

**GODFREY OKOYE UNIVERSITY
ENUGU, ENUGU STATE, NIGERIA**

www.gouni.edu.ng



B.SC. PSYCHOLOGY

**The Core Curriculum Minimum Academic
Standards (CCMAS)**

September, 2023.

Overview

Psychology is a scientific discipline which studies human and non-human behaviours from the physiological roots to the social influence processes which equips the students with skills needed for the explanation, prediction and modification of those behaviours for lasting peace and order in human society. As a profession in the social sciences, psychology aims to provide students with a top-ranked undergraduate education in various areas of psychology which include but not limited to Clinical psychology, Neurobiological psychology, Behavioural medicine/Medical psychology, Social psychology, Industrial/organisational psychology, Positive psychology, health psychology among others. The goal of the programme is to train the next generation of leaders, innovators, and cutting-edge professionals in these diverse areas of psychology with the needed 21st-century skills. Graduates of Psychology are well-equipped for job opportunities in Health institutions, Schools, NGOs, Selfemployment, industries, and security agencies.

Philosophy

As a science, Psychology seeks to discover patterns of behaviour, using facts, principles and generalizations, in order to increase our knowledge and understanding of individual behaviour in various social and cultural settings, groups, institutions and organizations for proper adaptation or adjustment and development. The philosophy behind the Psychology curriculum in Nigerian Universities is therefore to equip students with skills, concepts and principles which can help them to understand, explain, predict, modify, and change human and non-human behaviours for intra- and interpersonal harmonious coexistence and overall social, economic, political, and national development of Nigeria.

Objectives

The objectives of the Psychology undergraduate degree programme are to:

1. instil a sense of enthusiasm towards and identity with psychology as a profession;
2. appreciate its application in different contexts, and environments, and to involve students in an intellectually stimulating and satisfying experience of learning and studying;
3. provide a broad and balanced foundation of psychological knowledge and practical skills through training in psychological methods of investigation such as observation, experiment, case study, computer application and many others;
4. develop in students the ability to apply their psychological knowledge and skills (such as analysis of behavioural determinants, aetiology, patterns, prevalence and epidemiology of psychopathological conditions; using the principles of cognition, learning motivation, emotion, adjustment, conflicts, physiology, attitudes, beliefs, values, intelligence, stress management strategies, personality, leadership and interpersonal skills and many others) in proffering solutions to theoretical and practical problems of society;
5. develop a range of transferable skills of value in physical, social, organizational, industrial, educational, health and cultural environments, using generative and creative methods of social engineering;
6. provide knowledge and skills with which students can proceed to further studies and careers in specialized areas of psychology (such as health, clinical, IT organizational industrial, managerial, artificial intelligence, social, human resources management, political; educational, forensic, environmental psychology, clinical, health and many others) or multi-disciplinary areas involving psychology;
7. inculcate in the students the principles and practices that enhance psychological wellbeing; and

8. equip students with the culture of innovation and critical thinking for entrepreneurship.

Unique features

The B.Sc. (Psychology) programme has the following unique features:

1. development of pragmatic skills for effective application of psychological principles for problem-solving in diverse areas of human endeavour;
2. inculcating ethical behaviours in research and psychological intervention;
3. developing positive attitude to life for psychosocial well-being;
4. developing crisis intervention and terror management skills; and
5. de-emphasising the teaching of already established scientific/empirical findings, thereby encouraging rational thinking, self-motivated exploration, and learning.

Employability Skills

A graduate of Psychology should have the following employability skills among others:

1. development, validation and effective application of a psychological test;
2. effectively administer, analysis, and interpretation psychological test results;
3. engagement in psychological adjustment counseling;
4. designing and conducting psychological research;
5. engaging in consultancy services for industries in terms of job recruitment and leadership training;
6. effectively offer forensic services to the criminal justice system;
7. engaging in consultancy services for sports organizations, private sport clubs, university, and school sports clubs; and
8. ability to serve in advisory roles to government agencies and parastatals and engage in consultancy services for Local, State, and Federal government in areas of policy development and implementation.

21st Century Skills

Psychology offers the following skills to enable its graduates to function optimally in the 21st Century:

1. cognitive skills such as creativity, critical thinking, problem solving and language skills;
2. social skills such as collaboration, leadership skills, multicultural adaptation, and ecumenism;
3. technological skills such as communication, ICT competence (familiarity with the software and hardware);
4. personal skills such as integrity, conscientiousness, emotional intelligence, entrepreneurial, and personal wellbeing maintenance;
5. crisis intervention skills such as peace building, and trauma management skills;
6. environmental conservation skills such as pro-ecological behavior;
7. psychometric skills such test development, test administration, scoring, interpretation, and application; and
8. research skills such as data collection, analysis, and interpretation, and report writing.

Admission and Graduation Requirements

Admission requirements For

a four-year course:

In addition to UTME score the candidate should possess a Senior School Certificate with at least five credit passes, including Maths, English and Biology at not more than two sittings.

For the three-year programme:

Candidates shall possess five SSC credits passes two of which must be at Advanced Level. For emphasis, English, Mathematics, and any of the following: Biology, Health Science, Agricultural Science, Animal Husbandry and Economics are required at credit passes. Candidates with ND, NCE, Nursing and Midwifery are also qualified.

Graduation requirements

To obtain B.Sc. in Psychology, the candidate must satisfy the requirements spelt out below:

1. completed and passed all the courses he/she registered for, including all compulsory courses and required as may be prescribed by the University/Faculty;
2. obtained a minimum CGPA specified by the University but not less than 1.0, and
3. earned the minimum credit units of not less than 120 for a four-year programme and 90 for a three-year programme.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
PSY 101	Introduction to Psychology	2	C	30	
PSY 103	Learning Processes	2	C	30	
PSY 105	Ethics in Psychology	2	C	30	
PSY 102	Determinants of Behaviour	2	C	30	
PSY 104	Quantitative Methods in Psychology	2	C	30	
	Total	14			

200 Level

Course Code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
SSC 202	Introduction to Computer and its Application	3	C	45	
PSY 201	General Experimental Psychology	2	C	30	
PSY 203	Industrial /Organisational Psychology	2	C	30	
PSY 205	Developmental Psychology I: Childhood and Adolescence	2	C	30	

PSY 207	Psychology of Personality and Assessment	2	C	30	
PSY 209	Health Psychology	2	C	30	
PSY 202	Physiological Psychology	2	C	30	
PSY 204	Introduction to Social Psychology	2	C	30	
PSY 206	Developmental Psychology II: Adulthood and Aging	2	C	30	
PSY 208	Positive Psychology	2	C	30	
GOU-PSY 203	Psychology of Peace	2	C	30	
GOU-PSY 204	Genetics and Evolutionary Psychology	2	C	30	
GOU-PSY 208	Basic Concepts in Experimental Psychology	2	C	30	
GOU-PSY 213	Managerial Psychology I	2	C	30	
GOU-PSY 214	Managerial Psychology II	2	C	30	
GOU-PSY 223	Psychology of Crisis and Trauma Management	2	C	30	
	TOTAL	37			

300 Level

Course code	Course title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
SSC 301	Innovation in the Social Sciences	2	C	30	
SSC 302	Research Method I	2	C	30	
PSY 301	Clinical Psychology	2	C	30	
PSY 303	Gender Psychology	2	C	30	
PSY 305	Psychological Testing and Test Construction	2	C	30	
PSY 307	Statistical Methods in Psychology	2	C	30	
PSY 309	Cognitive Psychology	2	C	30	
PSY 302	Psychology of Mental Challenge	2	C	30	
PSY 304	Psychology of Substance use disorder	2	C	30	
PSY 306	Research Methods in Psychology	2	C	30	
PSY 308	Environmental Psychology	2	C	30	
PSY 310	Field Experience	2	C		90
GOU-PSY 301	Psychology of Indigenous Technology	2	C	30	
GOU-PSY 312	Geriatric Psychology and Well being	2	C	30	

GOU-PSY 316	Advanced Experimental Design	2	C	30	
GOU-PSY 322	Mindfulness-Based Cognitive Therapy	2	C	30	
GOU-PSY 343	Psychology of Personnel Management	2	C	30	
GOU-PSY 345	Psychology of Security Management	2	C	30	
GOU-PSY 388	Psychology of Solid Waste Management	2	C	15	45
	TOTAL	42			

400 Level

Course code	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	
PSY 401	Psychology of Terrorism and Trauma Management	2	C	30	
PSY 403	Practicum in Psychotherapy	2	C	15	45
PSY 405	Forensic Psychology	2	C	30	
PSY 407	Psychology of Social Change	2	C	30	
PSY 402	Advanced Psycho-Biological Study of Behaviour and Psychopharmacology	2	C	30	
PSY 404	Advanced Clinical Psychology	2	C	30	
PSY 406	Research Project	4	C		180
GOU-PSY 411	Psychology of Digital Marketing	2	C	30	0
GOU-PSY 412	Career Counseling	2	C	30	0
GOU-PSY 413	Psychology of Igbo Apprenticeship System	2	E	30	0
GOU-PSY 414	Contemporary Issues in Psychology	2	C	30	0
GOU-PSY 451	Health Psychology	2	E	30	0
	TOTAL	28			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in the English language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and 7. write simple and technical reports.

Course Contents

Sound patterns in the English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading, Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture. Peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics. Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities; indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

PSY 101: Introduction to Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the aims of studying psychology;
2. discuss and critically evaluate the schools of Psychology;
3. discuss the historical antecedents to modern Psychology;
4. explain different areas of specialization in Psychology;
5. identify and describe the methods of investigation, data collective and principles that guide scientific research;
6. discuss the relationship between psychology and other disciplines; and
7. critically evaluate the controversies in psychology.

Course Contents

A brief history of psychology; aims of psychology. Early schools of psychology: structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis. Later schools of psychology: cognitive. Evolutionary, humanistic, biological and many others. Fields of psychology: Clinical, industrial, social, environmental, developmental, school, educational, neuropsychology, medical/behavioural. Psychology as a scientific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, scepticism, convergence of operation, refutability, testability and many others. Methods of investigation in psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines. Current issues - mind and body, Nature and Nurture controversies.

PSY 102: Determinants of Behaviour

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the factors that determine human behaviour;
2. discuss nature and extant controversies in behaviour formation;
3. discuss the contributions of factors in human behaviour (such as, learning, emotions, innovative, motivation, social changes, pandemic, stress, communication, and technology and many others);
4. critically evaluate the impact of information communication technology on human behaviour; and
5. discuss coping mechanisms: adaptive and non-adaptive in dealing with frustrations, conflicts, and stress.

Course Contents

Influences of heredity and environment on growth and development. Biological determinants of human behaviour and socialization process, intelligence, sensation and perception, self and social cognition, attribution, conformity, attitudes, psychology of individual differences, personality disorders, stress and coping, motivation, emotion, frustration, conflicts, and defence mechanisms. Advances in information communication technology and their roles in human behaviour. The role of learning in attitude formation, motivation and emotion.

