		2	1		6	9			
8. Early Adulthood Development		6	3		18	27			
9. Middle Adulthood Development									
10. Late Adulthood Development									
11. Review									
Assessment							3		
Total student learning time (SLT)		26	13		78	120			
Main references	Papalia, D.E., Olds, S.W. & Feldman, R.D. (2014). <i>Human Development</i> (13 <sup>th</sup> ed.). New York: McGraw-Hill.								
Additional references	Boyd, D., & Bee, H. (2014). <i>Lifespan Development</i> (6 <sup>th</sup> ed.). New York: Pearson, Prentice Hall. Santrock, J.W. (2008). <i>Lifespan Development</i> (7 <sup>th</sup> ed.). New York: McGraw-Hill.								

	Smith, P.K, Cowie, H. & Blades, M. (2015) <i>Understanding Children's Development</i> (6 <sup>th</sup> ed.). UK: John Wiley.
Other additional information	

## PSY2124 Cognitive Psychology

Rationale for the inclusion of the subject in the programme	This module focuses on how humans acquire, process, and represent information, by examining theories, concepts, and empirical findings related to topics such as attention; contemporary models of memory; thinking and reasoning; and decision making.											
Semester and year offered	Semester 1, Year 2											
Credit value	4											
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II											
Subject learning outcomes and mapping to programme learning outcomes (PLO)												
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of fundamental principles in Psychology.</li> <li>2. Evaluate strengths and limitations of psychological principles.</li> <li>3. Apply basic psychological assessment skills to different aspects of human behaviour.</li> <li>4. Investigate individual and societal issues scientifically using psychological knowledge and research methodology.</li> <li>5. Apply humane and ethical principles in dealing with living beings.</li> <li>6. Communicate effectively and convey psychological information, ideas, problems and solution to experts and non-experts.</li> <li>7. Pursue life-long learning in psychology-related fields.</li> <li>8. Deliver and manage projects effectively and responsibly within a diverse team.</li> </ol>												
Upon completion, students should be able to:					Programme learning outcomes							
					PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
dd.	Understand the basic knowledge and concepts used in the field of cognitive psychology.				√							
ee.	Distinguish and differentiate the issues surrounding cognitive theories					√						
ff.	Design simple cognitive experiment for studying the mind.						√					
Transferable skills												
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Demonstrate evidence-based decision making</li> <li>• Ability to perform effective literature research</li> </ul>												
Synopsis												
This subject will focus on how humans acquire, process, and represent information. In the area of cognition, lectures focus on theories, concepts, and empirical findings related to topics such as attention; contemporary models of memory; thinking and reasoning; and decision making. In the lectures, attention would be paid to how this sensory ability is measured, and their limitations.												
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)												
<ul style="list-style-type: none"> <li>• Lectures (power point)</li> <li>• Tutorials/Discussion seminars</li> <li>• Independent reading of the course text and journal articles</li> <li>• Conduct simple experimental studies to measure cognitive processes</li> <li>• Video clips / animations in related cognitive concepts</li> </ul>												
Assessment methods and types												
Final Examination 60%												
Experimental research 10%												
Group presentation 10%												
Individual research paper 20%												
Content outline of the subject and learning time per topic												
Topic	Guided learning			Self learning	Overall (hours)							
	Lecture	Tutorial	Practical									
1. Introduction on cognitive psychology	3		1	9	13							

2. Attention	3		1	9	13
3. Visual attention	3		1	9	13
4. Introduction to memory	3		1	9	13
5. Structure of long term memory	3		1	9	13
6. Review of topics and exercise	2	1		6.5	9.5
7. Encoding and retrieval	3		1	11	15
8. Knowledge	3		1	11	15
9. Language	3		1	11	15
10. Problem solving	3		1	9	13
11. Reasoning	3		1	9	13
12. Review of topics and exercise	2	1		6.5	9.5
13. Decision making	3		1	9	13
14. Final review of topics	2	1		6.5	9.5
<b>Assessment</b>					
Total student learning time (SLT)				122.5	178.5
Main references	Goldstein, E.B. (2014). Cognitive Psychology (4 <sup>th</sup> ed.). Belmont, CA: Thomson Higher Education.				
Additional references	Eysenck, M & Keane, M.T. (2015). Cognitive psychology: A student's handbook, (7 <sup>th</sup> ed.). Hove, UK: Psychology Press. Solso R.L., Maclin M.K. & Maclin O.H. (2014). Cognitive Psychology (8 <sup>th</sup> Edition). Boston: Pearson. Sternberg R.J. (2006). Cognitive psychology. (4 <sup>th</sup> Edition). Belmont: Thomson/Wadsworth.				
Other additional information					



## PSY2134 Sensation and Perception

Rationale for the inclusion of the subject in the programme	This module explores how we sense the world and how the body interprets these senses. The topics covered include the visual and auditory system processes involved in attention, motion, sound, speech, and localisation. The course also covers perceptual development and the development of perception during infancy.											
Semester and year offered	Semester 1, Year 2											
Credit value	4											
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II											
Subject learning outcomes and mapping to programme learning outcomes (PLO)												
9. Demonstrate knowledge and understanding of fundamental principles in Psychology.												
10. Evaluate strengths and limitations of psychological principles.												
11. Apply basic psychological assessment skills to different aspects of human behaviour.												
12. Investigate individual and societal issues scientifically using psychological knowledge and research methodology.												
13. Apply humane and ethical principles in dealing with living beings.												
14. Communicate effectively and convey psychological information, ideas, problems and solution to experts and non-experts.												
15. Pursue life-long learning in psychology-related fields.												
16. Deliver and manage projects effectively and responsibly within a diverse team.												
Upon completion, students should be able to:					Programme learning outcomes							
					PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
gg.	Describe, explain and differentiate the perceptual processes from basic lower sensory processing to higher order perceptual processing.				√					√		
hh.	Identify and apply the appropriate techniques and measurements for studying human perceptual processing.						√		√			
ii.	Analyse and relate the link between sensation and perception, and explain why certain perceptual processes occur.				√					√		
jj.	Interpret the experimental findings of the studies of perception and explain their important applications in psychology related fields.				√	√				√		
Transferable skills												
Critical Thinking and Problem Solving Skills, Communication Skills, Social Skills, Teamwork and Responsibilities												
Synopsis												
This course will focus on how we sense the world and how the body interprets these senses. The topics covered include perception that involves visual system such as object and scenes, attention, motion, action, and colour. In terms of auditory system, the perceptual process would include sound and speech, and auditory localisation. More over, this course will also cover perceptual development, which provides an overview of the development of perception during infancy.												
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)												
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Tutorials/Discussion seminars</li> <li>• Independent reading of the course text and journal articles</li> <li>• Conduct simple experimental studies</li> <li>• Exposure to experimental tasks to measure perception</li> <li>• Video clips / animations of basic physiological basis of sensation and perception</li> </ul>												

Assessment methods and types					
Final Examination 60%					
Quiz 15%					
Group assignment 25%					
Content outline of the subject and learning time per topic					
Topic	Guided learning			Self learning	Overall (hours)
	Lecture	Tutorial	Practical		
Week 1	2.5	1		8.5	12
<b>Introduction to Perception</b>					
• The Perceptual Process					
• Measuring Perception	2.5	1		8.5	12
• Physiology of Perception					
Week 2					
<b>Introduction to Vision</b>					
• Visual System					
• The Visual Cortex and Beyond					
Week 3	2.5	1		8.5	12
<b>Perceiving Objects &amp; Scenes</b>					
• Why Is It Difficult to Design a Perceiving Machine?					
• The Gestalt Approach to Object Perception					
• Recognition-By-Components Theory					
• Perceiving Scenes and Objects in Scenes					
• The Physiology of Object and Scene Perception					
Week 4	2.5	1		8.5	12
<b>Visual Attention</b>					
• Attention & Perceiving the Environment					
• How Does Attention Affect Our Ability to Perceive?					
• Does Attention Enhance Perception?					
• Attention & Experiencing A Coherent World	2.5	1		8.5	12
• The Physiology of Attention					
Week 5					
<b>Perception &amp; Action</b>					
• The Ecological Approach to Perception	2.5	1		8.5	12
• Navigating Through the Environment					
• Acting on Objects: Reaching & Grasping					
• Observing Other People's Actions					
Week 6					
<b>Perceiving Motion</b>					
• Function of Motion Perception	0	1		1	2
• Studying Motion Perception	2.5	1		8.5	12
• Motion Perception: Information in the Environment					
• Neural Firing to Motion Across the retina					
• The Corollary Discharge					
• Perceiving Biological Motion					

