

# **Department of Psychology**

## **The Ph.D. program in Psychology**

The Psychology department at KSU offers a comprehensive program leading to the Ph.D. degree with 3 different tracks for students to choose from (Educational Psychology, Social Psychology, and Counseling Psychology).

### **Conditions for admission:**

- 1- A masters degree in Psychology from an accredited institution.
- 2- A score of 500 on the TOEFL or a score of 5.5 on the IELTS.
- 3- A successful score on an admission test which covers:
  - a-Methodology and statistics
  - b-General background in Psychology
- 4-An admission structured interview.

### **Degree Requirements:**

- 1-Completion of the required courses
- 2-Successful performance on a Comprehensive test
- 3-Ph.D Dissertation
- 4-Internship (only for the Counseling Psychology track). Students, under the supervision of a member of staff, should spend two successive semesters at a hospital or an institution that provides mental health services.

## **Required courses:**

### **Core Courses:**

All students are required to take the following three core courses (10 credits):

<b>PSY 601: Contemporary theories and approaches in Psychology</b>	<b>4</b>
<b>Cr.</b>	
<b>PSY 605: Advanced Statistical techniques</b>	<b>3 Cr.</b>
<b>PSY 609: Research</b>	<b>3 Cr.</b>

### **Track Courses:**

#### **1- Educational Psychology Track (20 credits):**

<b>PSY 672: Studies in Cognitive Psychology</b>	
<b>2 Cr.</b>	
<b>PSY 675: Psychological studies of the gifted</b>	<b>2 Cr.</b>
<b>PSY678: Educational applications of learning theories</b>	<b>2 Cr.</b>
<b>PSY 681: Issues in child psychology and adolescence</b>	<b>2 Cr.</b>
<b>PSY 684: Contemporary approaches in evaluation of Academic achievement</b>	<b>2</b>
<b>Cr.</b>	
<b>PSY 687: Strategies of Classroom Behavior Management</b>	<b>2 Cr.</b>
<b>PSY 690: Motivation and achievement</b>	
<b>2 Cr.</b>	
<b>PSY 693: Issues in educational and vocational counseling and guidance</b>	<b>2 Cr.</b>
<b>PSY 696: Independent Study in Educational Psychology</b>	<b>2 Cr.</b>
<b>CI 615: Structure of curriculum</b>	
<b>2 Cr.</b>	

#### **2- Counseling Psychology Track (20 credits+ an Internship: 10 credits):**

<b>PSY 612: Theoretical Approaches in Studying Mental Disorders</b>	
<b>2 Cr.</b>	

**PSY 615: Current Theoretical Trends in Counseling and Psychotherapy**

**PSY 618: Counseling and Psychotherapy Skills and Techniques** 2 Cr.

**PSY 621: Practical Applications in Group Counseling** 2 Cr.

**PSY 624: Marital and Family Counseling and Psychotherapy** 2 Cr.

**PSY 627: Studies in Addiction Counseling and Psychotherapy** 2 Cr.

**PSY 630: Clinical Supervision in Counseling and Psychotherapy** 2Cr.

**PSY 634: Counseling and Psychological Needs of Various Age Groups** 2 Cr.

**PSY 636: Diagnostic Methods and Preventive and Treatment Plans** 2 Cr.

**PSY 639: Independent Study in Counseling Psychology** 2 Cr.

**PSY 699: Field Practice**  
10 Cr

**3- Social Psychology Track (20 credits):**

**PSY 642: Theoretical Approaches in Contemporary Social Psychology**  
2 Cr.

**PSY 646: Social Cognition and Attribution** 2 Cr.

**PSY 648: Attitudes: Theory, Measurement and Change**  
2 Cr.

**PSY 651: Group Behavior and Processes**  
2 Cr.

**PSY 654: Interpersonal Relations and Interaction** 2 Cr.

**PSY 657: Social Behavior & Health** 2 Cr.

**PSY 660: Aggression and Anti-Social Behavior** 2 Cr

**PSY 663: Consumer Behavior** 2 Cr

**.PSY 666: Leadership & Motivation in the Work Place** 2 Cr.

**PSY 669: Independent Study in Social Psychology**  
2 Cr.

## **Ph.D program Course description**

### **PSY 601: Contemporary theories and approaches in Psychology 4 Cr.**

This course aims at providing students with analytic and critical examination of contemporary psychological approaches, as well as acquainting him with the significance of psychology in Islamic thought. The course also aims at reviewing psychological research performed in the Arab world, highlighting its intellectual references with the value system and cultural structure of Arab societies.