PSY 103: Learning Processes I

(2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:

1. define learning;
2. mention and explain types of learning;
3. discuss learning theories;
4. identify and discuss factors affecting learning;
5. explain the concept of memory;
6. discuss types of memory;
7. mention the techniques for assessing memory quality;
8. identify the stages involved in memory process;
9. explain why we forget;
10. describe the experimental investigations (such as Pavlov classical conditioning experiment);
11. apply learning theories and principles in solving problems;
12. compare and contrast human and artificial intelligence;
13. discuss neurobiology of learning and memory; and
14. apply insights from the course to personal learning.

Course Contents

An introduction to the experimental analysis of learning processes in both man and animals. Definition and explanation of the concept of learning. Types of learning. The nature and process of learning. Learning curves. Factors that affect learning. Learning theories. Stimulus response and cognitive theories, example. Classical conditioning, operant conditioning and many others. Social learning theories (vicarious learning/reinforcement).

The memory system: sensory register, short-term memory and long-term memory; measurement of learning techniques. Remembering and forgetting. Including the theories of remembering and forgetting. Concept learning. E-learning and factors affecting it. Concept and practice of artificial intelligence. Motivation in learning. Transfer of learning. Theories of transfer, experimental investigations using learning theories and many others. Learning and intelligence. Practical.

PSY 104: Quantitative Methods in Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. mention and explain some concepts used – quantitative methods such as descriptive statistics, type of data such as, nominal, ordinal, interval, and ratio;
2. explain frequency distribution, measures of central tendency – mean, median and mode;
3. explain measures of dispersion: range, deviation, variance and many others;
4. discuss the assumptions of inferential studies;
5. outline the procedure of performing inferential test;
6. identify types of inferential statistics;
7. apply them to data analysis such as, Chi, t-test, ANOVA, Regression, Multiple regression, and many others; and
8. interpret the results of inferential analysis.

Course Contents

Application of quantitative methods in psychological research: Basic concepts used in quantitative methods. Descriptive statistics, nature of data: interval, ratio, ordinal, and nominal. Frequency distributions. Measures of central tendency: mean, median and mode.

Measures of dispersion: range, mean deviation, sample variance, standard deviation and many others. practical exercises. Application of inferential statistics to data analysis: Correlation and correlation coefficient, probability theory, T-test distribution, Chi-square, Z – test, Mann-Whitney U-test, Wilcoxon matched-pairs signed rank test, F-test, introduction to ANOVA. Practical.

PSY 105: Ethics in Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concepts of ethics;
2. distinguish between ethics and morality;
3. discuss the ethical guideline in scientific research;
4. discuss the role of ethic in moderating human behaviour in organizations, leadership, and every institute;
5. discussion the ethical guidelines for inter-professional relationship;
6. discuss issues of integrity in professional practice;
7. explain the role of lobbying in promoting the role of psychology in public space; and 8. justify the place of innovation in the rule of law in redressing of unethical behaviour.

Course Contents

Morality and ethical guidelines in the treatment of human participants and non-human subjects in psychological research and practice. Concept and consequences of torture, cruel and inhuman or degrading treatment. Authority, law enforcement and redress of unethical behaviour. Principles of inter-professional relationship. Issues of competence and integrity of the professionals. Self-image. Innovations and breaking of new grounds in the professional practices. The place of lobbying in promoting the role of Psychology in public space, and the need for continuous education.

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. evaluate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

SSC 202: Introduction to Computer and its Application

(3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and online resources, browsers, and search engines.

PSY 201: General Experimental Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the historical antecedents to experimental psychology;
2. describe experimental procedures;
3. identify experimental groups and explain their roles in experimental investigations, such as, control group and experimental group(s);
4. identify and discuss the valuables involved in experimental investigations;
5. explain some concepts like hypothesis sampling and many others;
6. explain the techniques for control of extraneous variables;
7. explain the steps in writing report of experiment;
8. discuss the issues involved in designing an experiment;
9. differentiate among different experimental designs, such as. single/two factor, between/within subjects in experiments; and
10. design simple experiments follows the correct procedure;

Course Contents

Historical antecedents of experimental psychology. The nature of experiments, control/experimental groups, field/laboratory experiment, true/quasi experiment. Variables: independent/dependent variables, quantitative/qualitative and extraneous/intervening variables. Nuisance/concomitant variables, variance and sources of variance. Control of extraneous variable in experimentation. Sample and population, sampling and sampling techniques. Randomization and types. Observation, hypothesis testing and design of experiments. Confounding and sources of confounding and steps in report writing of experimental investigation.

Steps and issues in designing an experiment, single factor/two factor experiments, between/within subject experiments, hypothesis testing, the concept of matching/baseline recording in experimentation and many others. practical exercises. Demonstration of several experiments in class. Emphasis will be on students designing, undertaking, analysing, and reporting their own experiments in areas like emotion, sensation, perception, motivation, learning, memory and many others.

PSY 202: Physiological Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the relationship between physiology and psychology;
2. explain the role of cell structures in human behaviour;
3. identify the biological tools for human actions;

4. discuss the physiological processes that mediate human behaviour (sensation, transduction, transmission, perception and active);
5. identify and describe the parts of the brain and their functions in relation to human behaviour;
6. identify and describe the nerves that constitute the peripheral nervous system and roles they play in human behaviour.
7. explain the various methods of investigating brain – behaviour relationship such as, (invasive and non-invasive procedures such electrical stimulative, ablation lesions and many others);
8. discuss the genetic basis of behaviour;
9. evaluate drug and behaviour relationship; and
10. identify the biological factors in emotion, motivation, sleep, sex, learning and memory, merger and satiation, thirst, temperature regulation and many others.

Course Contents

Cell division and structures- detailed description and contributions to human behaviour. mechanisms of perception: principles of sensory system organization, five sensory systems, selective attention. Motor control and sensory motor integration.

Nervous system, organisation, and function. Methods of physiological, psychology investigation, electrical stimulation and recording. Chemical stimulation, lesion and ablation. Non-invasive procedure. Response mechanisms of human beings' specific sensory experience. Role of genes and evolutionary process in behaviour. The internal environment and behaviour metabolic processes, endocrine glands and hormones, physiological homeostasis, temperatures, hydrogen ion concentration, blood sugar level and many others. Drugs and behaviour.

Psychobiological factors in motivation, emotion, sexual behaviour, sleep, and arousal. The psychobiology of eating and drinking, body weight regulation.

PSY 203: Industrial/Organisational Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the history of Industrial Psychology;
2. describe the branches and scope of industrial/organizational psychology ;
3. identify individual difference in the workplace;
4. discuss the factors that play important roles in workplace such as motivation, leadership attitude, perception, emotion stress and burnout and many others;
5. justify the need for occupational safety, effective coping strategies and wellbeing and many others;
6. discuss the concept of power, authority and leadership style and how they affect organizations;
7. explain the role of formal and informal groups in organizations and how they affect productivity;
8. discuss the theories of motivation in the workplace and its importance in job satisfaction and performance;
9. evaluate the impact of technological advancement on workers and psychological techniques for adjustment/adaptation; and
10. discuss the importance of communication in organizations.

Course Contents

Psychology applied to business and industrial. History, branches, and scope of industrial/organizational psychology. Individual differences within the context of industrial activities. Workplace leadership, motivation, attitude, perception, emotion (such as. emotional intelligence and many others. work-family interface, i.e. work-family conflict and work-family balance). Stress and burnout in the workplace and their management. Occupational safety and workplace health promotion. Coping and well-being in the workplace. Diversity in the workplace. Man within a wider organizational setting. Concept of power and authority, formal and informal groups, group conflicts in organizations and their resolutions, industrial leadership, theories of industrial motivation, human problems from technological change. Communication systems/computer usage and implications for workers and management.

PSY 204: Introduction to Social Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define social psychology;
2. outline the aims;
3. discuss the history of social psychology;
4. mention the research methods;
5. discuss the relationship between social psychology and other social sciences;
6. explain some critical concepts in social psychology such attitude, (change and formative) attribution, group dynamics altruism, reciprocity warm-glow, social exchange and social learning, prosocial and underlying motives and many others; and
7. critically evaluate the theories of social psychology.

Course Contents

Definition and history of social psychology. Research methods: experimental, observation, quasi-experimental. Relationship between social psychology and other social sciences. Attitude: definition, development, functions, attitude change, theories of attitude change. Social perception. Attribution and impression formation. Introduction to group dynamics. Social psychologists and the 21st century challenges. Anthropological psychology. Prosocial behaviour: Altruism-Reciprocity. Meaning, types, and theories of prosocial behaviour – Altruism, Warm-glow, social exchange and social leaning. Basic motives underlying prosocial behaviour. Why do people help more than others? Individual, gender, cultural, religious and mood differences. Determinants of prosocial behaviour: when will people help? – Environment, Residential mobility, number of bystanders. Ways of increasing helping behaviour.

PSY 205: Developmental Psychology I: Childhood and Adolescence (2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the principles of Human development;
2. explain the methods of child study;
3. identify the factors responsible for human growth and development.
4. discuss the debate on influence of heredity and environment on human development;

5. discuss the effects of the factors on physical, cognitive, social, personality emotion and development from infancy through childhood to adolescence;
6. discuss the theories of child development;
7. mention the development tasks of the child and the adolescent; and
8. discuss the application of statistics in developmental studies.

Course Contents

Principles of development. Methods of child study: longitudinal study, case study and many others; Factors responsible for human growth and development. Effects of heredity and environment on physical, cognitive, social and personality development from infancy, childhood, puberty and adolescence. Theories of child development: Erikson's stages of social development, Freud's psychosexual theory, Jean Piaget's Cognitive theory, Kohlberg's theory of moral development and many others, and development tasks of adolescence. Research proposal. Communicating research report. Application of statistics in developmental studies.

PSY 206: Developmental Psychology II: Adulthood and Ageing (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the biological changes that occur in early, middle and late adulthood;
2. identify and discuss the theories of ageing;
3. discuss the midlife transition crises and explain the psychological challenges/consequences and how to manage them;
4. mention and discuss the developmental tasks of ageing; and 5. discuss the strategies to deal with old age and imminent death.

Course Contents

Biological changes in early, middle, and late adulthood: physical changes, cognitive and social changes. Mid-life crisis and adjustment. Theories of aging: disengagement theory, neuroendocrine, free radical theory, membrane theory of aging and many others. Health challenge of the elderly: cardiovascular problems, arthritis, dementia and many others. Social and psychological consequences and management of old age; death and bereavement across cultures: consequences and implications for the bereaved. Development tasks of adulthood and ageing: marriage and parenthood, career adjustment, work-life balance, work and family conflict, aging parents' care and rehabilitation, retirement and retirement adjustment. Ambient stressors like funeral rites and extended family support. Coping strategies to deal with old age and imminent death.