Week 7 <b>Review Week</b>	2.5	1		8.5	12
Week 8 <b>Colour Perception</b>					
<ul style="list-style-type: none"> <li>• Introduction to Colour Trichromatic Theory of Colour Vision</li> <li>• Colour Deficiency</li> <li>• Opponent-Process Theory of Colour Vision</li> <li>• Colour in the Cortex</li> <li>• Perceiving Colours Under Changing Illumination</li> <li>• Lightness Constancy</li> </ul>	2.5	1		8.5	12
Week 9 <b>Perception Depth &amp; Size</b>	2.5	1		8.5	12
<ul style="list-style-type: none"> <li>• Oculomotor Cues</li> <li>• Monocular Cues</li> <li>• Binocular Depth Information</li> <li>• The Physiology of Depth Perception</li> <li>• Perceiving Size</li> <li>• Visual Illusions</li> </ul>	2.5	1		8.5	12
Week 10 <b>Pitch Perception</b>					
<ul style="list-style-type: none"> <li>• The Auditory System</li> <li>• Perceiving Sound</li> <li>• Central Auditory Processing</li> <li>• Pitch and the Brain</li> </ul>	0	1		1	2
<ul style="list-style-type: none"> <li>• Physiology of Auditory Localisation</li> <li>• Perceptually Organising Sounds in the Environment</li> <li>• Hearing Inside Rooms</li> </ul>	0	1		1	2
Week 11 <b>Speech Perception</b>					
<ul style="list-style-type: none"> <li>• The Speech Stimulus</li> <li>• The Variable Between Phonemes and the Acoustic Signal</li> <li>• Information for Phoneme Perception</li> <li>• Information for Spoken Word Perception</li> <li>• Speech Perception and the Brain</li> </ul>					
Week 12 <b>Perceptual Development</b>					
<ul style="list-style-type: none"> <li>• Basic Visual Capacities</li> <li>• Perceiving Faces</li> <li>• Perceiving Object Acuity</li> <li>• Hearing</li> <li>• Perceiving Speech</li> <li>• Intermodal Perception</li> </ul>					

Week 13 <b>Preparation for Exam</b>					
Week 14 <b>Revision</b>					
Assessment	4	-		18	22
Total student learning time (SLT)	31.5	14		114.5	160
Main references Additional references	Goldstein, E. B. (2013). <i>Sensation and Perception</i> (9 <sup>th</sup> ed.). Belmont, CA: Wadsworth. Foley, H. J., & Matlin, M. W. (2009). <i>Sensation and Perception</i> (5 <sup>th</sup> ed.). Upper Sadler River, NJ: Pearson Education. Mather, G. (2016). <i>Foundations of sensation and perception</i> (3 <sup>rd</sup> ed.). New York, NY: Psychology Press.				
Other additional information					

## PSY2144 Social Psychology

Rationale for the inclusion of the subject in the programme	This module deals with how individuals affect and are affected by their social environment. Topics covered include attitudes, group dynamics, relationship issues and prejudice.								
Semester and year offered	Semester 1, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
kk.	Explain the basic principles of various theories and concepts in social psychology.	☐							
ll.	Evaluate the strengths and limitations of these theories and concepts.	☐	☐						
mm.	Apply social psychology theories in different social situations.	☐		☐					☐
nn.	Design a basic social psychology experiment.	☐		☐			☐		☐
Transferable skills									
<ul style="list-style-type: none"> <li>Confidence building</li> <li>Group work</li> <li>Problem solving</li> <li>Independent learning</li> </ul>									
Synopsis									
<p>This course will focus on how individuals affect and are affected by their social environment. Topics covered will include attitudes, group dynamics, relationship issues and prejudice. Tutorials will include projects that require students to research social situations in greater depth.</p> <p>An important aspect of studying undergraduate psychology involves being able to understand how individuals affect and are affected by their social environment. This subject prepares the student to:</p> <ul style="list-style-type: none"> <li>Explain the basic theories and concepts in social psychology</li> <li>Develop an understanding of social behaviour and social perceptions</li> <li>Describe various methods of research in social psychology</li> </ul>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									
Lectures and tutorials									
Assessment methods and types									
Final Examination		60%							
Assignments		40%							
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
<u>Social Cognition</u>	2.5	1.5		7	11				
Schemas and errors in social cognition									
<u>Social Perception</u>	2.5	1.5		7	11				
First impressions, Accuracy of direct judgments									
<u>Attribution</u>	2.5	1.5		7	11				
Internal and external causes, Theories of Attribution, Errors and biases in attribution, Impression formation									
<u>Review</u>	2.5			9.5	12				
<u>Attitudes</u>	2.5	1.5		7	11				
Defining attitudes, Attitude formation, Attitudes and behaviour									
<u>Persuasion</u>	2.5	1.5		7	11				
Communication model of persuasion, Dissonance Theory, Cognitive responses and attitude change									

<u>Group Behaviour</u>	2.5	1.5		7	11
Defining groups, Groups at work, Competition and cooperation in groups	2.5			9.5	12
<u>Review</u>					
<u>Self</u>					
Understanding the Self, self-presentation, Self as target of prejudice	2.5	1.5		7	11
<u>Prejudice</u>					
Defining prejudice, Stereotypes, Social causes of prejudice, Reducing prejudice	2.5	1.5		7	11
<u>Aggression</u>					
Defining aggression, Theories of aggression, Factors influencing aggression, Reducing aggression	2.5	1.5		7	11
<u>Liking, Loving and Close Relationship</u>	2.5	1.5		7	11
The beginnings of attraction, Theories of Attraction, Love, Life cycle of close relationships	2.5	1.5		7	11
<u>Prosocial Behaviour</u>					
Responding to an emergency, The basic motivation for engaging in prosocial behaviour	2.5			9.5	12
<u>Review</u>					
Assessment	3	-	-	-	3
Total student learning time (SLT)	38	-	-	-	160
Main references	Baron, R. A. & Branscombe, N. R. (2016). <i>Social Psychology</i> . (14 <sup>th</sup> ed.) New Jersey: Pearson				
Additional references	Aronson, E., Wilson, T.D., & Akert, R. M. (2015). <i>Social Psychology</i> (9 <sup>th</sup> ed.). New Jersey: Pearson Education, Inc.				
Other additional information					

## PSY2154 Motivation and Emotion

Rationale for the inclusion of the subject in the programme	This module examines various theories of motivation and emotion, including needs theory, expectancy theory, goal setting theory and reinforcement theory. In addition, the module also considers how emotions are formed and what affects emotions.								
Semester and year offered	Semester 2, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
oo.	Compare physiological, cognitive and emotional aspects in influencing an individual's motivation.	√	√		√				
pp.	Critically assess the efficacy of relevant theories related to motivation and emotion based on their strength and weakness.	√	√						
qq.	Relate the theories of motivation and emotion to real-life settings such as studying, eating and goal planning.	√			√			√	
Transferable skills Team Work Skills, Presentation Skills, Research Skills, Research Report Writing Skills.									
Synopsis This course will examine the various theories of motivation and emotion. The perspective taken include: needs theory, expectancy theory, goal setting theory and reinforcement theory. In addition, the subject also examines how emotions are formed and what affects emotions.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Lectures, Tutorials									
Assessment methods and types 60% Exam 40% Assignment (Paper Write Up and Presentation)									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
1. Introduction	3	1		9.5	13.5				
2. External Events : Extrinsic and Intrinsic Motivations	3	1		9.5	13.5				
3. Physiological Needs	3	1		9.5	13.5				
4. Organismic Psychological Needs	3	1		9.5	13.5				
5. Social Needs	3	1		6.5	10.5				
6. Goal Setting and Goal Striving	3	1		6.5	10.5				
7. Personal Control Belief	3	1		6.5	10.5				
8. The Self and Its Striving	3	1		6.5	10.5				
9. Project Presentation	3	1		6.5	10.5				
10. Nature of Emotion									
11. Aspects of Emotion									
12. Personality Characteristics									

13. Review Week					
14. Review Week					
Assessment					
Total student learning time (SLT)				113	172
Main references	Reeve, J.M. (2014) <i>Understanding Motivation and Emotion</i> (6 <sup>th</sup> ed.). New York: John Wiley.				
Additional references	Corker, K.S., & Donnellan, M.B. (2011). Setting lower limits high: The role of boundary goals in achievement motivation. <i>Journal of Educational Psychology</i> , 104(1), 138–149. doi: 10.1037/a0026228. Forbes, D.L. (2011). Toward a unified model of human motivation. <i>Review of General Psychology</i> , 15(2), 85-98. doi: 10.1037/a0023483. Gregory, J.B., Beck, .J.W., & Carr, A.E. (2011). Goals, feedback, and self-regulation: Control theory as a natural framework for executive coaching. <i>Consulting Psychology Journal: Practice and Research</i> , 63(1), 26-38. doi: 10.1037/a0023398. Harmon-Jones, E., Harmon-Jones, E., Amodio, D.M., & Gable, P.A. (2011). Attitudes toward emotions. <i>Journal of Personality and Social Psychology</i> , 101(6), 1332–1350. doi: 10.1037/a0024951.				
Other additional information					



## RSM2044 Research Methods in Psychology

Rationale for the inclusion of the subject in the programme	The course explains various experimental and non-experimental research designs to address differing research questions. In relation to these designs, the selection of appropriate univariate and basic multivariate statistics is considered and then techniques to interpret data using SPSS are explored.								
Semester and year offered	Semester 1, Year 2								
Credit value	4								
Prerequisite (if any)	PSY 1114 Intro to Psych I & PSY 1124 Intro to Psych II								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
a.	Evaluate the different types of experimental design and other methodology to answer differing research question.	✓			✓				
b.	Design experiments and plan for the kinds of statistical analysis to be used.	✓							
c.	Apply univariate and multivariate analysis appropriately to answer research questions	✓			✓				
d.	Interpret the statistical results in a manner that provides answers to research questions.	✓					✓		
Transferable skills									
<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Confidence building</li> <li>• Group work</li> <li>• Independent learning</li> </ul>									
Synopsis									
The course focuses on various experimental and non-experimental research designs to address differing research questions. In relation to these designs, appropriate univariate and basic multivariate statistics are used to analyse and interpret data using SPSS.									
An important aspect of studying undergraduate psychology involves being able to investigate and develop solutions answers to psychological issues by systematic research design, identifying appropriate methods of data collection, and analyse quantitative data. This subject prepares the student to:									
<ul style="list-style-type: none"> <li>• design studies to answer research questions</li> <li>• identify appropriate univariate and basic multivariate statistics to answer research questions</li> <li>• use the SPSS programme to analyse data</li> <li>• present research findings in a systematic manner</li> </ul>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									
Lecture & Practical									
Assessment methods and types									
		Examination							60%
		Coursework							40%
		Practical Report 1	10%						
		Practical Report 2	10%						
		Practical Report 3	10%						
		Quiz	10%						
Content outline of the subject and learning time per topic									

