



Islamia University of Bahawalpur, Pakistan
Department of Applied Psychology

Ethical Issues in Psychology (PSY-01406)
BS 4th (3 Credit Hours)

Instructor: Muhammad Aslam Sidhu
Class:

Email: psychologistbwn@gmail.com
Consulting Hours: By Appointment via email

I. Course Descriptions:

Gender issues in psychology consists of the gender concerns related to the subject matter of psychology.

II. Course Objectives:

- To understand reflect and critically evaluate basic concepts of gender issues in psychology
- To help you better understand things such as how best to study for tests, how to read affectively, and how to remember difficulty to learn material.

III. Course Material:

a. Recommended Text book:

Handouts VU

IV. Course Grading Policy:

- It is the policy of the instructor to grade all student performance through examinations, class participation in discussions, individual and /or team presentations, short or major papers requiring research or analysis, and other appropriate means. Individual discussions of the reading material may be held at the discretion of the instructor.
- Unless otherwise indicated, each student is evaluated on the basis of his or her work-product (presentation). Please note that the instructor requires that all papers, whether short or long, must be fully explained. Thus any original work must be clearly distinguished from the work of others and properly cited. More guidance will be provided in this matter, as necessary.

c. Grading Criteria:

Mid Term Exam	30
Final Exam	50
Sessional Marks	20
Distribution of sessional marks is as under:	
Quizzes (two sudden quizzes; one in each term)	05
Assignments	05
Presentation	05
Class participation and behavior	05
Total	100

***ABSOLUTE GRADING**

NOTE ON EXAMS: ALL EXAMS ARE IN CLASS, CLOSE BOOK.

V. The Teaching/Learning Environment & Course Classroom Protocol:

- a. The instructor manages his classroom as if it is an executive training meeting or session in a business or government setting.
- b. The teaching/learning environment created in the classroom is led by the instructor but it is also understood that the most beneficial learning environment is one where students teach each other through optimum preparation, active classroom participation, and sharing of their own personal insights gained from lifelong experiences.
- c. Electronic gadgets, especially mobile phones must be on flight mode or silent mode.

VI. Statement on Faculty and Student Code of Ethics

The Code of Ethics sets the parameters for proper conduct in the classroom by both faculty and students. This is basic but it underscores the main principle here that we will follow as a team: The faculty member will do his best to provide the best teaching and learning environment for each student as an individual and for the class as a whole. Students will be fairly evaluated in all their work and the contributions they make to enhance the objectives of the course. Students, on the other hand, will be responsible for their own work-product, will provide proper documentation when they use the work of others as references, and will respect the rights of others to contribute to the teaching/learning environment as best suits their comfort level, the capabilities, and their motivations.

Course Outline

Topics Sequence to be covered:

1.	Introduction
2.	Feminist Movement
3.	Historical Background
4.	Gender Related Research
5.	Research Methods for Gender Issues
6.	Qualitative Research
7.	Biological Differences between Genders
8.	Biological Differences between Genders: Hormones and Nervous System
9.	Theories of Gender Development
10.	Other Approaches
11.	Gender Typing and Stereotyping
12.	Gender Stereotypes
13.	Developmental Stages of Gender Stereotypes
14.	Cultural Influence and Gender Roles
15.	Development of Gender Role Identification
16.	Gender Differences in Personality
17.	Gender Differences in Personality
18.	Cognitive Differences
19.	Gender and Media
20.	Gender and Emotion
21.	Gender, Emotion and Motivation
22.	Gender and Education
23.	Gender, Work and Women's Empowerment
24.	Gender, Work and Women's Empowerment
25.	Gender, Work and Related Issues
26.	Gender and Violence
27.	Gender and Health
28.	Gender, Health, and Aging
29.	Gender, Health, and Aging
30.	Gender, Health, and Aging
31.	Gender and Health Promoting Behaviors
32.	Gender and Health Promoting Behaviors
33.	Gender and Heart Disease
34.	Gender and Cancer
35.	Gender and HIV/AIDS
36.	Problems Associated With Females' Reproductive Health
37.	Obesity and Weight Control
38.	Gender and Psychopathology
39.	Gender and Psychotherapy
40.	Feminist Therapy
41.	Course Review: New Avenues for Research in Gender Issues

Note: Final Reports will be checked in the plagiarism detect software like TURNITIN.COM available in the university.

The final presentation is due in the last 3 weeks of the class. Students will present their presentations using MS Power Point for their presentations/or any other tool / technique to convince the audience (it is strongly advised that all tools should be tested well before the class presentation to avoid unnecessary delay due to tech issues). Each student will be given 10-15 minutes to complete their presentation and 5 minutes for the class to ask questions about the presentation. Presentation sessions

may be little longer than the usual class time. If we are not able to complete all the presentations within the scheduled classes, extra classes will be arranged.

Written report must be according to latest APA writing style.

Instructor wishes you every success and hope you would enjoy the course and find it something that has made you worthy of market as a young researcher, consultant or middle manager.