PSY 207: Psychology of Personality and Assessment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define personality;
2. discuss the various theories (to understanding personality) such as, psychoanalytic, social learning, humanistic and many others;
3. mention the factors that determine personality;
4. explain the structure of personality, its dynamics and defence mechanisms;
5. explain personality and assessment;

6. discuss the uses of assessment;
7. enumerate the various personality assessment tools (such as, psychological tests, objective, and projective test interview and many others);
8. contrast between idiographic and nomothetic approaches;
9. critically evaluate theories of personality;
10. explain the procedure for test construction and qualities of a good test; and
11. discuss the problems of testing in Nigeria and how to combat them.

Course Contents

Psychoanalytic approach to personality trait. Theories of personality, social learning theories, humanistic theories, critical implications. Definitions, descriptions, determinants, and development of personality in view of the above theories. The structure of personality, the dynamics of personality and the defence mechanisms of the ego. Specific psychological test used by clinicians in their practice. Projective techniques and personality inventories and assessment approaches. Clinical interviews, questionnaires, practical work in the use of tests. Idiographic and nomothetic approaches, theories of personality. A practical approach to test construction, standardization, and validation. Testing problems in Nigeria.

PSY 208: Positive Psychology

(2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the assumptions of positive psychology;
2. give overview of the history of positive psychology;
3. discuss the many concepts in positive psychology and their application to human life, such as happiness, wellbeing, and life satisfaction, dissilience, creativity, virtues, optimism, spirituality emotional intelligence and many others;
4. identify the criteria for assessing positive tracts;
5. explain the areas of application of positive psychology; and
6. discuss the interpersonal relationship dynamics culture, meaning of life, money/wealth, positive ageing, post traumatic growth and actualization self-esteem and many others, and how they impact on quality of life.

Course Contents

Psychological aspects of happiness, wellbeing and life satisfaction. Overview of positive psychology, history of positive psychology, positive emotions, emotional intelligence and happiness. Definition and measurement of determinants of positive traits (character/strength/self-discipline, resilience, and creativity). Values, virtues, interest, optimism, spirituality and so on. Areas of application: health education, workplace, policy making and many others. Interpersonal relationship, culture, and wellbeing, meaning of life, money and happiness, positive ageing, post-traumatic growth and actualization, self-esteem, and humours.

PSY 209: Health Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the general overview of health psychology;
2. discuss the aims, theories of health psychology and their applications;

3. explain the relevance of the contributions of health psychology to medical operators in surgery, gynaecology and obstetrics, geriatrics, paediatrics, outpatient department, pain management;
4. discuss the concepts and applications of critical health psychology; clinical health psychology; public health psychology; and
5. discuss the importance of Doctor/Nurse-patient compliance to treatment regimen, sick role, and its effect on the individual and family on medical practice and delivery.

Course Contents

Definition and aim of health psychology. Theories of health psychology: social cognitive theory, transtheoretical model/stages of change, health belief model, theories of planned behaviour and social ecological model, biopsychosocial theory. Relevance of psychology in the health care delivery system in the medical, surgical, obstetric, gynaecological, paediatric, geriatrics, psychiatric. Critical health psychology. Clinical health psychology. Public health psychology. Psychological assessment and management of medical problems. Doctor/nurse patient relationships. Sick role and its effects on the individual and the family. Occupation/Organizational health psychology: Medical/Health Care intervention in workplaces.

GOU-PSY 203: Psychology of Peace (2 Units; Compulsory; LH = 30; PH = 0) Senate–Approved Relevance

Positive attitude and peace can influence our ability to navigate round the world. The relevance and overall benefits of psychology of attitude and peace to students and individuals in society is in agreement with Sustainable Development Goals number 16. Maintaining a positive attitude can help individuals achieve measurable success in their personal and professional life. Also, it seeks to develop theoretical knowledge and practices that prevent violence and conflict and mitigate the effects they have on society.

Overview

The course is concerned with attitude formation, peacemaking and peace building, that is, the non-violent resolution of conflict and the pursuit of social justice, respectively. The course will approach the study of peace from the personal and interpersonal as well as the global contexts in which we each find ourselves.

The course enables students to develop skills in peace building and peace making which enable them to maintain cultures of peace in life. The course enables students to develop skills in such a strong connection between psychology of peace and research in social psychology. It help them explore social justice inherent in the psychology of peace which is rewarding.

Objectives

The objectives of the course are to:

1. Identify the attitudes necessary in peace building.
2. Explain the concept of attitude formation.
3. Discuss peacemaking and peace building as nonviolent resolution of conflicts.
4. Explain the study of peace from the personal and interpersonal perspectives.
5. Discuss the strong connection between the psychology of peace and research in social psychology.

Learning Outcomes

At the end of the course, students should be able to:

1. Explain the meaning of peace making and peace building.
2. Give five rational for the importance of attitude formation for peace.
3. Identify and discuss three ways of peacemaking and peace building as nonviolent resolution of conflict.
4. Discuss how to build the culture of peace.
5. Describe seven issues of social justice inherent in the psychology of peace.
6. Describe the connection between psychology of peace and research in social psychology.

Course Content

History of peace thinking. Peace theory. Development of the philosophies of peace. Development of conflict resolution. Factors of Psychology of Peace. Issues in psychological and peace related concepts. Attitude formation for peace. Differences between direct and structural violence. Attitudes about and among Nigerians. Attitudes about IDPs. Immigrants. Hate groups. Responding to Direct Violence. Being aggressive. Coping with personal episodic violence. Becoming a courageous resister. Moving beyond the personal perspective. Introducing concepts of structural violence. Social injustice. Dealing with war and terrorism. Exploring the role of gender in war and peace. Resolving conflicts. Peace making. Building a culture of peace.

.Minimum Academic Standards

Documents on personality assessment. Power Point Presentations. Other NUC CCMAS requirement facilities.

GOU-PSY 204: Genetics and Evolutionary Psychology (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The major relevance of evolutionary psychology to the vision and mission of Godfrey Okoye University is to discover and explain those cognitive mechanisms that guide current human behaviour because they have been selected for as solutions to the recurrent adaptive problems prevalent in the evolutionary environment of our ancestors. Thus, the course is in line with Sustainable Development Goal number 14. It will also engender knowledge of how genes influence on each individual's behavioural and psychological characteristics including intellectual ability, personality, and risk for mental illness, all of which have been bearing on both parents and children within family. The goal of this course aligns with Godfrey Okoye University's mission to foster the spirit of creativity, inventiveness, resourcefulness and patriotism.

Overview

Behavioural genetics and evolutionary psychology are critical to the root's origin, ideology approach, and methodology used in studying human behaviour and personality. Evolutionary Psychology provides the basis for the study of how human behaviour and cognition change according to evolutionary biology. Behavioural Genetics, on the other hand, provides a basis to study how heredity, environment and evolution work together to shape our behaviour. Behavioural Genetic Psychology and Evolutionary Psychology are relatively still young fields.

The course will expose students to other related fields such as: ethology, cognitive psychology, evolutionary biology, anthropology, and social psychology that the

course is immersed. The students will be expected to research various means and method of gene manipulation and their influence on human behaviour which translate to the study of Evolutionary Behavioural Genetics

Objectives

The objective of this course are to:

1. Explain genetic and evolutionary foundations of behaviour.
2. Explain the importance of genetics and evolutionary psychology as a course of study to understanding personality in a contemporary perspective.
3. Describe the roots of genetics and evolutionary psychology.
4. Describe the various methods that evolutionary behavioural genetic psychologists can adopt in studying personality.
5. Describe the role of genetics and evolutionary psychology in human behavioural adaptation.

Learning Outcomes

At the end of the course the students should be able to:

1. Explain thoroughly Evolutionary Psychology and Behavioural Genetics.
2. Discuss two notable proponents in Genetics and Evolutionary Psychology.
3. Explain genetic and evolutionary foundations of behaviour.
4. Discuss two theories and methods in evolutionary behavioural genetics.
5. Explain Behavioural Genetics and Evolutionary Psychology as a unified perspective on personality research.

Course Content

Evolutionary Psychology and Behavioural Genetics. History of Evolutionary Psychology. History of Behavioural Genetics. Notable proponents in Genetics and Evolutionary Psychology. Genetic and evolutionary foundations of behaviour. Related terms and concepts. Theories and methods in evolutionary behavioural genetics. Behavioural genetics research designs and their applications to evolutionary analysis. Behavioural Genetics and Evolutionary Psychology as a unified perspective on personality research. Evolutionary genetics in health and behaviour. Genetic contribution to anti-social personality and behaviour from evolutionary perspective. Borderline personality disorder as a reformulation from evolutionary theory. Gene-environment correlations. Genetic (DNA) based disorders and their implication for genetic counselling. Means of genetic manipulation. Environmental elements influencing genetic expression. and Genetic counselling.

Minimum Academic Standards

Power Point Presentation. Lecture Note. Other NUC CCMAS requirement facilities.

GOU-PSY 208: Basic Concepts in Experimental psychology (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

This course is relevant to our students as it will equip them with the basic knowledge of experimental variables and how they can study them using the experimental approach. Our students will gain practical knowledge of how to manipulate experimental variables and gain control of experimental conditions as they attempt to establish causation in their psychological investigation. The course is in agreement with Sustainable Development Goal number 9. The knowledge gained from this course will give our students research insights in experimental psychology which they can apply in other social settings either as a means of gaining employment. Through this course, students will be equipped with knowledge of experimental concepts such as variables, experimental groups, control groups, hypothesis, control, theories and constructs which underpin experimental approach in psychological research. This will help them to promote scholarship and conduct research in fields of learning and other human endeavour which is in line with the mission and vision of Godfrey Okoye University.

Overview

Experimental psychologists use scientific methods to collect data and perform research. Often, their work builds, one study at a time, to a larger finding and conclusion. Some researchers have devoted their entire career to answering complex research question. The course is designed to introduce psychology students to historical antecedents of experimental psychology.

The course will equally introduce students to rudimentary knowledge of experimental aspect of psychology using basic concepts involved in experimental psychology such as sample, observation, variable, hypotheses, population, and sampling techniques. The course will prepare students for experimentation processes and designs.

Objectives

The objectives of the course are to:

1. Explain the subfield of psychology and experimental psychology.
2. Illustrate the knowledge of hypotheses, types and its formulation.

3. Explain to the concept of experimental design.
4. Identify basic steps of statistical analysis.
5. Distinguish the between differentiate descriptive and inferential statistics.

Learning Outcomes

At the end of the course, students should be able to:

1. Identify three basic concepts in experimental psychology
2. Define sampling techniques and type.
3. Discuss all the steps of experimentation process.
4. Describe experimental design.
5. Describe the basics of research report.