Topic	Guided learning			Self learning	Overall (hours)
	Lecture	Tutorial	Practical		
RSM: Experiment & experimental Designs	2			4	6
Stats: Testing for differences between two samples	2		2	7.5	11.5
RSM: Comparison studies	2		2	7.5	11.5
Stats: Testing for differences between more than two conditions (ANOVA, repeated measures ANOVA)	2		2	7.5	11.5
RSM: Comparison studies	2		2	7.5	11.5
Stats: MANOVA	2		2	7.5	11.5
Review	2			4	6
RSM: Quasi-Experiment & non-experiment	2		2	7.5	11.5
Stats: Testing for differences between more than two conditions (ANOVA, repeated measures ANOVA)	2		2	7.5	11.5
RSM: Observational & Interview Methods	2		2	7.5	11.5
Stats: Correlation & Linear Regression	2		2	7.5	11.5
RSM: Psychological tests & measurement scales	2		2	7.5	11.5
Stats: Multiple Regression, Hierarchical Linear Regression	2		2	6	10
Review	2			4	6
Assessment	5			15	20
Total student learning time (SLT)					163
Main references	Coolican, H. (2014). <i>Research Methods and Statistics in Psychology</i> (6th ed.) London, UK: Routledge.				
Additional references	Haslam, A. & McGarty, C. (2014). <i>Research Methods and Statistics in Psychology</i> (2nd ed.) New York, NY: Sage Publications.				
	Pallant, J. (2016) <i>SPSS Survival Manual</i> (6 <sup>th</sup> ed.), London, UK: Open University Press.				
	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: APA.				
Other additional information					

## MU4 2413 Community Service

Rationale for the inclusion of the subject in the programme	The aim is to develop better community relationship and to counterbalance the academic pressures. It also aims to enhance the acquisition, mastery and applications of humanity skills for the students.									
Semester and year offered	Semester 3, Year 2									
Credit value	3									
Prerequisite (if any)	ENG2013 (MU2 2713) Communication Skills									
Subject learning outcomes and mapping to programme learning outcomes (PO)										
Upon completion, students should be able to:		Programme learning outcomes								
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
1.	Increase the awareness of personal strength and weakness in working in group			x					x	
2.	Demonstrate leadership and team work								x	
3.	Collaborate and communicate well with others						x		x	
4.	Contribute and engage in community service activities				x		x		x	
Transferable skills										
<ul style="list-style-type: none"> <li>• An understanding of social issues and responsibilities</li> <li>• An ability to communicate and function effectively in teams to accomplish a common goal</li> <li>• Recognition for the help rendered to the needy and contribution made for the development of society</li> </ul>										
Synopsis										
This subject aims to create awareness of civic responsibility in students and of the role they can play and the contributions they can make in supporting their community. The community service activities may take place in public institutions such as hospital, non-profit organizations, welfare homes and environmental organizations.										
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)										
Project, Consultation										
Assessment methods and types	Coursework						100%			
	<ul style="list-style-type: none"> <li>• Proposal Writing</li> <li>• Community Activity</li> <li>• Final Report</li> </ul>						20%			
	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>						10%			
Content outline of the subject and learning time per topic										
Topic	Guided learning			Self learning	Overall (hours)					
	Lecture	Tutorial	Practical							
<u>Introduction</u>	2			7	9					
<ul style="list-style-type: none"> <li>• What is Community Service?</li> </ul>										

<ul style="list-style-type: none"> <li>• Example and Importance of Community Service</li> <li>• What is Project Management</li> <li>• Project Life Cycle</li> </ul>					
<u>Planning</u> <ul style="list-style-type: none"> <li>• Aim and Objectives</li> <li>• Planning of Activities</li> <li>• Project Proposal</li> <li>• Planning for Human Resouces</li> <li>• Budgeting</li> <li>• Scheduling</li> <li>• Risk Management</li> <li>• Issue Management</li> <li>• Ethnics</li> <li>• Time Commitment</li> </ul>	2			7	9
<u>Implementation of Activities / Services</u> <ul style="list-style-type: none"> <li>• Getting Started</li> <li>• Leaderhsip, Motivation and Teamwork</li> <li>• Control and Monitoring</li> <li>• Getting back In Control</li> </ul>	4			85	89
<u>Presentation</u> <ul style="list-style-type: none"> <li>• Evaluating the Project</li> <li>• Outcomes</li> </ul>	1			12	13
<u>Assessment</u> <ul style="list-style-type: none"> <li>• 4 Coursework Components</li> </ul>					
Total student learning time (SLT)	9	-		111	120
Main references	Judith, D. (et al.) (2013). <i>Project Management in Health and Community Services: Getting Good Ideas to Work</i> , Allen & Unwin. Pearson, J., Nelson, P., Titsworth, S. and Harter, L. (2011) <i>Human Communication, Fourth Edition</i> , New York: McGrawHill.				
Additional references	Various internet resources				
Other additional information	-				

## **Year Three**

In year three students complete 40 credits, but the General Studies modules does NOT contribute towards the final award:

### **Core 4 Credit Module**

PSY3044 History of Psychology

### **Core 6 Credit Module**

PRJ3026 Research Project

### **Elective 4 Credit Modules, Students choose 6 from 10**

PSY3024 Behaviour Modification

PSY3034 Learning Disabilities

PSY3054 Psychology Seminar

PSY3064 Human Neuropsychology

PSY3074 Applied Developmental Psychology

PSY3084 Educational Psychology

PSY3094 Community Mental Health

PSY3104 Counselling Psychology

PSY3114 Organisational Psychology

PSY3124 Personality Psychology

### **Internship 6 Credit Module for all Students**

In order to graduate all students must complete the 6 credit internship module, this does not contribute to the final award:

INT3026 Internship

## PSY3044 History of Psychology

Rationale for the inclusion of the subject in the programme	This module explores the emergence of Psychology as an apparently independent science and its growth from the fundamental questions that dominate Western philosophical thought and the development of Western knowledge. The module examines how these critical issues impact current beliefs concerning the objective nature of Psychology as a discipline and its possible limitations.											
Semester and year offered	Semester 1, Year 3											
Credit value	4											
Prerequisite (if any)	RSM 2044 Research Methods in Psychology											
Subject learning outcomes and mapping to programme learning outcomes (PLO)												
17. Demonstrate knowledge and understanding of fundamental principles in Psychology. 18. Evaluate strengths and limitations of psychological principles. 19. Apply basic psychological assessment skills to different aspects of human behaviour. 20. Investigate individual and societal issues scientifically using psychological knowledge and research methodology. 21. Apply humane and ethical principles in dealing with living beings. 22. Communicate effectively and convey psychological information, ideas, problems and solution to experts and non-experts. 23. Pursue life-long learning in psychology-related fields. 24. Deliver and manage projects effectively and responsibly within a diverse team.												
Upon completion, students should be able to:					Programme learning outcomes							
					PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
rr.	Identify and explain the major historical and philosophical issues and schools of thought that have influenced the development of knowledge and practices within psychology.				√							
ss.	Demonstrate skills in analysis and critical thinking in relation to the development of knowledge within the discipline of psychology.						√			√		
tt.	Discuss and critically evaluate the strengths and weaknesses of various paradigms and assumptions used in psychology.					√						
Transferable skills:												
<ul style="list-style-type: none"> <li>Independent learning</li> <li>Produce well-organised written work</li> <li>Ability to perform effective literature research</li> </ul>												
Synopsis												
As an apparently independent science, psychology was established in the late nineteenth century. However, despite this relatively recent beginning, psychology is grounded in fundamental questions that dominate Western philosophical thought and the development of Western knowledge. This subject examines the philosophical and historical development of knowledge within psychology and how these critical issues impact on the current beliefs concerning the objective nature of psychology as a discipline together with its limitations as well as its relevance to modern psychology.												
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)												
<ul style="list-style-type: none"> <li>Lectures (power point)</li> <li>Tutorials/Discussion</li> <li>Independent reading of the course text and journal articles</li> <li>Video clips / animations in related field</li> </ul>												
Assessment methods and types												
Final Examination 60%												
Group assignment 20%												
Individual Essay paper 20%												