The course covers the following main issues:

**Paradigms of man in Psychology, Psychological analysis in Islamic Thinking, Investigation of the most significant contemporary approaches in different domains of psychology. and Reference examination for theorization and methodology of psychological studies performed in Arab societies.**

### **PSY 605: Advanced Statistical techniques 3 Cr.**

This course aims at providing students with the theoretical background of some advanced statistical procedures, applications, and the best manner of interpreting results.

The course covers the following topics: **Factorial Designs, Analysis of Covariance, Simple and Multiple Regression, Multivariate Analysis of Variance (MANOVA), Discriminant Analysis, and Path Analysis.**

### **PSY 609: Research Methods**

**3 Cr.**

The goal of this course is to provide students with a deep understanding of research designs and improve students' abilities to select the appropriate research design according to the goals of the research and the nature of its variables.

The course covers the following topics:

- General review of the research methods utilized in Psychology.**
- The different approaches of Factorial Designs: Fixed, Random, Simple, Nested, Random Blocks designs, and Balanced- Unbalanced Designs.**



**PSY 624: Marital and Family Counseling and Psychotherapy**  
2 Cr.

This course aims at training the student to master various styles and techniques of marital and family counseling and psychotherapy. It trains the student to acquire knowledge in current trends and different theoretical approaches of this field.

**PSY 627: Studies in Addiction Counseling and Psychotherapy**  
2 Cr.

The primary goal of this course is to provide the student with diagnostic and psychotherapeutic addiction-related skills. It also emphasizes recent prevention approaches and their applications.

**PSY 630: Clinical Supervision in Counseling and Psychotherapy**                      2Cr.

The main objective of this course is to help the student develop the necessary skills in clinical supervision. The student will be exposed to various experiences in organizing, implementing, managing, and evaluating counseling programs. Furthermore, the student will explore and practice different models of clinical supervision in order to apply these tactics in supervising beginning counselors and psychologists. He will be taught how to manage and evaluate these services.

**PSY 634: Counseling and Psychological Needs of Various Age Groups**                      2 Cr.

This course aims at acquainting the student with counseling and psychological needs of various age groups such as children, adolescents, elderly. Also, it attempts to acquaint students with specific treatment methods.

**PSY 636: Diagnostic Methods and Preventive and Treatment Plans**                      2 Cr.

This course is designed to acquaint the student with different diagnostic systems, such as the: DSM-IVR and ICD 10. Also, it will focus on implementing preventive and treatment plans for individuals, groups, and agencies.

**PSY 639: Independent Study in Counseling Psychology** 2 Cr.

This course aims at providing students the opportunity to review and critically analyze recent research studies in the area of counseling psychology. This will be based on the areas of the special interest of the student. A completion and submission of an appropriate research paper is essential.

**PSY 699: Internship (Field Practice)**  
10 Cr

This course aims at providing students with a wide range of professional field experiences in one or more of counseling psychology domains. This field practice should be determined and arranged in consultation with students' advisors and in accordance with the criteria of the department council. The students should finish six hundred working hours divided into two consecutive academic terms.

**Courses of the Social Psychology Track**

**PSY 642: Theoretical Approaches in Contemporary Social Psychology** 2 Cr.

The main objective of this course is to provide students with a comprehensive overview of contemporary theoretical approaches in social psychology followed by an objective evaluation of these approaches.

The course includes a review of the historical, theoretical & methodological origins of contemporary theoretical approaches that attempt to interpret the social behavior of individuals. Levels of interpretation of social behavior will also be covered.

**PSY 646: Social Cognition and Attribution**  
2 Cr.

The aim of this course is to study social cognition and attribution theories as two key areas in understanding and interpret the social behavior of individuals.