Course Content

Historical antecedents of experimental psychology. Samples. Sampling techniques. Variables. Control of variables in experimental design. Discrete and continuous variables. Dependent and independent variables. Quantitative and qualitative variables. Experimental group. Control groups. Observation and hypothesis testing. Design of experiments (one-way design, correlational design). Statistical analysis. Descriptive and inferential statistics. Research report. Theories and concepts. Randomization. Placebo. Ethics. Population. Participants and subjects. Practical.

Minimum Academic Standards

Power Point Presentations. Other NUC - MAS requirement facilities.

GOU-PSY 213: Managerial Psychology I (2 Units; Compulsory; LH = 30; PH = 0)

Senate–Approved Relevance

This course will equip students with transferable skills required for managerial roles in the workplace where they take up roles as managers and leaders of organizations. The course prepares students to know how to apply the various psychological theories in the management and organizational setting. It is, therefore, in agreement with Sustainable Development Goal number 8. The course is relevant to future graduates' engagement in the workplace because of the training they get on understanding people and work ethics. The course is in line with Godfrey Okoye University Enugu's mission and vision on producing high caliber graduates with adequate skills for self employment and employers of labour. Students will be able to identify intercultural differences and understand their relevance to managers and employees in work organizations.

Overview

This course prepares the students with the required psychological tools, principles and resources needed to become managers in the business environment. Graduates on this course will acquire the required managerial skills that will enable them to successfully navigate the trajectories of the contemporary workplace dynamism.

Students will be taught the rudiments of general and applied psychology and managerial psychology topics as it relates to organizational behaviour, business environment, emotional intelligence which are vital for achieving organizational and managerial success in the workplace. This course has the general goal of preparing the learners to meaningfully apply the principles of psychology in areas of manpower and human resources activities.

Objectives

The objectives of the course are to:

1. Explain the various psychological theories than can be applied in managerial settings.
2. Describe group and organizational behaviour.
3. Elucidate the managerial and leadership qualities vital for effective organizations management.
4. Explain the various factors that affect the realization of management objectives.
5. Explain how personality characteristics influence management and leadership roles.

Learning outcome

At the end of the course, students should be able to:

1. Explain three psychological theories related to management and leadership.
2. Discuss at least two relevant concepts of motivation, emotion and intelligence for improving interpersonal skills in management organizations.
3. Identify ten factors that contribute to effective team management and coaching.
4. Explain seven personality characteristics that underpin effective management.
5. Analyse intercultural differences and their relevance to management and employee relationship in the workplace.

Course Content

Definition of Managerial Psychology. Nature of managerial psychology. Psychological theories. Management theories. Concepts of intelligence, abilities, emotions and motivations. Organizational culture. Selection and recruitment. Psychological tools in human resource management. Leadership and coaching. Intercultural issues in management. Organizational behaviour. Personality types in the workplace. Theories of motivation. Work ethics. Conflict resolution and communication. Teamwork. Emotional intelligence. Organizational culture. Employee behaviour.

Minimum Academic Standards

Power Point Presentations. Managerial Documents. Other NUC - CCMAS requirement facilities.

GOU-PSY 214: Managerial psychology II (2 Units; Compulsory; LH = 30; PH = 0)

Senate–Approved Relevance

This course will equip the students with transferable skills required for managerial roles in the workplace. The course will enable the students acquire knowledge on how to apply relevant theories of motivation to the management of people in organizations. Thus, this is in agreement with Sustainable Development Goal number 8. The course prepares the students to take up roles as managers and leaders in organizations. Students will be able to identify intercultural differences and understand their relevance to managers and employees in work organizations especially in a global economy which is in line with the mission and vision objectives of Godfrey Okoye University.

Overview

This course builds on GOU-PSY 214 and widens its scope. Having studied the rudiments of applied and managerial psychology and exposed to its principles and rudiments, this second part of the course underscores the importance of work ethics and structures of the work place.

The students will understand the concept of motivation, leadership and conflict resolution as they are expected to acquire useful skills of manpower and human resources activities such as selection and recruitment, performance appraisal, reward and staff retention. Students will learn how to become managers in organizations through research in theory and practice of managerial roles.

Objectives

The objectives of the course are to:

1. Explain the effectiveness of individuals and groups in the workplace, using behavioral science.
2. Describe how managers can use managerial psychology to predict and prevent harmful psychological patterns within the workplace.
3. Explain how managerial psychologists help managers, through research in theory, practice, methods and tools, to achieve better decision-making.
4. Explain tools needed to predict and prevent harmful psychological patterns within the workplace.
5. Describe personality, motivation and job satisfaction.

Learning outcomes

At the end of the course, students should be able to:

1. Define workplace productivity and morale.
2. Identify four skills for screening and training employees.

3. Perform organizational development and consulting.
4. Explain how personality factors affect workplace and management objectives.
5. Discuss three psychological perspectives and research on the practice of management.

Course Content

Workplace productivity. Employee Morale. Employees screening and training. Organizational consulting. Personality and work ethics. Psychological theories. Management practice. Human behaviour in the work place. Mental health and work. Workplace conflicts. Occupational stress. Communication in organizations. Employee. Motivation. Leadership and management. Employee retention and reward system. Fatigue, boredom and other working conditions. Employee-selection techniques Work design, and job stress. Individuals and groups in the workplace. Prevent harmful psychological patterns within the workplace. Personality, motivation and job satisfaction. Performance appraisal. Workplace dynamics. Manpower and human resource activities in the workplace.

Minimum Academic Standards

Power Point Presentations. Lecture notes. Other NUC - CCMAS requirement facilities.

GOU-PSY 233: Psychology of Crisis and Trauma Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate–Approved Relevance

This course serves the training of psychologists that are knowledgeable and skilled in crisis and trauma management especially in Enugu State that faces crisis ranging from family related crisis, herdsmen attack and communal clashes to leadership tussles and its associated trauma. The goal of the course is to produce graduates that will apply psychological approaches to solve these problems. They could become consultants to the Government, communities, families, and individuals, and this is in agreement with Godfrey Okoye University's mission to produce graduates who are equipped to start-up and run organization/business and also become employers of labour. Moreover, the course addresses peace, security and stability as enshrined in the Sustainable Development Goals number 16. Psychology of Crisis and Trauma Management will

inculcate in students the necessary skills which will enable them to effectively handle crisis and trauma for interested parties.

Overview

Incessant actual and threat of crisis and its associated trauma in many communities in Enugu State negatively affect the psychological wellbeing of the people, and this demands psychological intervention. Many communities in the state are ravaged by crisis and many families are faced with traumatic experiences. Crisis and trauma management from psychological perspective would help families and communities to adequately prepare for, respond to and recover from crises and trauma.

The course is designed to expose students to management of crisis and trauma using psychological approaches. It will also enable students to acquire skills needed to deal with stress and trauma.

Objectives

The objectives of the course are to:

1. Describe goals of crisis intervention.
2. Explain steps in crisis intervention.
3. Describe crisis intervention strategies.
4. Describe crisis management techniques.
5. Describe negative impact of trauma caused by stress and traumatic responses.
6. Describe stages of traumatic response.
7. Assess traumatic condition using, psychological tests.

Learning Outcomes

On completion of the course, the student should be able to:

1. Explain the meaning of crisis, trauma as well as crisis and trauma management.
2. Explain at least three principles of crisis intervention.
3. Describe at least four goals of crisis intervention.
4. Explain at least five steps in crisis intervention.
5. Describe negative impact of trauma in terms stress and traumatic responses.
6. Describe at least five stages of traumatic response
7. Explain, score and interpret psychological test scores to determine traumatic conditions of those exposed to crisis.

Course Content

Meaning of crisis and crisis management. Nature of crisis and crisis management. Vulnerability and risk of crisis. Crisis and crisis management with youths. Crisis and

crisis managements with adults. Crisis planning. Principles of crisis intervention. Goals of crisis intervention. Steps in crisis intervention. Crisis intervention strategies. Crisis management techniques. Agencies involved in crisis management. Concept of trauma and trauma management. Stages of traumatic responses. Symptoms of trauma. Theories. Negative impacts of trauma in terms stress and traumatic response. Psychological tests for determining trauma. Trauma counseling stages. Trauma therapy. Field experience. Future of crisis and trauma management in Enugu State.

Minimum Academic Standards

Personality Tests. Other NUC – MAS requirement facilities

300 Level

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, the media, and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue b.) Arbitration, c.) Negotiation d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in PostConflict Situations/Crisis.

ENT 312: Venture Creation

(2 Units C: LH 15, PH: 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of ecommerce, First Mover Advantage, E-commerce business models and Successful ECommerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 301: Innovation in the Social Sciences

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SSC 302: Research Method I**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

PSY 301: Clinical Psychology**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. account for the historical background to modern clinical psychology;
2. define abnormality and deal with the problem of differential diagnosis;
3. identify different abnormal conditions;
4. discuss the theories of psychopathology;
5. explain the clinical futures of psychopathology and the etiological factors; and
6. demonstrate awareness of the latest edition of ICD-10, and DSM and utilisation.

Course Contents

History of clinical psychology. Concept and definition of abnormality, normality, differential diagnosis, and treatment. The role of the clinical psychologist in community mental health delivery. Neurosis, personality disorder and delinquency. Theories of psychopathology: Biological, psychological, and sociological. Psychoses: functional, affective, and anxietybased disorders, organic mental disorders (dementia and delirium) and their clinical features, etiological factors, diagnostic criteria and treatment. Exposure to the uses of ICD10, and DSM (latest edition) in diagnoses.

PSY 302 Psychology of Mental Challenge**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. discuss the nature and methods of clinical psychology in mental deficiency and retardation;
2. enumerate and discuss the theories of mental retardation;
3. identify clinical features of mental challenge;
4. identify types and levels of mental challenge; and
5. discuss the etiological factors and effective management techniques, such as vocational training, education, social skills training and many others.

Course Contents

Integrative study of the nature and methods of clinical psychology. Psychological dysfunction and their management. Mental deficiency and retardation. Theories of mental retardation: triarchic theory, life cycle theory, psychodynamic theory, systems theory and many others. Levels of retardation (mild, moderate, severe, and profound) and clinical features, assessment criteria. Training of mental retardants: educational, vocational and social skills training.

PSY 303: Gender Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain and define the concept of gender;
2. identify and discuss the theories of gender;
3. discuss the psychological and social factors in gender classification;
4. explain gender differences in mortality rate, mental health/illness challenges career, choice, sex roles, belief and orientation in family and society and many others;
5. discuss the psychosocial implications of women liberation movement, participation in politics and many others; and
6. discuss the psychology of pregnancy and gender involvement.