Content outline of the subject and learning time per topic					
Topic	Guided learning			Self learning	Overall (hours)
	Lecture	Tutorial	Practical		
1. Introduction on History of psychology, and The early Greek philosophers	3			6	9
2. Renaissance, and The beginning of modern science	3			6	9
3. Empiricism, Associationism, and Rationalism	3			6	9
4. The rise of experimental psychology, and Structuralism	3			6	9
5. Review of topics/ exercise	1	2		4	7
6. Evolutionary theory, and Functionalism	3			6	9
7. Behaviourism, and neo-behaviourism	3			8	11
8. Gestalt Psychology	3			15	18
9. Review of topics and exercise	1	2		13	16
10. History of Mental illness	3			15	18
11. Psychoanalysis	3			15	18
12. The third force in Psychology	3			8	11
13. Contemporary psychology	3			6	9
14. Final review	1	2		2	5
<b>Assessment</b>					
Total student learning time (SLT)	108	6	-	116	161
Main references	Hergenhahn B. R. (2013) An introduction to the History of Psychology (7 <sup>th</sup> ed.). Boston, MA: Cengage Learning.				
Additional references	King, D. B, Woody, W. D. & Viney, W. (2013). A History of Psychology: Ideas and Context (5 <sup>th</sup> ed.). New York, NY: Pearson/Allyn and Bacon.				
	Leshey, T. H. (2013). A history of psychology: From antiquity to modernity (7 <sup>th</sup> ed.). New York, NY: Pearson.				
	Schultz, D. & Schultz, E. (2015). A History of Modern Psychology (11 <sup>th</sup> ed.). Boston, MA: Cengage Learning.				
	Viney, Wayne & King Brett, D. (2013). A History of Psychology: Ideas and Context (5 <sup>th</sup> ed.). Boston, MA: Allyn and Bacon.				
Other additional information					

## PRJ3026 Research Project

Rationale for the inclusion of the subject in the programme	<p>The demonstration that an undergraduate psychology student has mastered the basic craft and discipline of research is to be able to independently design and carry out a research project. This core subject enables students to:</p> <ul style="list-style-type: none"> <li>• Design a psychological research project and independently collect the data needed for the study</li> <li>• Demonstrate proficiency in data analysis</li> <li>• Interpret results from data analysis</li> <li>• Produce a psychological research report</li> </ul>											
Semester and year offered	Year 3											
Credit value	6											
Prerequisite (if any)	RSM 2044 Research Methods in Psychology											
Subject learning outcomes (SLO) and mapping to programme learning outcomes (PO)												
Subject learning outcomes	Programme learning outcomes											
	PO 1	PO 2	PO 3	PO4	PO 5	PO6	PO 7	PO8				
• Design a psychological research			√	√	√	√						
• Demonstrate proficiency in data analysis			√	√								
• Interpret of results from data analysis		√	√	√		√						
• Produce a psychological research report			√	√	√	√						
<p>Transferable skills:</p> <ul style="list-style-type: none"> <li>• Confidence building</li> <li>• Problem solving</li> <li>• Independent learning</li> <li>• Time Management</li> </ul>												
<p>Synopsis</p> <p>The objective of this subject is to ensure that students carry out a piece of independent research that demonstrates their ability to handle research in the area of psychology.</p>												
<p>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</p> <p>Seminar and discussion</p>												
<p>Assessment methods and types</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Coursework</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>• Thesis/Research Report</td> <td style="text-align: right;">100%</td> </tr> </table>									Coursework	100%	• Thesis/Research Report	100%
Coursework	100%											
• Thesis/Research Report	100%											
Content outline of the subject and learning time per topic												
Topic	Supervision		Self learning		Overall (hours)							
There are no lectures for this subject. Supervision is on an individual basis. However, students are expected to spend a certain amount of time by certain deadlines completing the various stages of thesis preparation as listed below.												
<p><u>Introduction</u></p> <p>Subject orientation and the processes involved in linking students with individuals, groups or organisations/agencies, including the appointment of project supervisors among the teaching staff.</p>	5		10		15							
<p><u>Preparation of Research Projects</u></p> <p>With the guidance of appointed supervisors, students select a research problem (policy or issue-based), review the literature,</p>	5		55		60							



identify the sample, and prepare the research instruments such as questionnaires and interview schedules.			
<u>Data Collection and Analysis</u> Following the approval of the supervisor, students will administer their research instruments to collect and analyse data.	5	100	105
<u>Writing of Research Report</u> Students commence on the writing of the research report (about 6,000 -8,000 words) with the guidance of their supervisors.	5	55	60
Total student learning time (SLT)	20	220	240
Main reference	Mitchell, M. L., Jolley, J. M., and O'Shea, R. P. (2012). <i>Writing for Psychology</i> (4 <sup>th</sup> ed.). Belmont: Thomson Wadsworth.		
Additional references	Pallant, J. (2016) <i>SPSS Survival Manual</i> (6 <sup>th</sup> ed.), London, UK: Open University Press.		
	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> ed.). Washington, DC: APA.		



Decreasing Inappropriate Behaviour through Differential Reinforcement & Punishment	2.5	1.5		6.5	10.5
Defining Oppositional Defiant Disorders and Conduct Disorder	2.5	1.5		6.5	10.5
Parenting Program: Increasing Positive Behaviours (Part1)	2.5	1.5		6.5	10.5
Parenting Program: Increasing Positive Behaviours (Part 2)	2.5	1.5		6.5	10.5
	2.5	1.5		6.5	10.5
Parenting Program: Decreasing Negative Behaviours	2.5			5	7.5
Overview of Behaviour Principles and Applications					
Review					
Assessment					13.66
Total student learning time (SLT)					157.66
Main references	Martin, G. & Pear, J. (2015). <i>Behaviour Modification: What it is and How to do it.</i> (10 <sup>th</sup> ed.). USA: Pearson, Prentice Hall.				
Additional references	Woo, P.J. (2008). Autism. In M.K. Thong, C.P. Wong & W.S. Lee (Eds.), <i>Handbook of Hospital Paediatrics</i> (pp 163 – 165). Malaysia: Unipress.				
Other additional information	Other Journal Readings				

## PSY3034 Learning Disabilities

Rationale for the inclusion of the subject in the programme		This module introduces some of the most common learning disabilities and considers key issues such as developmental disabilities, mental retardation, attention-deficit hyperactivity disorder and physical disabilities. Assessment and intervention techniques are considered with regards to psychosocial issues such as family dynamics, systemic problems, and environmental factors.							
Semester and year offered		Semester 1, Year 3							
Credit value		4							
Prerequisite (if any)		RSM 2044 Research Methods in Psychology							
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
yy.	Knowledge of theoretical and research evidence of various learning disabilities 21.	X							
zz.	Awareness of current issues surrounding the efficacy of various treatments		X						
aaa	Understand usage of the various ability tests (i.e., Neale Analysis of Reading Abilities and Dyslexia Screening Test) and applications of these tools in different settings to achieve specific goals			X					
Transferable skills Critical Thinking Skills, Problem Solving Skills, Communication Skills, Team working skills, Professional Ethics									
Synopsis This subject will introduce students to some of the most common learning disabilities. Amongst the topics covered will be individualised education planning, developmental disabilities, mental retardation, attention-deficit hyperactivity disorder and physical disabilities, as well as assessment and intervention techniques, all with regards to psychosocial issues such as family dynamics, systemic problems, and environmental factors.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) This subject will offer students the opportunity to learn through different method-formal lectures, tutorial discussions, practical assignment, group project and independent reading. Lecturers are delivered with MS PowerPoint as visual aid to learn. Each lecture covers a major topic presented in slides form. In addition to the lecture slide students are encouraged to read recommended journals or other materials in order to discuss and probe deeper questions to have a further understanding on this subject. These recommended readings are part of the knowledge base on which students are assessed. Tutorials are designed to supplement lecturers, encouraging students to discuss relevant issues and helping them to strengthen their understanding of the contexts of lectures. They consist mostly of discussion topics and / or short exercise that students are expected to complete in class. During tutorials, the lecture would also be exposing the students to some common psychological assessments used for specific areas of diagnosis. Students are expected to participate in all activity and tutorial discussions									
Assessment methods and types Coursework a. <u>Group Assignment</u> : Resource and Issues Portfolio (20%) Coursework b. <u>Group Assignment</u> : Centre Visit Report (20%) Exam d. <u>Final Examination</u> (60%)									
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
Special Education: Making a difference in a diverse society		2.5	1.5		6.5	10.5			

Individualised Education Plan: Assessments, Programming & Evaluations	2.5	1.5		6.5	10.5
Learning Disabilities and Mental Retardation	2.5	1.5		6.5	10.5
Attention Deficit Hyperactivity Disorder	2.5	1.5		6.5	10.5
Emotional and Behavioural Disorders	2.5	1.5		6.5	10.5
Autism Spectrum Disorders	2.5	1.5		6.5	10.5
Fluency-building Training and Precision Teaching	2.5	1.5		6.5	10.5
Physical and Health Disabilities	2.5	1.5		6.5	10.5
Hearing Impairments	2.5	1.5		6.5	10.5
Vision Impairments	2.5	1.5		6.5	10.5
Very Low Incidence Disabilities	2.5	1.5		6.5	10.5
Giftedness and Talents	2.5	1.5		6.5	10.5
Multifunctional Collaborations: Issues in Malaysian Context	2.5	1.5		6.5	10.5
Learning Disabilities: Can we truly make a difference?	2.5	1.5		6.5	10.5
Assessment					15
Total student learning time (SLT)	35	21		91	<b>162</b>
Main references	Grant, G., Ramcharan, P., Flynn, M. & Richardson, M. (2010) <i>Learning Disability: A life cycle approach</i> (2 <sup>nd</sup> ed.). London: Open University Press.				
Additional references	Smith, D.D., & Tyler, N.C. (2010). <i>Introduction to special education: Making a difference</i> . (7 <sup>th</sup> ed.). United States of America: Pearson.				
Other additional information					