The course covers various topics some of which are: 1) Social information processing 2) Social inference 3) Social-cognitive structures 4) Motivational and affective influences on social cognition 5) Generic attribution theory and specific attribution theories 6) Attribution and Social Cognition 7) Individual and cultural differences in attribution 8) Applications of Social Cognition and Attribution theory.

**PSY 648: Attitudes: Theory, Measurement and Change** **2 Cr.**

The objective of this course is to provide the student with an extensive review of theories on attitudes' formation and change. In addition, various methods and techniques of attitude measurement will be covered.

The course covers various topics some of which are: 1) Attitudes: definition, function, structure and components. 2) attitudes and beliefs; 3) attitudes-behavior relation; 4) factors affecting attitude formation; 5) theories of attitudes; 6) techniques of attitude formation; 7) theories and models of attitude change; 8) attitudes measurement; 9) some phenomena related to the subject of attitudes: public opinion, propaganda, rumor, brain washing, stereotypes, discrimination, ethnic bias and ethnocentrism.

**PSY 651: Group Behavior and Processes**

**2 Cr.**

The objective of this course is to introduce students to contemporary theory and research on individual's behavior in group context. The course covers various topics some of which are: 1) Group formation processes, group socialization and its outcomes: commitment, obedience, group identification etc.. 2) Group behavior: roles and leadership, group decision making processes, polarization, and groupthink. 3) attraction, group cohesiveness, and members' relations 4) Communication and interaction between members (cooperation, competition, and conflict). 5) Group influence on members' performance: social facilitation and social loafing 6) The effect of intergroup relations on group processes and on members' behavior.

**PSY 654: Interpersonal Relations and Interaction**

**2 Cr.**

The objective of this course is to provide students with an in-depth discussion and analysis of the various forms of interpersonal relationships and types of interaction between individuals. The effects of such interactions and relationships on individuals' behavior will also be discussed.

The course covers various topics some of which are: 1) the value of relationships for the individual, 2) the nature and types of interpersonal relationships, 3) verbal and nonverbal communication, language and communication

4) interaction and relationships: types or forms of interaction (spontaneous, regular, purposive or instrumental), factors affecting the type of interaction and the nature of relationships, 5) models of communication and interaction processes, and theories of relationships, 6) methods and techniques for improving interpersonal communication and interaction, 7) problems of adjustment in interpersonal relationships

**PSY 657: Social Behavior & Health**

**2 Cr.**

This course aims at studying the relationship between the social behavior of individuals and health.

The course includes a comprehensive review of the main social psychological theories and research applying these theories to physical health. Current issues in health psychology will also be emphasized. The course covers various topics some of which are:

Health models, attitudes and health behavior, the role of social cognition in health behavior, mental models of health behavior, Attribution theory and health behavior, social comparison theory and health behavior, Optimistic Bias theory, Health Belief Model, Theory of Reasoned Action, Protection Motivation Theory, Stage Theories (e.g. in precaution adoption). Personality, emotions and health: the "disease-prone personality", optimism, coping, and health; anger, hostility and health; self-efficacy, self-esteem and health behavior; social support and health; cultural differences in illness reaction; everyday stress and health; education and health awareness; psychological reactions to treatment.

**PSY 660: Aggression and Anti-Social Behavior**

**2 Cr.**

The objective of this course is to study the nature of psychological and social variables that are related to aggressive behavior of individuals and the various forms of anti-social behavior.

The course discusses and analyzes the nature of aggression and anti-social behavior by covering various topics some of which are: 1) Aggression: its forms, types and causes, 2) theories of aggressive and anti-social behavior, 3) methods and techniques of controlling aggressive behavior.