Course Contents

Conceptualization and definition of gender. Biological and cultural factors in gender differences. Theories of gender: biological, psychodynamic, symbolic interactionism, social learning, cognitive learning, feminist, standpoint and many others. Mortality rates of women, role participation and women's liberation movement. Gender differences in career choice, sex role beliefs and orientation. Sex roles in family and wider society and so on. Gender prejudice, stereotype, and discrimination. Gender violence: domestic, emotional and sexual abuse. Affirmative action and gender equality. Psychology of pregnancy and gender involvement.

PSY 304: Psychology of Substance Use Disorder

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define substance abuse and misuse;
2. critically evaluate the theories of substance abuse and dependence;
3. explain some major terms in drug abuse dependence addiction, tolerance, withdrawal syndrome;
4. classify the psychotropic drugs such as, sedative, stimulants, narcotics, analgesics or tranquilizers, hallucinogens and many others;
5. discuss in detail the management techniques of drug abuse and dependence such as, rehabilitation, alcohol anonymous, successive approximation and shaping, baseline recording, aversion therapy and many others;
6. critically evaluate the psychosocial consequences of drug use and dependence; and
7. explain the drug law/legislative, social actions; and
8. identify and discuss preventive measures against drug use and dependence.

Course Contents

The nature and dynamics of substance abuse. Basic aspect of pharmacology of psychotropic drugs. Drugs of addition and abuse; alcohol, opiates, analgesics, morphine and many others. Classes of psychotropic drugs-sedative, narcotics, stimulants, hallucinogens, barbiturates and

many others. Theories of substance use and dependence: biological, sociological, psychodynamic, behavioural and many others. Tolerance, withdrawal syndromes and many others. stages of alcohol dependence, diagnosis, and management of drug dependence. Rehabilitation, drug legislation and social action. The role of psychomimetic drugs and other drugs of addiction in the alteration of behaviour. Management, rehabilitation, and preventive measures.

PSY 305: Psychological Testing and Test Construction (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define psychological testing;
2. differentiate types of tests;
3. discuss the steps/stages in test construction and standardization;
4. explain the concepts of validity and reliability;
5. identify the factors that affect psychological testing and test construction;
6. identify and discuss areas of test application;
7. conduct thorough assessment of selected psychological tests; and
8. develop and apply psychological test.

Course Contents

The concept of psychological testing. Different types of tests; objective and projective tests, personality, intelligence, achievement, vocational, attitude, clinical tests and many others. Steps taken in psychological testing. Ethical standards of psychological testing. Factors that affect test administration and/or performance, individual and group testing. Issues of reliability and validity in relation to usability of tests, standardization, norms and normative samples. Areas of test application: clinical, industrial, school, military, politics, selfunderstanding and development. Steps in test evaluation. Test adaptation: issues of culture fair and culture bias. Test development and application. Practical exercises in test construction and test result interpretation.

PSY 306: Research Methods in Psychology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research;
4. discuss the techniques for controlling extraneous variables in psychological research;
5. discuss types of research – experimental non-experimental and quasi-experimental research;
6. prepare and present a research proposal;
7. collect and organize meaningful data;
8. conduct pilot study and write research report;
9. apply appropriate statistics in data analysis; and
10. apply and interpret data using SPSS.

Course Contents

The nature and scope of research. concept, and techniques of control in psychological research. Methods of psychological research: Experimental, non-experimental, quasiexperimental, observational, case study, psychometrics and many others. Steps in research process: problem identification/definition of variables, literature review, hypotheses formulation, data collection, research design, result presentation, interpretation and publication. Pilot study. Data collection and organisation of data. Types of data: interval, ratio, normal and ordinal. Writing of research proposal, communicating research report. Application of statistics in psychological research. Use of SPSS in data analyses.

PSY 307: Statistical Methods in Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. differentiate between parametric and non-parametric statistics;
2. apply statistics in hypothesis testing;
3. compute various statistics such as Analysis of variance of different levels (one way 2 way and many others) linear Regression, multiple regression;
4. discuss the assumptions of different statistical methods;
5. compute statistical methods such as MANOVA, Kruskal-Wallis, Spearman rank order, correlation coefficient, ANOCOVA and many others;
6. identify and discuss factors influencing the choice of appropriate statistics for data analysis and
7. explain item and factor analysis and its use.

Course Contents

Inferential statistical techniques, hypothesis testing. Parametric and nonparametric tests, Analysis of variance, one-way, two-way and many others. Repeated measurement statistics. One-factor, two-factor and many others., complex factorial analysis, trend analysis and multiple comparison procedures. Linear regression and correlation. Advanced statistical methods as applied to psychology including one way analysis of variance by ranks (KruskalWalls H-test), Spearman rank order correlation coefficient, Friedman two-way ANOVA by ranks, analysis of covariance and multiple regression. The application of computers to data analysis. Item and factor analysis.

PSY 308: Environmental Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define environmental psychology;
2. identify types of environment namely physical and social environment;
3. discuss the relationship between environment and psychology and principles guiding them;
4. explain the methods of study of environmental psychology;
5. critically evaluate the theories of environmental psychology such as, psychoanalytic, behavioural, personal construct Baker's Ecological theory and many others;
6. discuss the implications of the environment on human behaviour, such as, houses and homes and many others;
7. explain the dangers of climate change and identify pro-ecological behaviours;
8. discuss the impact of environmental changes on human health;

9. explain in detail the crisis/trauma management strategies in emergency situations; and
10. explain some constructs and their role in human relationship with the environment, such as personal space, privacy, and territoriality.

Course Contents

Meaning and dimensions of the environment: physical and social environments. Crowding and behaviour. Privacy, personal space, and behaviour. Technology of behaviour: houses and homes. Methods of environmental psychology. Theories of environmental psychology. The roles of psychologists in the 21st century. Natural disaster and climate change. Emergency and crisis/trauma management. Environmental pollution/sanitation, Perception: binocular, monocular.

PSY 309: Cognitive Psychology

(2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:

1. explain cognition;
2. discuss theories of cognition;
3. enumerate cognitive process such as perception, problem solving, creativity and many others;
4. discuss the stages involved in memory process such input/encoding, storage and retrieval;
5. explain in detail the concept of intelligence language thought and its role in cognition attention;
6. discuss the role of culture in cognition;
7. explain information processing and decision making;
8. discuss the concept of artificial intelligence;
9. explain categorization and conceptual representations;
10. highlight and discuss the mechanisms of visual and auditory imagery;
11. discuss shared cognitive processing and control of memorial system; and 12. conduct experiment of cognitive processes such as learning and memory.

Course Contents

Cognitive approach. different theories of cognitive psychology (Piaget's cognitive develop, Vygotsky socio-cultural theory and information processing theory), visual and ancillary cognitions, perception and problem solving, intelligence and creativity, language and thought, the memory system, pattern recognition, attention, information processing and decision making, artificial intelligence, categorization and conceptual representation, language acquisition and sentence processing, speech perception, the mechanisms of visual and auditory imagery, control of the memorial system, shared cognitive processing and many others. influence of culture on cognition, implications of cognitive studies for learning and memory defects, mental imagery.

PSY 310: Field Experience

(2 Units C: PH: 90)

Learning Outcomes

At the end of the course, the students should be able to:

1. serve as interns in Health institution, industry, education, civil service for practical experiences; and
2. apply theories, principles and knowledge acquired to the assignments in these places. .

Course Contents

Students are placed in diverse relevant work environments where they are exposed, under supervision by the agency in collaboration with the department to opportunities to put into practice the theories and principles acquired in the classroom. Students are expected to conduct field experiments, prepare and submit independent psychological report on their field experience

GOU–PSY 301: Psychology of Indigenous Technology (2 Units; Compulsory; LH = 30; PH =0)

Senate–Approved Relevance

Training of Psychologists that are highly skilled in cultural development for promoting peace, unity and development especially in Enugu that is a cosmopolitan City for local innovators and entrepreneurs is in agreement with Godfrey Okoye University's mission to produce graduates that are not only employers of labour but also human resource facilitators to many business organizations. This is in line with Sustainable Development Goal number 9.

Overview

Fabrication of local business tools, for instance, the Wheel barrow product in Enugu State is a welcomed development. This was once available in Nigeria through importation, but now fabricated in Enugu State for both domestic use and export. The Igbos and indeed Nigerians are talented but lack the necessary skills, support and encouragement to translate innovative ideas into large scale production using modern technologies for the economic development of our nation.

The course is designed to enable students to generate knowledge on documentation of how human beings function in their ecological and cultural context. It will examine how people view themselves, relate to others, and manage their environment for growth and innovative entrepreneurial ventures.

Objectives

The objectives of the course are to:

1. Describe basic requirements for the study of human behaviour that is native and designed for its people.
2. Identify knowledge, skills, and beliefs people have about themselves and how they function in their cultural context.
3. Explain the natural classification of indigenous settings.
4. Describe the motivations and socio-cultural underpinning for developing indigenous technological innovations.

5. Identify other local technological products relevant to Enugu State business community.

Learning outcomes

On completion of the course, the student should be able to:

1. Explain meaning and necessity for developing local technologies.
2. Discuss research on the training of local artisans and fabricators.
3. Describe how to be innovative in the fabrication of tools.
4. Develop blueprint on training skills.
5. Explain the State and Federal regulatory policies on small and medium scale businesses.

Course Content

Concepts of technology and indigenous technology. Psychology applied to innovative technology. Knowledge of how human beings function in their ecological and cultural context. Key elements of Igbo and African indigenous knowledge instruction. Use of the teacher support materials. Concept of indigenous phenomena. Contextualized understanding rooted in a particular setting. Meaning and relevance of bi-cultural psychologist. Analysis of African knowledge. Models of indigenous technology. Methods of indigenous technology. Human problems in technological change. Cultural dynamics and environment. Survey for generating themes. Formation on industrial cluster for government support. Learning and instructional technologies. Emerging opportunities for authentic learning. Social facilitation and inhibition. Innovative communication of technological ideas. State and Federal regulatory policies on small and medium scale businesses. Sources of raw materials for the development of local tools.

Minimum Academic Standards

Samples of training modules and training report. Copies of State and Local Government on small and medium scale business fabricated tools. Other NUC – MAS requirement facilities.

GOU–PSY 312: Geriatric Psychology and Wellbeing (2 Units; Compulsory; LH = 30; PH = 0)

Senate- Approved Relevance

Caring for elderly people has been a very old social security tradition in Enugu. It was taken in various forms by the younger members of families and kinsmen. Currently, this tradition is gradually dying down, hence the necessity for geriatric psychology

that will look at all areas of care for the physical and mental wellbeing of senior citizens. This is in agreement with Sustainable Development Goal number 12. Training of geriatric psychologists will help to give life to the elderly and also provide opportunity for them to enjoy the later stage of their life. This course will help geriatric psychologists to mount research-based consultancy services, put up training structures/facilities and advocate for the rights of the elderly and their social security arrangement. This matches Godfrey Okoye University's mission to produce graduates that are not labour seekers but employers of labour. Geriatric psychology will produce the means that will afford geriatric psychologists the opportunity to assist the elderly.