## PSY3054 Psychology Seminar

Rationale for the inclusion of the subject in the programme	This module exposes students to different Psychology topics to induce critical analysis of theoretical concepts and their application to various settings.								
Semester and year offered	Semester 2, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
1	Describing various psychological theories of health and their current interventions	√						√	√
2	Describing psychosocial causes of diseases and behaviour interventions	√	√	√					
3	Evaluating using critical thought and logical arguments		√						
4	Demonstrate understanding of basic research ethics				√	√			
5	Evaluate the various psychological theories/paradigms that describe Health Behaviours.	√					√		
<p>Transferrable skills:</p> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Interview Skills</li> <li>• Problem Solving</li> <li>• Effective Communication</li> <li>• Independent learning</li> </ul>									
<p>Synopsis</p> <p>To prepare the students for future studies in Psychology. The students will be exposed to different Psychology topics based on the specialization of the lecturer teaching the subject. The objective is to induce critical analysis of theoretical concepts and their application to various settings.</p> <p>Having covered many basic areas of psychological theory at undergraduate level, the purpose of this subject is to present students with a series of specialisation in psychology in one of these areas (e.g., Health Psychology, Human factors, Advanced Social Psychology, etc.). This subject prepares students to:</p> <ul style="list-style-type: none"> <li>• Critically analyse psychological concepts to be applied to various settings.</li> <li>• Be equipped with psychological knowledge and skills for future studies.</li> </ul>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									

Seminar and discussion					
Assessment methods and types	Final Examination			60%	
	Coursework			40%	
	• Term Paper			20%	
	• Presentation			20%	
Content outline of the subject and learning time per topic					
Topic	Guided learning			Self learning	Overall (hours)
	Lecture	Tutorial	Practical		
Introduction to Health Psychology • Holistic definition of health • Models of Health and Well-being • Determinants of Health"	2			7	9
Research Methods • Research Methods • How is health measured? • Research Methodology • Research Ethics & Policy • Case studies	4	4		7	15
Global Communicable and Chronic Disease • Global Health Problems • Global Health Organizations • Health Policy • Economic Consequences of Poor Health	2	2		7	11
Theories and Models of Health Behavior Change • Expectancy Value Theory (EVT) • Social Cognitive Theory • Theory of Planned Behavior (TPB) • Health Belief Model (HBM) • Transtheoretical Model of Behavior Change (TTM)	2	2		7	11
Risky Health Behaviors • Unintentional injury and violence • Substance use/abuse: influence of culture, age and gender • Risky sexual behavior • Eating disorders	4	4		7	15
Emotional Health and Well-being • Four models of Health/Well-being • Positive Psychology • Traditional vs. Modern medicines	2	2		7	11
Stress and Coping • Defining Stress • Stress and Illness • Coping with Stress	2	2		7	11

Health Care Systems and Health Policy: Effects on Health Outcomes • Access to the Health Care System • Overview of the US Health Care System. • Negotiating “The System” • Challenges for Health Care Providers • Health Policy	2	2		7	11
Health Psychologists’ Role: Research, Application and Advocacy • Working with Individuals • Working with Communities • Working with Health Care Systems • Working in Health Policy	2	2		7	11
Review	0	4		7	11
Assessment	2				
Self Monitoring				15	15
Critical Analysisreport on Rehabilitation Program				30	30
Total student learning time (SLT)					161
Main references	Ragin, D. F. (2013) Health Psychology: An interdisciplinary approach to health (2 <sup>nd</sup> ed.). London: Routledge				
Additional references					
Other additional information					



## PSY3064 Human Neuropsychology

Rationale for the inclusion of the subject in the programme	This module teaches the application of neuropsychology in real world settings. Topic covered include brain damage and disorders, imaging, assessment and rehabilitation techniques, and the clinical applications human neuropsychology.							
Semester and year offered	Semester 1, Year 3							
Credit value	4							
Prerequisite (if any)	RSM 2044 Research Methods in Psychology							
Subject learning outcomes and mapping to programme learning outcomes (PLO)								
	Programme learning outcomes							
Upon completion, students should be able to:	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Analyse and apply neuroanatomical methods in assessing the human brain in various neuropsychological disorders.	☐				☐	☐		
Have a deeper understanding of principles used in managing and rehabilitating neuropsychological disorders.	☐			☐	☐	☐	☐	
Critique principles from neuropsychology to critically analyse case studies and do cross comparison studies	☐		☐	☐		☐	☐	
Present a full seminar on the neuropsychological case study done understanding its strength and limitations	☐	☐		☐	☐	☐	☐	
Critically analyse neuropsychological cases in relation to individual differences, and other human and mechanical limitations			☐			☐		
Prepare and present actual neuropsychological case studies				☐	☐	☐		
Transferable skills								
<ol style="list-style-type: none"> <li>1. Researching clinical cases in detail and running comparisons across various cases of similar damage for understanding of differential diagnosis and performance.</li> <li>2. Ability to present an in depth case study to educate other professionals in the field with comparative analysis and/or meta-analysis</li> <li>3. Application of knowledge and theory to real world neuropsychological cases and studies.</li> <li>4. Ability to think critically and synthesize ideas and concepts</li> <li>5. Communicate clearly both orally and in writing</li> </ol>								
Synopsis								
Advanced Human Neuropsychology reviews in depth and detail some of the selected neurobehavioral disorders associated with brain dysfunction. This course will look into details on the various methods of investigating the brain and its dysfunction. In doing so it also explores the various methods in assessing brain function and behavioural function associated with the specific area. In addition to that, the course will cover some methods that are being used for rehabilitating individuals with the various types of neuropsychological disorders.								
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)								
Lectures, Tutorials and Seminars.								
Assessment methods and types								
End of Examination	60%							
Coursework	40%							
• Case Study Report	5%							
• Seminar Series	15%							
	20%							

• Literature Review			
Content outline of the subject and learning time per topic			
Topic	Guided learning	Self learning	Overall (hours)
<b>Introduction to Clinical Neuropsychology</b> Neuropsychology, Neuropsychiatry, Behavioural Neurology Theoretical Models Conceptual Issues in Neuropsychology Functional States and Laterality Imaging Techniques and Neural Network Modeling	6	8	14
<b>Neuropsychological Testing 1</b> Testing for Brain Damage Various Test Batteries	3	8	11
<b>Neuropsychological Testing 2</b> Assessment of Specific Functions Assessment in Practice	3	8	11
<b>Neuroplasticity</b> Principles of Neuroplasticity in Behaviour Compensation Reorganisation Brain disease and repair	6	8	14
<b>Neurorehabilitation</b> Physical Techniques Adaptive Equipment Behavioural Approaches	3	8	11
<b>Advanced Treatment Techniques</b> Pharmacological Enhancement TMS Rehabilitation of Cognitive Impairment	3	8	11
<b>Biological Basis of Addiction</b> Reward Circuit Adaptive Drug Conditioning	3	8	11
<b>Biological Basis of Addiction</b> Neural Substrates in Learning and Conditioning Techniques in drug rehabilitation	3	8	11
<b>Neuropsychiatric Disorders 1 - Disorder of Thought</b> Schizophrenia – One disease or many Course and Progression Attentional Deficits Brain Anomalies Drug Treatment	3	8	11
<b>Neuropsychiatric Disorders 2 - Disorder of Affect</b> Neural substrates of emotion The limbic system Emotional memories	3	8	11
<b>Neuropsychiatric Disorders 3 - Disorder of Affect</b> Neural substrates of emotion through Affective Disorders Autism Obsessive Compulsive Disease Affective Disorders – Depression	3	8	11
<b>Special Topics in Clinical Neuropsychology</b> Cognitive Neuropsychology (Guest Lecture/ Special Seminar) or Developmental Neuropsychology (Guest Lecture/ Special Seminar)	3	8	11
Continuous and Coursework Assessment	8	14	22

Total student learning time (SLT)	50	110	160
Main references	<p>Zillmer, E. (2008) <i>Principles of Neuropsychology</i> (2<sup>nd</sup> ed.). Boston, MA: Cengage Publishers.</p> <p>Kolb, B. (2009) <i>Fundamentals of Human Neuropsychology</i> (7<sup>th</sup> ed.). New York, NY:Worth Publishers.</p> <p>Carlson, N. R. (2012). <i>Physiology of Behaviour</i> (11<sup>th</sup> ed.).Boston, MA: Allyn &amp; Bacon.</p>		
Additional references	<p>Sacks, O. W. (1985). <i>The Man Who Mistook His Wife for a Hat</i>. Duckworth.</p> <p>Suchy, Y. (2011). <i>Clinical Neuropsychology of Emotion</i>. Guilford Press.</p> <p>Heilman, K. M. &amp; Valenstein, E. (2011). <i>Clinical Neuropsychology. 5<sup>th</sup> Edition</i>. Oxford University Press.</p> <p>Lezak, M. D. (2004). <i>Neuropsychological Assessment. 4<sup>th</sup> Edition</i>. Oxford University Press.</p> <p>Stuss, T. D, Winocur, G. &amp; Robertson I. H. (2010). <i>Cognitive Neurorehabilitation: Evidence and Application. 2<sup>nd</sup> Edition</i>. Cambridge University Press.</p> <p>Good. (2006). <i>Handbook of Neurorehabilitation (Neurological Disease and Therapy)</i>. Taylor &amp; Francis.</p> <p>Spencer Lord &amp; Cheryl Saban. (2011). <i>The Brain Mechanic: a Quick and Easy Way to Tune Up the Mind and Maximize Emotional Health</i>. HCI.</p>		
Other additional information	<p>Journals</p> <p>Neuropsychology®(APA)</p> <p>Neuropsychology (Science Direct)</p> <p>Journal of Neuropsychology</p> <p>Archives of Clinical Neuropsychology</p> <p>Journal of the International Neuropsychological Society</p> <p>Journal of Clinical and Experimental Neuropsychology</p> <p>Neuropsychology Review</p>		