**PSY 663: Consumer Behavior**

**2 Cr.**

The objective of this course is to provide students with an in-depth review of psychological theories and research on consumer behavior. Applications, particularly in commercial advertisement and marketing, will be emphasized. In addition, the course aims at developing the student's expertise and skill in conducting research on consumer behavior. The course covers various topics that could be classified under two main categories:

## **A- Individual Consumer Processes:**

**1- information processing and its applications; 2) Behavioral learning and shaping of consumer behavior; 3) consumer's motivation, affect and emotions and the purchase process; 4) Personality and self-concept and consuming behavior; 5) Consumer's attitudes: formation, measurement and change; post-purchase processes or attitudes such as consumer satisfaction and product loyalty and their measurement; 6) Consumer decision making process: stages of the purchasing decision process, purchasing types (e.g. impulse purchases, purchases made out of brand loyalty).**

## **B-The Consumer Environment:**

**1- The Physical Surroundings in the store and their effects on consumer behavior; 2- Group influence on consumers; diffusion of product information; opinion leadership; characteristics of opinion leaders; 3- The family as a consumer, Family role structure and family decision making;**

**4- Culture, popular culture, subcultures & social class, and demographics.**

## **PSY 666: Leadership & Motivation in the Work Place**

**2 Cr.**

**The objective of this course is to provide the student with an in-depth review of theories and research on leadership and motivation with more emphasis on applications in the workplace. This includes:**

**-Leadership: definition, the nature of managerial leadership, approaches and theories of leadership, leadership styles, characteristics of effective leaders, sources of power and influence and their relation to leadership, problems of leadership at all levels of the managerial hierarchy, teamwork leadership, methods and techniques of developing leadership skills.**

**-Motivation: Definition of work motivation, theoretical approaches in studying motivation, theories of motivation and their applications in the workplace (e.g. need**

**theories, job-redesign or job-enrichment theories, cognitive theories, reinforcement theories); work attitudes, beliefs, and attribution processes and their implications for motivation; social influences on motivation; job stress and motivation; work motivation and performance.**

## **PSY 669: Independent Study in Social Psychology**

**2 Cr.**

The objective of this course is to enrich the background of students in one of the areas of social psychology and help them develop their interest in it.

The course includes a discussion, an analysis, a critique, or an application of a topic in social psychology (e.g. social influence, media and violence and aggression, consuming behavior and commercial advertisement, communication and persuasion, self and identity, motivation and values, attitudes and values: a cognitive perspective). The interests of staff as well as the interests and needs of students will be taken into consideration as far as this will help in enriching the background of students in their specified topic and developing their interests and research skills.

## **Courses of the Educational Psychology Track**

### **PSY 672: Studies in Cognitive Psychology**

**2 Cr.**

The prime concern of the course is to enhance postgraduate student understanding and knowledge concerning cognitive psychology and contemporary theoretical tendencies thereof.

The course examines the following issues:

**Developmental tendencies of Cognitive Psychology, Theoretical bases of knowledge representation, Information Processing Models, Models of human memory: Structure and processes, Perception and attention, Cognitive structures and learning ( Bruner, Ausubel , etc.), Cognitive schemas, Meta-cognition, New approaches in cognitive development studies, Cognitive styles in the domain of learning, Mental processes of reasoning, and Psychological research in talent.**

### **PSY 675: Psychological studies of the gifted**

**2 Cr.**

The course aims at enriching student's experience in nature of giftedness, the identification methods, the educational process of the gifted children , and the new trends in theory and practice in the field .

The course covers the following areas: The concept of giftedness as related to intelligence: convergent thinking, divergent thinking, The concept of giftedness in relation to environmental and genetic components, Theoretical structure of giftedness and its' new trends, Characteristics of gifted children, Methods of the identification of gifted children, and Family child- raring practices as related to giftedness.

**PSY678: Educational applications of learning theories**

**2 Cr.**

**This course aims at providing students with an in-depth understanding of the implications and applications of learning theories in school instruction.**

**The course includes a review of the applications of the various scientific approaches to the study of learning. These include:**

**Behavioral learning: Contributions of Behaviorism to instruction, the behaviorist perspective on learning: issues and criticisms, implications and applications in education.**

**Cognitive learning:**

**-Cognitive Information Processing. Applications and implications to instruction.**

**- Meaningful Reception Learning; Schema Theory and Instruction.**

**- Piaget's Developmental Theory: implications for instruction.**

**-Interactional theories of cognitive development implications for instruction.**

**-Applications of Gestalt concepts and principles of learning in instruction.**

**Learning and instruction: instructional theories and models, Gagné's instructional theory and its applications.**

**Neurophysiological theories of learning and their application in instruction**

**Bandura's social-cognitive learning theory and its applications in education.**

**PSY 681: Issues in child psychology and adolescence**

**2 Cr.**

**The aim of this course is to study important factors that influence the process of development in children and adolescents.**