Overview

Geriatric psychology is a subfield of psychology that specializes in the mental and physical health of the elderly. It emphasizes the biological and psychological aspects of normal ageing, and mental, emotional and behavioural challenges they face at this later period of life. Proper study and adequate understanding of geriatric psychology will go a long way in reducing the number of aged people who experience low self esteem, low self efficiency, state of unproductiveness and worthlessness, and worst still those who die as a result of loneliness.

The course is designed to fully educate and adequately expose students to fundamental requirements for affording elderly people opportunity to enjoy themselves after long years of stressful toiling.

Objectives

The objectives of this course are to:

1. Explain the meaning of geriatric psychology.
2. Explain old age and ageing process.
3. Enumerate psychological abilities that deplete with age.
4. List and discuss mental and emotional health challenges.
5. Describe nutrition and healthy living in old age.
6. Discuss consultancy issues for taking care of the elderly.

Learning Outcomes

By the end this course, the students should be able to:

1. List at least six ageing processes and define what old age involves.

2. Describe five basic fundamentals of geriatric psychology.
3. List and explain six diseases and conditions related to ageing.
4. Describe seven problems of ageing and old age.
5. Explain at least five skills needed for taking care of the aged..

Course Content.

Concept of geriatric psychology and wellbeing. Ageing process. Psychological abilities. Emotional and mental health challenges. Organs and structures of the body. Wellbeing of the elderly. Cultural and traditional engagements. Religious practices. Family dynamics/ relationships. Isolation. Loneliness. Exclusion of the elderly. Mental health and skills in old age. Work attitude among the elderly. Learning capabilities in old age. Individual differences among the elderly. Creative art therapies. Self esteem. Self efficiency and self worth in elderly. Personal care. Nutrition care. Exercises .Role of multiple disciplines in service delivery for old aged. Recreational centre with recreational facilities for various games.

Minimum Academic Standards

Consultancy services – its model. Therapeutic structures for the elderly (picnic, excursion, film shows, sightseeing). Samples of mind games.

GOU-PSY 316: Advanced Experimental Design (2 Units; Compulsory; LH = 30; PH = 0)

Senate - Approved Relevance

By better understanding exactly what makes people tick, individuals in society and mental health professionals can explore new approaches to treating and handling mental health and psychological distresses of life on daily basis. This is in line with Sustainable Development Goal number 9. Specifically, the relevance of the knowledge of advanced experimental psychology lies in its provision of the best method to test theories, have firm control over variables to obtain results for societal usage and benefits. All these benefits are all in tandem with the mission of Godfrey Okoye University to train graduates who are skilled to solve societal problems.

Overview

Experimental design is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement. Generally, the purpose is to establish the

effect that a factor or independent variable has on a dependent variable. True experiments have four elements: manipulation, control, random assignment, and random selection. The most important of these elements are manipulation and control.

The major aim of the course is to teach psychology students the knowledge of experimental design in an advanced form, such as Control Group Design and Two Factor Design; Survey Design, and experimental design to enable them to acquire self-employment skills.

Objectives

The objectives of the course are to:

1. Describe types of control group design.
2. Distinguish posttest only, control group design with pretest posttest control group design.
3. List advantage and disadvantage of factorial design.
4. Draw the layout plan of various types of control group design and factorial design.
5. Explain qualitative design and its application.
6. Discuss application of single subject design in health sectors.

Learning Outcomes

At the end of the course, the students should be able to:

1. Explain the concept of experimental design.
2. Discuss and differentiate types of control group design.
3. Discuss focus group conversation in data collection.
4. Indicate the advantage and disadvantage of factorial design.
5. Sketch three types of control group design and factorial design.
6. Describe qualitative design and its application.

Course Content

Introduction to experimental design. Applications of experimental design different fields. Applications of experimental design in industries. Basic Elements of Valid Experimental Design. Design Selection. Criteria of Research Design. Types of Designs. Diagrammatic presentation of Experimental Designs. Factorial Design. Single Subject Design. Application of single subject design in health sectors. Survey Research Designs. Practical skills on the application of survey research design.

Randomized Block design. Qualitative research design. Practical skills on the application of In-depth Interview (IDI). Focus group discussion (FGD) in data collection. Field Practical. Prospects and future of design.

Minimum Academic Standards

Power Point Presentations. Other NUC - CCMAS requirement facilities.

GOU-PSY 322: Mindfulness-Based Cognitive Therapy (2 Units; Compulsory; LH = 30; PH = 0)

Senate- Approved Relevance

Professional psychologists are in high demand these days due to the rise in psychiatric diseases in the society, especially in Enugu that is densely populated. Godfrey Okoye University's mission is to produce graduates that are not only employers of labour but also consultants to so many schools in Enugu, who can own their psychological clinic, work as consultants to public and private healthcare, educational institutions, mental health institutions, social work agencies, therapists centres and counselling centres. There are numerous possibilities for them to create they own jobs. This is in line with Sustainable Development Goal number 3. There are also a variety of careers for psychology graduates, such as management, production, scheduling, and writing in the media and other creative industries.

Overview

The aim of this course is to develop a stable mindfulness practice; to study and research its application in a selected professional context and learn to teach mindfulness. This is done through a combination of experiential and classroom teaching. The unique focus of this course is a compassionate approach to mindfulness practice that is the basis for deepening insight, which then enriches one's life and work.

The course on Mindfulness-based cognitive therapy will help graduates of the course to develop innate capacity of the mind to be aware of the present moment in a non-judgmental

way. It will enable them to access clients' inner resources for coping effectively with stress, difficulty and illness. This promotes a wellbeing that will help the graduate to take better care of themselves and their clients for healthier lives

Objectives

The objectives of the course are to:

1. Describe basic concept of mindfulness based cognitive therapy.
2. Explain the techniques of mindfulness.
3. Explain the benefits of mindfulness based cognitive therapy.
4. Explain things to consider when practicing mindfulness.
5. Explain the steps required to develop good mindfulness.
6. Identify the skills needed to start mindfulness therapy

Learning Outcomes

On completion of this course, the student should be able to:

1. Enumerate at least five basic concept of mindfulness.
2. Identify three techniques of mindfulness cognitive therapy.
3. Explain six of its benefits and apply it to themselves and others.
4. Describe four things to consider when practicing mindfulness.
5. Enumerate at least five steps required to develop good mindfulness.
6. Explain how to start their own clinic.

Course Content

Concepts of mindfulness and cognitive therapy. Mindfulness for dummies cheat sheet. Practicing day-to-day informal mindfulness. Theories on mindfulness. Theories of Cognitive Therapy. Ways to brain rewires itself. Left Brain vs. Right Brain Dominance. Thoughts on thinking. Mind against mind. Mindful yoga. Anatomy of fear. Concept of stress. Types of stress. Stress response. One minute breathing space. Thinking with the heart. Back pain. Concept of anger. Response to anger. Types of Conflict. Conflict management styles. Importance of listening. Sacred art of listening. Self-compassion. Personal meditation practice. Setting up therapeutic Clinic. Challenges and prospects of Mindfulness and Cognitive Therapy.

Minimum Academic Standards

Sample documents on mindfulness and cognitive therapy. Pictures. Other NUC-MAS requirement facilities.

GOU -PSY 343: Psychology of Personnel Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate- Approved Relevance.

Students on this course will acquire adequate knowledge and analytical skills for personnel management and its application in different sectors, especially within the many institutions in Enugu State and beyond. The expected outcome is in line with Godfrey Okoye University's mission to produce graduates who will be outstanding in learning, balanced in character and ready to pursue religious and epistemological dialogue. The course is in agreement with Sustainable Development Goal number 9. It will contribute immensely to proper development and management of abundant personnel resources commensurate with the growth and development of Enugu State and beyond.

Overview

Psychology of personnel management involves the use of basic principles of psychology such as learning, motivation, reinforcement, attitudes, perception, leadership theories and research methods in psychology, psychological assessment procedures necessary for helping personnel in an organization. This course plays an important role in the assessment of prospective job incumbents, using psychometric instruments in the practice of recruiting, hiring, deploying and managing organizations' workforce.

The course contents will create conditions for students to acquire practical and adequate skills in the application of principles of psychology in personnel management. It will enrich students with skills for self employment and thus, curb the high rate of unemployment in Enugu and Nigeria in general. The course objectives, learning outcomes and contents will address these gaps.

Objectives

The objectives of the course are to:

1. Describe the importance of motivation theories in the efficiency, commitment and productivity of personnel and human resources.

2. Illustrate practical exercises in the development of psychometric tests and use of assessment techniques in recruitment, selection and placement of employees.
3. Describe the use of research methods in psychology during personnel data collection and analysis.
4. Explain the implications of functions of management for the development and management of human resources.
5. Identify emerging challenges in personnel management in the 21st century.

Learning Outcomes

On completion of the course, students should be able to:

1. Describe at least three importance of motivation theories in the efficiency, commitment and productivity of personnel and human resources.
2. Identify at least basic five steps in the development of psychometric tests and use of assessment techniques in recruitment, selection and placement of employees.
3. Describe at least three research methods in psychology during personnel data collection and analysis.
4. Explain at least five implications of functions of management for the development and management of personnel in Nigeria, especially Enugu State.
5. Enumerate at least three challenges of personnel management in the 21st century.

Course Content

Concept of personnel management. Scope of personnel management. Learning theories and personnel training. Motivation theories. Employee's productivity. Perception and management decision making. Leadership theories. Human resource management. Research methods in psychology. Personnel information. Psychological assessment procedures. Techniques in personnel management. Personnel recruitment. Personnel selection and hiring. Personnel placement. Retaining talents. Employment engagement and contract. Personnel training and development. Functions of management. Compliance and workplace safety. Job stress management. Occupational health. Performance appraisal and management. Compensation and benefits. Future of personnel management.

Minimum Academic Standards

Adequate psychology laboratory.

Adequate classroom space and teaching facilities.

GOU-PSY 345: Psychology of Security Management (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

The goal of this course is to train graduates who are highly skilled and are knowledgeable in the application of principles of psychology in security management in the Military, Police, Secret Service, Civil Defense and educational institutions. The expected outcome is in line with Godfrey Okoye University vision and mission to utilize learning outcomes in achieving religious, cultural and epistemological dialogue through training psychology graduates who are balanced in knowledge, personality

and character. The course is in line with Sustainable Development Goal number 16. The course contents will expose students to proper analytical and practical skills in the application of principles of psychology in security personnel management for effective and efficient security in Enugu State and beyond.

Overview

Psychology of security personnel and management is the application of basic principles of psychology and research methods in psychological assessment procedures necessary for helping appropriate authorities to make proper personnel recruitment, selection, placement, training and management decisions and choices. The contents of this course will equip psychology graduates with solutions offered to the security agencies on the prevailing personnel and security challenges in Enugu State.