## PSY3074 Applied Developmental Psychology

Rationale for the inclusion of the subject in the programme	This module introduces a range of applied issues in the field of developmental psychology during the course of early infancy, childhood, adolescence and into adulthood. Topics covered include infant perception, child judgement, face perception, and school impacts on adjustment and bullying.								
Semester and year offered	Semester 1, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
bbb	Discuss issues surrounding a variety of advanced topics in developmental psychology.	☐	☐				☐		
ccc	Apply different measurement techniques and findings to investigate issues in developmental psychology.	☐	☐		☐				
ddd	Evaluate the empirical and theoretical underpinnings of different areas of developmental psychology.	☐	☐				☐		
eee									
Transferable skills Communication skills, Critical thinking and problem solving skills, professional ethics, information management skills, and research design skills.									
Synopsis This subject will introduce students to a range of applied issues in the field of developmental psychology. It examines some of the issues that arise during the course of early infancy, childhood, adolescence and in adulthood. Amongst some of these issues are infant perception, child judgement, face perception, school impacts on adjustment and bullying.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Lecture & Tutorial									
Assessment methods and types Exam and Coursework									
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
<b>Infant Perception 1</b>		2.5	1.5		6.5	10.5			
<ul style="list-style-type: none"> <li>Techniques in investigating infant perception :</li> <li>Visual Perception in infants – object perception?</li> </ul>									
<b>Infant Perception 2</b>		2.5	1.5		6.5	10.5			
<ul style="list-style-type: none"> <li>Revisit of Piaget's Theory</li> <li>Perception of Object Permanence</li> </ul>									
<b>Face Recognition</b>		2.5	1.5		6.5	10.5			
<ul style="list-style-type: none"> <li>Why study faces?</li> <li>Approaches to studying face processing <ul style="list-style-type: none"> <li>Behavioural, Neurological and Cognitive Approaches.</li> </ul> </li> <li>What we know about adult face recognition?</li> </ul>									

<ul style="list-style-type: none"> <li>○ The inversion effect</li> </ul>	2.5	1.5	6.5	10.5
<ul style="list-style-type: none"> <li>○ Configural versus featural processing</li> </ul>				
<ul style="list-style-type: none"> <li>○ Holistic processing</li> </ul>	2.5	1.5	6.5	10.5
<ul style="list-style-type: none"> <li>○ Inner and outer face processing</li> </ul>				
<b>Face processing in infants.</b>				
<ul style="list-style-type: none"> <li>• Are faces special at birth? <ul style="list-style-type: none"> <li>○ Face processing at birth</li> <li>○ Preferences for attractive faces</li> <li>○ Imitation of facial gestures</li> </ul> </li> </ul>	2.5		5	7.5
<ul style="list-style-type: none"> <li>• Conspec/Conlearn model</li> </ul>	2.5	1.5	6.5	10.5
<b>The Other Race Effect (ORE)</b>				
<ul style="list-style-type: none"> <li>• Introduction of the Other Race Face Effect</li> </ul>	2.5		5	7.5
<ul style="list-style-type: none"> <li>• Different theoretical models of face processing: <ul style="list-style-type: none"> <li>○ Differential Difficulty Hypothesis</li> <li>○ Differential Attitude Hypothesis</li> <li>○ Differential Social Orientation</li> <li>○ The Contact Hypothesis</li> <li>○ The Multidimensional Face Space Model</li> </ul> </li> </ul>	2.5	1.5	6.5	10.5
<ul style="list-style-type: none"> <li>• Development of ORE</li> </ul>	2.5	1.5	6.5	10.5
<b>Review 1</b>				
<b>Theory of Mind 1</b>				
<ul style="list-style-type: none"> <li>• Testing theory of mind</li> <li>• Developmental stage evidence</li> <li>• Factors that influence judgments of False Believe</li> </ul>				
<b>Theory of Mind 2</b>				
<ul style="list-style-type: none"> <li>• Challenges of investigating Theory of Mind</li> <li>• Theory of Mind in special population</li> </ul>				
<b>Review 2</b>				
<b>Child Mental Health and School Performances</b>				
<ul style="list-style-type: none"> <li>• Children's mental health and school success</li> <li>• Screening for mental health problems at school</li> <li>• Child-Teacher Relationships</li> <li>• Child- Peers Relationships- Goodness of Fit</li> <li>• Grandparent's effects</li> </ul>				
<b>Play and Peer Relations</b>				
<ul style="list-style-type: none"> <li>• Early Peer Relationship</li> <li>• Functions of Play</li> <li>• Social Status, Sociometry and Friendship</li> </ul>				

<ul style="list-style-type: none"> <li>• Gender Differences in Play</li> </ul>					
<b>Bullying amongst children and youth 1</b> <ul style="list-style-type: none"> <li>• Defining bullying</li> <li>• An overview of bullying research</li> <li>• Theoretical models of bullying</li> </ul>					
<b>Bullying amongst children and youth 2</b> <ul style="list-style-type: none"> <li>• Psychosocial correlates and long term effects</li> <li>• The School Experience</li> <li>• Practical Issues for parents and teachers</li> </ul>					
Assessment					23
Total student learning time (SLT)					161
Main references	<p>Bremner, G. (2011 ) Perception, Knowledge and Action. In Alan Slater and Gavin Bremner (Eds.) An Introduction to Developmental Psychology. Oxford: Blackwell Publishing Ltd.</p> <p>Calder, A.J., Rhodes, G., Johnson, M.H. &amp; Haxby, J.V. (2011). The Oxford Handbook of Face Perception. Oxford: Oxford University Press.</p> <p>Mitchell, P. (2011) Acquiring a Theory of Mind. In Alan Slater and Gavin Bremner (Eds.) An Introduction to Developmental Psychology. Oxford: Blackwell Publishing Ltd.</p> <p>Smith, K. P. (2011). Play and Peer Relationship. In A. Slater &amp; G. Bremner (Eds.), An Introduction to Developmental Psychology. Oxford: Blackwell.</p>				
Additional references					
Other additional information	Other journal articles.				

## PSY3084 Educational Psychology

Rationale for the inclusion of the subject in the programme	This module examines how humans learn effectively by exploring theories such as behavioural learning styles, social learning, information processing and cognitive learning. The subject considers the applications of learning principles in developing curriculums, motivating learners, controlling classroom behaviour and assessing learners' abilities.								
Semester and year offered	Semester 1, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
fff.	Distinguish among four distinct approaches to the study of human learning	√							
ggg	Evaluate the strengths and limitations of formative assessments and other classroom assessment practices		√						
hhh	Demonstrate how planning and instruction are closely intertwined						√		√
Transferable skills Independent Learning, Logical Planning, Problem Solving									
Synopsis This subject will focus on understanding how humans learn effectively. It would initially encompass exploring theories of learning such as behavioural learning styles, social learning, information processing and cognitive learning. Beyond this, this subject will look into applications of learning principles such as developing curriculum, motivating learners, controlling classroom behaviours and assessing learners abilities.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Lecture, Tutorial and Group Discussions									
Assessment methods and types Course Work and Final Exam (Short Answer & Essay)									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
1. Learning and Cognitive Processes	2.5	1.5		6.5	10.5				
	2.5	1.5		6.5	10.5				
2. Information Processing Theory	2.5	1.5		6.5	10.5				
3. Behavioural Learning Theories	2.5	1.5		6.5	10.5				
4. Social Learning Theory	2.5	1.5		6.5	10.5				
5. Goals and Curriculum Design 1 (Introduction to Instruction)	2.5	1.5		6.5	10.5				
	2.5	1.5		6.5	10.5				
	2.5	1.5		6.5	10.5				
6. Goals and Curriculum Design 2 (Types of Instruction)	2.5	1.5		6.5	10.5				
	2.5	1.5		6.5	10.5				
7. Evaluating Performance 1 (Types of Measurement)	2.5	1.5		6.5	10.5				
	7.5	0		15	22.5				
8. Evaluating Performance 2 (Measurement Qualities)									
9. Classroom Management									
10. Emotionally Disturbed Students									
11. Gifted and Talented Students									

12. Review					
Assessment					3
Total student learning time (SLT)	35	16.5	0	86.5	141
Main references	Ormrod, J.E. (2014). <i>Educational Psychology: Developing Learners</i> . 8 <sup>th</sup> Ed. USA: Pearson Prentice Hall.				
	Moreno, R. (2010). <i>Educational Psychology</i> . USA: John Wiley & Sons Inc.				
	Santrock, J. (2011). <i>Educational Psychology</i> . 5 <sup>th</sup> Ed. China: McGraw-Hill.				
Additional references					
Other additional information					