**This course highlight the following topics:**

**- Theories of learning or thinking.**

**-Social, emotional and cognitive development.**

- The role of attachment on development.
- The role of play in the development of cognitive abilities.
- Language acquisition
- Characteristics of learning, memory and cognition in childhood and adolescence.
- The role of peers, school and environment in development.
- Some problems of children and adolescents that are related to development.

**PSY 684: Contemporary approaches in evaluation of Academic achievement**  
2 Cr.

The course aims at providing students with novelties in the evaluation arena, it also introduce the student to some actual achievement evaluation issues.

The course covers the following topics:

1. Philosophical background (consideration) of evaluation
2. Structural and functional analysis of different evaluation systems.
3. Advanced issues in the design of norm-referenced and criterion-referenced achievement tests.
4. Item Banks (item banking systems)
5. Applications of latent trait models to the analysis of achievement test items.
6. Contemporary strategies in evaluation.

**PSY 87: Strategies of Classroom Behavior Management**  
2 Cr.

The objective of this course is to provide students with an extensive review of theories and models related to classroom management and discipline. It also attempts to develop students' abilities and skills as well as to train them apply some of these models or to design an integrated model for

**classroom management.**

**The course includes an in-depth discussion of various theories and models of classroom management and discipline some of which are : B.F. Skinner, Berne & Harris, Dobson's model: Lee Canter. Fredric Jones, Rudolf Dreikurs, William Glasser, Teacher Effectiveness Training Thomas Gordon.**

**In addition, the course examines research related to unwanted behavior in schools (causes, prevention, and handling of problem behaviors). This includes violence and aggressive behavior in schools. The course also examines the implications and applications of theories of cognitive, moral, and psycho-social development, as well as group dynamics, in classroom management.**

**PSY 690: Motivation and achievement  
Cr.**

**2**

**The course aims at introducing students to the concept of achievement as it relates to academic achievement, as well as exposing students to the current trends and issues in the area.**

**The course will cover subjects such as:**

**1-Motivation and academic achievement: theories of motivation, motivation- emotions relation.**

**2-Motivation deterrents: school curriculum. Curriculum objects, learning methods, reward system, individual differences in motivational arousal.**

**3-Achievement and students characteristics: self-concept, self-esteem , motivational properties, self-efficacy, and self-control.**

**4-Knowledge and academic achievement: the need of understanding and desire of knowledge, cognitive development, emotional learning.**

**5-Competence and performance: success and failure, anxiety and tests, pressures and achievement, performance skills.**

**6-Social-emotional learning and social skills.**

**7-Technology and achievement: positive and negative educational effects of T.V., electronic games, computer and Internet.**

**8-The measurement of academic achievement: theories and methods.**

**PSY 693: Issues in educational and vocational counseling and guidance**

**2 Cr.**

**The goal of this course is to introduce to the student most critical issues in educational and vocational counseling and guidance, which influence counseling practice in the field of education.**

**The course more specifically attempts to:**

- 1. Provide a general idea of the theoretical orientation which influence the counseling practice in the educational an vocational counseling fields, including the most recent trends in counseling and critically studying the main theories of career development and choice.**
- 2. Train the students to evaluate counseling and guidance programs in school settings.**
- 3. Introduce contemporary issues in vocational and educational counseling fields.**

**PSY 696: Independent Study in Educational Psychology**

**2**

**Cr.**

**This course aims at providing students the opportunity to review and critically analyze recent research studies in the area of educational psychology. This will be based on the areas of the special interest of the course instructor and student. A completion and submission of an appropriate research paper is essential.**

**CI 615: Structure of curriculum**

**2 Cr.**

**The course covers the following topics:**

**1-Studying major concepts and components of modern curriculum, and factors influencing its components.**

**2-Foundations of curriculum construction and their applications.**

**3-Review, and discussing of studies on curriculum construction based on above bases.**