This course will equip the students with knowledge of differences in the management of public and private sector security system, the roles of legal, criminology and behavioural sciences, the theories and research methodology in security personnel management. The course will provide relevant theoretical, analytical and practical psychological applications in the proper management of security personnel in order to improve the safety of lives and properties in Enugu State and beyond.

Objectives

The objectives of the course are to:

1. Enumerate the relevance of theories of learning in training of security personnel.
2. Explain practical exercises in the development of psychometric tests and use of assessment techniques in recruitment, selection and placement of security personnel.
3. Describe the use of research methods & assessment tools in psychology during crime investigation.
4. Explain the implications of leadership for the development and management of security personnel in Nigeria, especially Enugu State.
5. Identify psycho-social factors influencing behaviors among security personnel in the Nigerian workforce.

Learning Outcomes

On completion of the course, students should be able to:

1. Enumerate at least three relevance of theories of learning in training of security personnel.
2. Identify at least three importance of motivation theories in the efficiency, commitment and productivity of security personnel.

3. Describe at least five steps in the development of psychometric tests and use of assessment techniques in recruitment, selection and placement of security personnel.
4. Describe the use of at least three research methods in psychology during crime investigation.
5. Explain at least five psychosocial factors influencing anti social behaviors among security personnel in the Nigerian workforce.

Course content

Concept of security management. Nature of security management. Scope of security personnel management. Emotion theories. Security personnel training development. Learning theories. Personnel training. Motivation theories. Security personnel productivity. Perception and crime. Crime detection. Crime prevention. Leadership theories. Security personnel management. Research methods in psychology. Crime investigation. Psychological assessment procedures. Techniques in security personnel management. Security personnel recruitment. Security personnel selection and hiring. Security personnel placement and retaining. Psychology and crime. Legal issues in security management. Public relations. Psychodynamic factors in crime. Psycho – social factors in crime. Forensic psychology. Vigilantes and issues of security management. Involvement of traditional chiefs in security management.

Minimum Academic Standards

Charts. Projectors. Classrooms. Psychology laboratory. Other NUC – NAS requirement facilities.

GOU-PSY 388: Psychology of Solid Waste Management (2 Units; Compulsory; LH = 15; PH = 45)

Senate–Approved Relevance

Humans depend on physical environment for existence and sustenance where as physical environment depends on humans for sustenance and maintenance. In communities in Enugu State, sustenance and maintenance of physical environment is negated by indiscriminate disposal of solid waste as a result of poor attitude towards disposal of refuse. This impact negatively on psychosocial well being of the people. Training of psychologists on psychosocial factors involved in solid waste management and ways of maximizing future utility of solid waste for wealth creation is in agreement with Godfrey Okoye University mission to produce graduates who are balanced in academics and character and ready to pursue epistemic, religious and cultural dialogue in all its ramifications. It is also in line with Sustainable Development Goal number 6 which lays emphasis on the importance of environmental sustainability.

Overview

Waste management behavior is one of the major issues in Enugu State. Inappropriate solid waste disposal is a threat to the psychosocial wellbeing of the people; it has negative impact on the ecosystem and contributes to climate change. Understanding the importance of behavioural change for effective solid waste management and behavioural intervention that will promote desirable waste management practices in Enugu State will promote conversion of solid waste to useful materials.

The course is designed to expose students to psychosocial factors that predict solid waste management behavior. It will also enable students to acquire solid waste management behavior particularly pro-environmental behavior and also boost their motivation to adopt solid waste management method that not only gets rid of solid waste that are no longer needed but convert them into something that is useful and which could generate wealth.

Objectives

The objectives of the course are to:

1. Describe psychosocial implications of inappropriate solid waste management.
2. Describe types of waste management.
3. Discuss the principles and theories of waste management.
4. Describe laws and regulations on waste management.
5. Explain requirements for commencement of solid waste management businesses.

Learning Outcomes

On completion of the course, the student should be able to:

1. Describe at least five psychosocial factors that predict inappropriate solid waste management behavior.
2. Describe at least five types of waste management.
3. Discuss at least two principles and theories of waste Management.
4. Describe at least four ways of improving solid waste management.
5. Identify laws and regulations on waste management

Course Content

Concept of solid waste. Nature of solid waste. Types of solid waste. Meaning of solid waste management. Causes of solid waste management. Implication of poor solid waste management on physical environment. Psychosocial implications of inappropriate solid waste management. Reasons for solid waste management. Psychosocial factors that predict inappropriate solid waste management behavior. Types of waste management. Usefulness of solid waste management. Theories of waste management. Principles of waste management. Elements of solid waste

management. Agencies involved in solid waste management. Ways of improving solid waste management. Laws and regulations on waste management. Requirements for commencement of solid waste management. Practical on solid waste management.

Minimum Academic Standards

Samples of solid waste. Copy of laws and regulations on solid waste management. Other NUC – MAS requirement facilities

400 Level

SSC 401: Research Method II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

PSY 401: Psychology of Terrorism and Trauma Management (2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain the concepts of terrorism and trauma;
2. identify the psychological factors in terrorism;
3. identify types of terrorism and their effects on individuals and the society;
4. discuss exhaustively the theories of terrorism;
5. identify factors meditating against to prevent of terrorism;
6. discuss the roles of the police, military personnel, and the paramilitary in prevention of terrorism;
7. explain the link between terrorism and trauma;
8. discuss strategies for managing terrorism to forestall the psychological consequences;
9. discuss the implications of terrorism and trauma for individual and national development; and
10. critically analyse the impact of terrorism on Nigeria and state or identify the legal stance on terrorism.

Course Contents

Concept of terrorism. Theories of terrorism, types of terrorism. Psychological and social causes of terrorism in a modern society. Terrorism and crime in a depressed economy. Factors militating against the prevention of terrorism. Terrorism and human trafficking, terrorism and drug abuse, the role of police, military, and other paramilitary personnel in prevention of terrorism, terrorism and trauma, psychological consequences of terrorism and its management. Terrorism and penology, psychological implications of the use of arms in terrorism.

PSY 402: Advanced Psychological Study of Behaviour

(2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:

1. discuss the theories of psychopathology with emphasis on the biological theories;
2. review the neuronal physiology and its role in human behaviour;
3. identify the brain chemicals and their effect on brain function;
4. enumerate neurotransmitters and their effect on human behaviour;
5. discuss types of neurotransmitters, their synthesis, transmission and release and inactivation;
6. use empirical evidence to show the role of neurotransmitters in psychopathological conditions such as schizophrenia, depression anxiety and many others;
7. give history of psychopharmacology;
8. explain psychopharmacology and pharmacokinetic;
9. identify different types of drugs for treatment of psychopathology and how they exert their effects such as, phenothiazine, antidepressants, anxiolytics;
10. discuss in detail the side effects associated with the use of psychotropic drugs and how to management them; and
11. explain at least 10 pharmacological terms.

Course Contents

Brain chemistry, brain disorders and psychopathology examines the neurochemical factors in brain disorders as they relate to mental retardation, schizophrenia, affective disorder (depression and mania) and anxiety. Emphasis on empirical evidence. Introduction to psychopharmacology. Examines attempts to alter behaviour through the use of drugs (such as, anxiolytics, antidepressants, sedatives. The role of psychomimetic drugs and other drugs of addiction in the alteration of behaviour.

PSY 403: Practicum in Psychotherapy

(2 Units C: 15, PH: 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. define psychotherapy;
2. enumerate the goals and types of psychotherapy;
3. discuss the theoretical foundations to the practice of psychotherapy;
4. mention the qualities of actors in psychotherapy relationship vis-a-vis client/patient and therapist;
5. explain the phases in therapy process and expected outcome of each phase. State how therapy success is evaluated;
6. discuss the challenges encountered in therapy practice and how to surmount them (such as, transference, counter transference resistance and many others);
7. explain the ethical consideration in psychotherapy practice;
8. identify some therapy skills and principles behind them such as systematic desensitization, cognitive restructuring and many others;
9. explain clinical conditions and appropriate therapy techniques;
10. visit psychiatric hospital/psychological medicine unit any general hospital school and old people home for practical experience; and
11. write a comprehensive psychological report on cases handled and produce the transcript.

Course Contents

Introduction to psychotherapy. Theoretical issues in psychotherapeutic interventions. Qualities of the client/therapy environment. Ethnical issues in psychotherapy. Crisis intervention as an aspect of psychotherapy. Phases in therapy and evaluation of therapy outcome. Further practical instructions in psychotherapeutic intervention techniques. Supervised experience/practical in psychotherapy. Clinical experiences in psychiatric hospitals, old people's home and school for retardates. Application of the theories in laboratory and field situations. Practical and seminars. Exercises.

PSY 404: Advanced Clinical Psychology

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain and categorize mental disabilities;
2. identify and discuss the theories of mental disabilities;
3. enumerate the types and characteristics of intellectual disabilities;
4. diagnose some mental retardation by clearly stating the clinical features of autism, down syndrome and many others;
5. identify and discuss techniques effective in the management of mentally challenged; and
6. discuss the adverse effect of anti-social behaviour (stigmatization) towards the retardants and their family and proffer solutions to forestall it.

Course Contents

Overview and categorization of mental disability. Theories of mental disabilities (medical model, functional model, and social model). Types and characteristics of intellectual disabilities. Practical approach to the diagnosis, management and treatment of mental deficiency and retardation such as the autism, Down syndrome, cerebral palsy, attention deficit and others. Causes, remedy and prevention. Training. Educational, vocational, social, societal attitudes to retardants.

PSY 405: Forensic Psychology

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. define forensic psychology;
2. explain the psychodynamic and psychosocial of criminal behaviour;
3. discuss the psychological approaches to criminal investigation, interrogation, eyewitness, and sentencing;
4. explain the roles of forensic psychologists in police investigation and in the court room;
5. explain why the forensic psychologist is referred to an expert eyewitness and psychological factors that affect eyewitness testimonies;
6. discuss the stages in hostage taking and psychological dimension of negotiation and response;
7. discuss the purposes of criminal sentencing; and
8. Construct personality profile of offenders.

Course Contents

The concept of forensic psychology. The central role of the psychology of attribution in forensic psychology. Issues in identification parade. Construction of personality profile of criminals. The psychodynamic and psychosocial aspects of criminal behaviour. Psychological

approaches to interrogation and extraction of confession. Psychological factors in eyewitness testimony. The psychologists as an expert witness. Hostage raking and the psychological aspect of hostage negotiation and response. The mental health status of the offender. Understanding the purposes of criminal sentencing.

PSY406: Research Project

(4 Units C: PH 180)

Learning Outcomes

At the end of the course, the students should be able to:

1. conduct independent research successfully and write a report.