## PSY3094 Community Mental Health

Rationale for the inclusion of the subject in the programme	This module examines various causes of common mental health problems and the basic helping behaviours that can be deployed within families. The availability of mental health services within the community is considered, along with effective way to prepare and promote community mental health messages.								
Semester and year offered	Semester 2, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes (SLO) and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
iii.	Justify why prime and supportive messages are chosen and used to promote community information in the child, adolescent, parent, working adult and elderly mental health fields	√							√
jjj.	Evaluate the various theoretical and empirical causes of common mental health problems		√						
kkk	Create visual and text materials to form community mental health messages for the public						√		√
<b>Transferable skills</b> <ul style="list-style-type: none"> <li>Confidence building</li> <li>Group work</li> <li>Public Speaking</li> <li>Independent learning</li> <li>Time Management</li> </ul>									
<b>Synopsis</b> The aim of this module is to introduce the student to general mental concepts. Many of the applications of these concepts are relevant to the family and working environment that the student may encounter in the future. Through a mixture of theoretical principles and public health information, this module intends to equip the student with a variety of positive mental health skills. This course is offered to psychology students and is intended to be an introduction to broad community mental health issues.									
<b>Mode of delivery (lecture, tutorial, workshop, seminar, etc.)</b> Lectures and Class discussions.									
<b>Assessment methods and types</b> Final Examination 60% Coursework 40%									
<b>Content outline of the subject and learning time per topic</b>									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
Purpose of Community Mental Health		3	0	0	8	11			
<ul style="list-style-type: none"> <li>Purpose of Community Mental Health</li> <li>History of Mental Health</li> <li>Role of Community Mental Health Services</li> </ul>		3	0	0	8	11			
Promotion of Mental Health									
<ul style="list-style-type: none"> <li>Distinguishing between mental health and mental illness</li> <li>Defining mental health</li> <li>Mental health and quality of life</li> <li>Mental health and physical health</li> </ul>		3	0	0	8	11			

<ul style="list-style-type: none"> <li>Defining mental illness and type</li> <li>Realistic mental health expectations</li> <li>Promoting general positive mental health</li> </ul>					
Education and Mental Health					
<ul style="list-style-type: none"> <li>The importance of education</li> <li>School expectations</li> <li>Children's life stressors</li> </ul>	3	0	0	8	11
<ul style="list-style-type: none"> <li>Relationship between mental health and education</li> <li>Abilities predicting education</li> <li>Factors predicting poor mental health</li> <li>Rethinking education and mental health</li> </ul>	3	0	0	13	16
Preventive Measures					
<ul style="list-style-type: none"> <li>Define prevention</li> <li>Value of prevention</li> <li>What can be achieved?</li> <li>Preventive programmes</li> </ul>	3	0	0	8	11
Review Week					
	4.5	0	0	10	14.5
Basic Child and Adolescent Mental Health					
<ul style="list-style-type: none"> <li>Understanding children's basic mental health needs</li> <li>Physiological changes affecting mental health needs</li> <li>Effects of parenting on children</li> <li>Encouraging children's interaction</li> <li>Children's adjustment to inter-parental conflict</li> <li>Children and sex</li> </ul>	3	0	0	13	16
	4.5	0	0	10	14.5
Basic Parent Mental Health					
<ul style="list-style-type: none"> <li>Effects of parents in children</li> <li>Factors affecting parent</li> <li>Encouraging positive marital relationships</li> <li>Encouraging family harmony</li> </ul>	3	0	0	8	11
Basic Working Adult Metal Health					
<ul style="list-style-type: none"> <li>Stress in working conditions</li> <li>Factors affecting working relationships</li> <li>Increasing communication between workers</li> <li>Improving relationships between managers and subordinates</li> </ul>	3	0	0	13	16
	3	-	-	-	3
Review Week					
Sex Education					
<ul style="list-style-type: none"> <li>Sexual maturity and development</li> <li>Responsibility that comes with sex</li> <li>STD, AIDs, Gonorrhoea and Herpes</li> <li>Teenager-Single parenthood</li> <li>Practicing safe sex</li> </ul>					

<ul style="list-style-type: none"> <li>• How to talk about sex education to a younger person</li> </ul> <p>Overview of Community Mental Health Services in Malaysia</p> <ul style="list-style-type: none"> <li>• Role of the psychologist in Malaysia</li> <li>• Services for families</li> <li>• Services for special populations</li> <li>• Services for workers</li> </ul> <p>Review Week</p> <p>Assessment</p>					
Assessment	3	-	-	-	3
Total student learning time (SLT)	45	0	0	115	160
Main references	Ritter, Lois A & Lampkin, Shirley Manly (2012). <i>Community Mental Health</i> . Sudbury, MA: Jones & Bartlett Learning.				
Additional references	Rosenberg, J., & Rosenberg, S. J. (2013). <i>Community Mental Health: Challenges for the 21<sup>st</sup> Century</i> (2 <sup>nd</sup> ed). New York, NY: Routledge.				
Other additional information	-				

## PSY3104 Counselling Psychology

Rationale for the inclusion of the subject in the programme	This module covers various theories of counselling and psychotherapy, evaluates their strengths and limitations and how they can be applied in different situations.								
Semester and year offered	Semester 2, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
iii.	Explain the knowledge and understanding of counselling theories and models	☐							
mm	Critically evaluate different approaches of therapies	☐	☐						
nnr	Analyse case studies using counselling theories and models	☐		☐					☐
ood	Apply basic counselling skills in counselling-related setting	☐		☐			☐		☐
Transferable skills									
<ul style="list-style-type: none"> <li>Confidence building</li> <li>Group work</li> <li>Problem solving</li> <li>Independent learning</li> </ul>									
Synopsis									
<p>The aim of this subject would be to introduce students to the various theories of counselling and psychotherapy given that counselling is a much needed area of psychology in Malaysia. The students would be given exposure to both traditional and contemporary types of counselling approaches to provide a comparison of differing approaches. The subject also serves as a foundation for postgraduate study in the area of counselling. Before students can begin to critically select an area of counselling that they might pursue, they would initially need a broad overview of multiple aspects of counselling theory. Being aware of a wide variety of counselling methods is important today as many therapists are taking an eclectic approach where they draw upon a wide variety of counselling techniques, rather than focusing specifically on one approach.</p>									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									
Lectures, Tutorials									
Assessment methods and types									
Final Examination		60%							
Assignments		40%							
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
<b>An Overview of Process in Counselling</b>		2.5	1.5		7	11			
<ul style="list-style-type: none"> <li>Counselling and psychotherapy as the art and science</li> <li>Counselling versus Psychotherapy</li> <li>Formal versus Informal helping</li> <li>Personal qualities effective helpers</li> <li>The Counselling Process</li> </ul>									
<b>Basic Attending Skills</b>		2.5	1.5		10	14			
<ul style="list-style-type: none"> <li>Attending behavior</li> <li>Open/ Close questions</li> <li>Encouraging, paraphrasing, and summarizing</li> <li>Reflection of feeling</li> </ul>									
<b>Adlerian Therapy</b>		2.5	1.5		7	11			
<ul style="list-style-type: none"> <li>Purposeful behaviours</li> </ul>									

<ul style="list-style-type: none"> <li>• Social interest</li> </ul>					
<b>THE EXISTENTIAL APPROACHES</b>	2.5	1.5		7	11
<b>Person-Centered Therapy</b>					
<ul style="list-style-type: none"> <li>• Carl Rogers</li> <li>• Techniques – Congruence, unconditional positive regards and empathy</li> </ul>					
<b>Gestalt Therapy</b>	2.5	1.5		7	11
<ul style="list-style-type: none"> <li>• Fritz Perls</li> <li>• Person as a total organism</li> <li>• Holism, Now and Unfinished Business</li> </ul>					
<b>Review</b>	2.5			8.5	11
<b>Reality Therapy</b>	2.5	1.5		7	11
<ul style="list-style-type: none"> <li>• Basic needs</li> <li>• Total behaviour</li> <li>• WDEP</li> </ul>					
<b>Behaviour Therapy</b>	2.5	1.5		7	11
<ul style="list-style-type: none"> <li>• Steps to concrete change</li> <li>• Classical and Operant Conditioning</li> <li>• Current trend : Thoughts and beliefs</li> </ul>					
<b>Cognitive Behaviour Therapy</b>	2.5	1.5		7	11
<ul style="list-style-type: none"> <li>• Albert Ellis's REBT and ABC model</li> <li>• Aaron Beck's CT and cognitive triad</li> <li>• CBT approaches to problems</li> </ul>					
<b>Review</b>	2.5			8.5	11
<b>Transactional Analysis</b>	2.5	1.5		7	11
<ul style="list-style-type: none"> <li>• Three ego states</li> <li>• Life scripts</li> <li>• Techniques in TA</li> </ul>					
<b>THE POSTMODERN APPROACH</b>	2.5	1.5		7	11
<b>Solution-Focused Brief Therapy</b>					
<ul style="list-style-type: none"> <li>• Social constructionism</li> <li>• Techniques in SFBT</li> </ul>					
<b>THE SYSTEMIC PERSPECTIVE</b>	2.5	1.5		7	11
<b>Family Therapy</b>					
<ul style="list-style-type: none"> <li>• Approaches of family therapy (e.g. Minuchin, Bowen, Satir)</li> </ul>					
<b>Review</b>	2.5			8.5	11
<b>Assessment</b>	3				3
<b>Total student learning time (SLT)</b>	38				160
<b>Main references</b>	Corey, Gerald (2008). <i>Theories and Practice in Counselling and Psychotherapy</i> , (10 <sup>th</sup> ed.). Salt Lake City, UH: Brooks Cole Publishing				
<b>Additional references</b>	Allen E. Ivey, Mary B. Ivey, & Carlos, P. Zalaquett (2013) <i>Intentional Interviewing and Counseling</i> (7 <sup>th</sup> ed.). Boston, MA: Cengage				
<b>Other additional information</b>					

## PSY3114 Organisational Psychology

Rationale for the inclusion of the subject in the programme	This module explores how psychological theories are used to explain human behaviour in organisational settings by examining motivation, satisfaction, leadership, etc. Other topics covered include employee recruitment, selection, performance evaluation, training, job attitudes, leadership, politics and organisational culture.								
Semester and year offered	Semester 2, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
ppp	Review various I/O Psychological theories/paradigms	√	√						
qqq	Discuss how Psychological theories/paradigms may be applied to understanding human behaviors at work	√		√					
rrr.	Perform job analysis using various concepts of I/O Psychology	√					√		
Transferable skills									
<ul style="list-style-type: none"> <li>• Group work</li> <li>• Public speaking</li> <li>• Problem solving</li> <li>• Effective communication</li> <li>• Independent learning</li> </ul>									
Synopsis									
This subject will focus on three main issues namely personnel, organisational and work environment. Topics include employee recruitment, selection, performance evaluation, training, motivation, job attitudes, leadership, group behaviour, politics and organisational culture.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.)									
Lectures, tutorials									
Assessment methods and types									
Final Examination		60%							
Coursework		40%							
1. Job analysis presentation		10%							
2. Job analysis report		25%							
3. Peer review		5%							
Content outline of the subject and learning time per topic									
Topic		Guided learning			Self learning	Overall (hours)			
		Lecture	Tutorial	Practical					
Introduction to I/O Psychology		3	1	-	7	11			
<ul style="list-style-type: none"> <li>• What is I/O Psychology</li> <li>• The field of I/O Psychology</li> <li>• History of I/O Psychology</li> <li>• I/O Psychology today</li> </ul>									
Job Analysis		3	1	-	7	11			
<ul style="list-style-type: none"> <li>• Definition</li> <li>• Methods</li> <li>• Techniques</li> </ul>									
Employee Recruitment, Selection & Placement		3	1	-	7	11			
<ul style="list-style-type: none"> <li>• Human Resource Planning</li> <li>• Recruitment</li> </ul>									

<ul style="list-style-type: none"> <li>• Screening</li> <li>• Selection</li> <li>• Placement</li> </ul>					
<b>Methods for Assessing &amp; Selecting Employees</b> <ul style="list-style-type: none"> <li>• Written materials</li> <li>• References &amp; letters of recommendation</li> <li>• Employee Screening test</li> <li>• Assessment centres</li> <li>• Hiring interview</li> </ul>	3	1	-	7	11
<b>Evaluating Employee Performance</b> <ul style="list-style-type: none"> <li>• Measurement of Job performance</li> <li>• Methods of rating performance</li> <li>• Problems &amp; pitfalls in performance appraisals</li> <li>• Performance appraisal process</li> </ul>	3	1	-	7	11
<b>Designing and Evaluating Training Systems</b> <ul style="list-style-type: none"> <li>• Areas of employee training</li> <li>• Fundamental issues in employee training</li> <li>• A model for successful training programs</li> </ul>	3	1	-	7	11
<b>Employee Motivation</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Motivation theories</li> <li>• Relationship between motivation and performance</li> </ul>	3	1	-	7	11
<b>Review</b>	3	1	-	8	12
<b>Employee Attitudes &amp; Behaviours</b> <ul style="list-style-type: none"> <li>• Employee Engagement</li> <li>• Job satisfaction</li> <li>• Commitment</li> <li>• Absenteeism</li> <li>• Turnover</li> <li>• OCB</li> <li>• Positive Affect</li> </ul>	3	1	-	7	11
<b>Group Behavior and Conflict</b> <ul style="list-style-type: none"> <li>• Definition of a Group</li> <li>• Group Dynamics</li> <li>• Stages of Conflict</li> <li>• Sources of Conflict</li> <li>• Teams</li> </ul>	3	1	-	7	11
<b>Leadership</b> <ul style="list-style-type: none"> <li>• Trait Theories</li> <li>• Behavioural Theories</li> <li>• Contingency Theories (Fielder)</li> <li>• LMX Theory</li> <li>• Transformational Leaders</li> <li>• Organizational Climate</li> </ul>	3	1	-	7	11
<b>Influence, Power, and Politics</b> <ul style="list-style-type: none"> <li>• Influence</li> <li>• Power</li> <li>• Organisational politics</li> </ul>	3	1	-	7	11
<b>Organizational Structure, Culture and Development</b> <ul style="list-style-type: none"> <li>• Organizational Structure</li> <li>• Organizational Culture</li> </ul>	3	1	-	7	11

• Organizational Development					
Review	3	1	-	9	13
Assessment	-	-	-	-	3
Total student learning time (SLT)	105	28	-	101	160
Main references	Riggio, R.E. (2013). <i>Introduction to Industrial/organizational Psychology</i> . (6 <sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.				
Additional references	Aamodt, M. G. (2015) <i>Industrial/organizational psychology: An applied approach</i> (8 <sup>th</sup> ed). Belmont, CA: Wadsworth Cengage Learning.				
	Muchinsky, P. M. (2015). <i>Psychology Applied to Work</i> (11 <sup>th</sup> ed). Summerfield, NC: Hypergraphic Press.				
	Prien, E.P., Goodstein, L.D., Goodstein, J., & Gamble, L.G. (2009). <i>A practical guide to job analysis</i> . San Francisco, CA: Pfeiffer.				
Other additional information					



## PSY3124 Personality Psychology

Rationale for the inclusion of the subject in the programme	The main objective of this module is to teach students the major theories of personality. It examines the factors that affect personality development and individual differences, emphasising the measurement of, and practical applications of personality to medical and industrial settings.								
Semester and year offered	Semester 2, Year 3								
Credit value	4								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
sss	Criticise personality looking from different theories of various approaches.	√	√					√	
ttt.	Integrate the different theories and approaches in describing an individual's personality.	√	√		√				
uuu	Discover the usefulness of common personality tests in understanding an individual's personality.			√		√			
Transferable skills Team Work Skills, Presentation Skills, Research Skills, Research Report Writing Skills.									
Synopsis Personality Psychology is a branch of psychology which studies personality and individual differences. One emphasis in this area is to construct a coherent picture of a person and his or her major psychological processes. Another emphasis views personality as the study of individual differences, in other words, how people differ from each other. A third area of emphasis examines human nature and how all people are similar to one other. These three viewpoints merge together in the study of personality.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Lectures, Tutorials.									
Assessment methods and types 60% Exam 40% Assignment (Paper Write Up and Presentation)									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
1. Introduction	3	1		9.5	13.5				
2. Psychoanalytic Aspects of Personality	3	1		9.5	13.5				
3. Measuring Personality- IPIP, 16PF	3	1		9.5	13.5				
4. Neo-Analytic and Ego Aspects of Personality	3	1		9.5	13.5				
5. Projective Test: Rorschach Inkblot, TAT	3	1		9.5	13.5				
6. Humanistic Approach	3	1		6.5	10.5				
7. Cognitive Approach	3	1		6.5	10.5				
8. Trait Theory 1	3	1		6.5	10.5				

9. Review	3	1		6.5	10.5
10. Trait Theory 2	3	1		6.5	10.5
11. Biological Theory					
12. Personality Test 2- MMPI					
13. Social Learning Theory					
14. Review Week					
Assessment					
Total student learning time (SLT)				113	172
Main references	Burger, J. (2014) <i>Personality</i> (9 <sup>th</sup> ed.). Boston, MA: Cengage Publishing.				
Additional references	Knafo, D. (2009). Freud's memory erased. <i>Psychoanalytic Psychology</i> , 26(2), 171-190.				
	Laimou, D. (2012). An epistemological and methodological approach to drives and diffusion of instincts through the clinical assessment of suicidal adolescents: The contribution of the Rorschach Test. <i>Rorschachiana</i> 33, 108–124. doi: 10.1027/1192-5604/a000031				
	McFarland, S., Webb, M., & Brown, D. (2012). All humanity is my ingroup: A measure and studies of identification with all humanities. <i>Journal of Personality and Social Psychology</i> , 103(5), 830–853				
	Wood, D., Harms, P., & Vazire, S. (2010). Perceiver effects as projective tests: What your perceptions of others say about you. <i>Journal of Personality and Social Psychology</i> , 99(1), 174-190. doi: 0.1037/a0019390				
Other additional information					

## INT3026 Internship

Rationale for the inclusion of the subject in the programme	This core subject provides student with an opportunity to obtain industrial training to consolidate their skills and prepare them for entering the workforce								
Semester and year offered	Semester 3, Year 3								
Credit value	6								
Prerequisite (if any)	RSM 2044 Research Methods in Psychology								
Subject learning outcomes and mapping to programme learning outcomes (PLO)									
Upon completion, students should be able to:		Programme learning outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
vvy	Gain practical, real-life industrial exposure	☐					☐		☐
ww	Develop professional skills and work ethics	☐				☐		☐	
	Develop communication and work skills to enhance employability	☐					☐		☐
Transferable skills Communication skills, problem solving skills, professional ethics, information management skills, and life long learning skills.									
Synopsis Internship is an intentional supervised and structured learning experience related to one's field of study or career goals. An internship allows the student to obtain work experience while pursuing defined learning outcomes. It is designed to provide the student an opportunity to test theories and to apply skills learned in the student's course/programme.									
Mode of delivery (lecture, tutorial, workshop, seminar, etc.) Internship									
Assessment methods and types Supervisor evaluation - coursework									
Content outline of the subject and learning time per topic									
Topic	Guided learning			Self learning	Overall (hours)				
	Lecture	Tutorial	Practical						
There are no lectures for this subject. Students will be placed with an organisation for 12 weeks. Assessment is on a pass/fail basis.					240				
Total student learning time (SLT)					240				