Course Contents

Research report which may involve experimentation or a survey, or a clinical report to be undertaken by individual or group of students under the supervision of an academic staff.

PSY 407: Psychology of Social Change

(2 Units C: LH 30)

Learning outcomes

At the end of the course, the students should be able to:

1. explain social change;
2. evaluate the theories of social change;
3. discuss the effect of social change on psychological development of individuals and the society (such as, values, culture, identity crises, adjustment problems and many others);
4. produce a report on the comparative analysis of preliterate and modern societies; and
5. enumerate psychological strategies for coping with the changes emanating from technological advancement in different areas of life (such as, communicating, medicine, transport, education and many others).

Course Contents

Social psychological analysis of the concept of social change innovation and resistance. Theories of social change: evolutionary, functionary, economic, technological, cyclical and conflict theories. Tradition versus modernity. Value conflict and crises of identity, adjustment problems of social change. Dynamics of present culture. Studies of pre-literate societies. Stability and change, culture, and personality.

GOU-PSY 411: Psychology of Digital Marketing (2 Units; Compulsory; LH = 30; PH = 0)

Senate- Approved Relevance

The aim of this course is to empower Psychology graduates who are highly knowledgeable in marketing and consumer behavior, and who have analytical skills for efficient delivery of goods and services that will satisfy the needs of the residents of Enugu State. The expected outcome is in line with Godfrey Okoye University's mission to impart quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue through quality production and distribution of goods and services. This is in line with

Sustainable Development Goal number 8. Training in this area will broaden 21st Century marketing skills, job opportunities and entrepreneurial tendencies of Psychology graduates.

Overview

Psychology applied to marketing and consumer behavior involves the scientific study of how people relate to the goods and services that they purchase or use. It is the scientific study of psychological factors that determine people's behavior as consumers of goods and services and the effectiveness of two-way communication from the manufacturers or distributors to the consumers and from the consumers to the manufacturers/distributors.

This course will enable psychology students to acquire the relevant skills necessary in helping industries and organizations within Enugu State where Godfrey Okoye University is located to market their goods and services. Consumer and marketing psychology will enable psychology graduates to design innovative, value adding products as well as create effective communications in marketing/advertising campaigns. The course objectives, learning outcomes and contents are also designed to focus on solving the challenges created by psychological processes underlying behavior of consumers as it relates to products and services they purchase and use.

Objectives

The objectives of the course are to:

1. Define the relevance and principle of consumer and marketing psychology.
2. Evaluate the influence and assessment of psychological factors in marketing and consumer behavior.
3. Describe the development and utilization of psychological tests in enhancing marketing skills and consumer behavior.
4. Identify the research methods in psychology relevant to marketing and consumer behavior.
5. Describe the use of principles of psychology in enhancing the production, distribution and patronage of home made goods and services of industries and organizations in Enugu State.

Learning Outcomes

On completion of the course, the students should be able to:

1. Enumerate four relevance and principle of consumer and marketing psychology.

2. Discuss three procedures and assessment of psychological factors in consumer and marketing behavior.
3. Describe four steps in development and utilization of psychological tests in examining marketing skills & consumer behavior.
4. Enumerate at least three research methods in psychology relevant to marketing and consumer psychology.
5. Identify four principles of psychology in enhancing the production, distribution and patronage of home made goods and services in Enugu State.

Course Content

Concept of digital marketing. Nature of digital marketing. Scope of digital marketing. Consumers and digital marketing. Consumer behaviours. Types of consumer behaviour. Types of digital marketing. Psychological factors in marketing. Consumer behavior. Socio-economic factors in digital marketing. Culture and digital marketing preferences. Consumer attitude and perception in advertising. Theories of learning in digital marketing. Social exchange theory. Brand loyalty. Market segmentation. Marketing mix. Branding. 21st Century digital marketing issues. Marketing intelligence. Decision-making models adopted by consumers. Research methods in digital marketing. Consumer studies. Ethical issues. Consumer and marketing psychology. Psychological assessment. Procedures in digital marketing and consumer psychology.

Minimum Academic Standards

Adequate classroom space and teaching facilities in line with NUC-MAS requirements.

GOU-PSY 412: Career Counseling (2 Units; Compulsory; LH= 30; PH= 0)

Senate-Approved Relevance

This course will give to students the adequate knowledge and analytical skills for application in educational, training, industrial/organizational, consultancy and other allied institutions, especially within Enugu State, Nigeria. The expected outcome is in line with Godfrey Okoye University's mission to impart quality education aimed at inculcating in students strong personality that will ensure the promotion of religious, cultural and epistemological dialogue. This is in line with Sustainable Development Goal number 9. The course will enable graduates to acquire adequate skills for career counseling in order to enhance decision making of clients in their career, and the occupational, vocational and career development of the residents of the State.

Overview

Career Counseling is developmental psychology applied to vocations, to the process of developing vocational preferences, choosing an occupation, entering it, succeeding, obtaining satisfaction in it, and moving from one position to another as the career unfolds. The application of psychology to occupational and career issues plays important roles in the assessment of counselees using psychometric instruments during occupational, vocational and career counseling, hence the need to avail Godfrey Okoye University Psychology students the opportunity to acquire such knowledge and

skills for proper application when employed in relevant fields of endeavor as graduates.

This course is relevant because it will contribute immensely to sustainable development goals, and the occupational, vocational and career development of psychology students and residents of Enugu State where Godfrey Okoye University is located. This will help to ameliorate the high level of unemployment in Nigeria, especially for Enugu State with limited job opportunities.

Objectives

The objectives of the course are to:

1. Explain the relevance of theories in occupational, vocational and career decisions and choices.
2. Describe the processes of occupational, vocational and career development.
3. Discuss practical exercises in the development of psychometric tests and use of assessment techniques in occupational, vocational and career guidance and counseling.
4. Enumerate factors that affect women's career growth and development.
5. Explain the implications of occupational, vocational and career decisions and choices for development Enugu State residents.

Learning Outcomes

On completion of the course the students should be able to:

1. Explain at least five differences and relationships between occupation, vocation and career in order to make appropriate decisions and choices.
2. Distinguish the use of at least four different theories in guiding appropriate occupational, vocational and career decisions and choices among Enugu residents.
4. Describe the steps in developing and using psychometric tests in obtaining necessary information prior to occupational, vocational and career guidance and counseling.
5. Identify at least five assessment procedures/techniques necessary for beneficial outcome during occupational, vocational and career guidance and counseling.
6. Describe the application of the assessment outcomes to enhance occupational, vocational and career development of graduates of Psychology and Enugu residents .

Course Content

Concepts of occupation, vocation and career. Current issues in vocation, occupation and career. Differences and relationships between the concepts. Development of curriculum vitae/resume. Application of theories in decisions and choices. Roles of psychological factors. Influence of social factors. Assessment procedures/techniques during vocational guidance and counseling. Decision making processes. Technology (IT, AI, Robotics) and man in the workplace. Telecommuting and flexible work arrangements. Maternity and paternity leave implementation. Work-family/life (conflict, balance and integration) interface. Occupational health issues and career development. Gender issues in career development. Implications of glass ceiling and slippery floor for women's career development. Career development and psychological well-being. Women dual roles conflicts. Women empowerment issues.

Minimum Academic Standards

Adequate classroom space and teaching facilities in line with NUC-MAS requirements.

GOU -PSY 413: Psychology of Igbo Apprenticeship System (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved Relevance

This course serves the training of highly skilled Psychology graduates who understand the collective mechanisms and applications of the dynamics of Igbo apprenticeship system. The course will explore apprenticeship disputes and conflict resolution strategies in Igbo apprenticeship system, including labour laws and policies in relation to Igbo apprenticeship system. The expected outcome is in accordance with Godfrey Okoye University's mission to inculcate qualitative training to its undergraduates through religious, cultural and epistemological dialogue. Thus, the course is in line with Sustainable Development Goal number 9. The contents of this course will create conditions for students to acquire realistic and adequate analytical skills fitted to solve varying degrees of industrial relations issues, thereby promoting harmony between employers and employees necessary for enhanced productivity in Enugu State and beyond.

Overview

The psychology of Igbo apprenticeship system aims at exploring traditional ways of labour. In Igbo apprenticeship system, the master is viewed as the most influential and useful. He achieves his position not by investing capital but by his skill. The apprentice is bound to serve his master for a specified period. The primary function of the master is to train the apprentice in skill of the craft so that he could qualify one day as a master. In recent times, there has been an increased dysfunctional occurrence in “Master and boy” relationship of the system which borders on human attitude and relationship issues, hence the need to research on the Igbo apprenticeship system from a psychological viewpoint.

There are interactions and relationships which affect the Igbo Apprenticeship system’s contract and how jobs are performed. The applications of basic principles of psychology will play important roles. In studying this course, the students will acquire skills to enhancing the respect for persons and for legal contracts needed for the growth and development of small scale businesses which operate on the Igbo Apprenticeship system in Enugu State and beyond.

Objectives

The objectives of the course are to:

1. Describe the key actors of the Igbo apprenticeship system.
2. Explain conflict in workplace and apply effective conflict resolution processes.
3. Discuss factors that will lead to promotion of Igbo apprenticeship system.
4. Describe psychological and social factors influencing Igbo apprenticeship System.
5. Identify the place of Igbo apprenticeship system in the informal sector in Enugu State.
6. Discuss the future of Igbo apprenticeship system in Enugu State.

Learning outcomes

On completion of the course, the students should be able to:

1. Explain the meaning and nature of Igbo apprenticeship system.

2. Describe at least five primary functions of the master in training the apprentice in the skill of the craft.
3. Identify at least five challenges that led to the decline of Igbo apprenticeship system in Enugu State.
4. Describe at least five ways that Igbo apprenticeship system will contribute in the informal sector in Enugu state.
5. Identify at least five solutions to prevailing challenges of Igbo apprenticeship system in Enugu State.
6. Conduct further research on Igbo apprenticeship system.

Course content

Concept and scope of Igbo apprenticeship system. History of Igbo apprenticeship system in Nigeria. Igbo apprenticeship system perspectives. Interactions of key actors in Igbo apprenticeship system. Current issues in Igbo apprenticeship system. Psychological factors. Master – apprentice relation dynamics. Social factors. Industrial relations and apprenticeship system. Overview of Nigeria labour laws. Nigeria labour policies. Factors enhancing growth of Igbo apprenticeship system in Nigeria. Industrial conflict. Conflict resolution. Collective bargaining. Collective agreement .Challenges of labour union. Organizational dynamics. Industrial relations. Organizational socialization. Attitude and industrial relations. Job satisfaction in Igbo apprenticeship system. Roles of scientific and technological innovation in Igbo apprenticeship system.

Minimum Academic Standards

Adequate classroom space and teaching facilities. Textbooks and journals. Other NUC – MAS requirement facilities.

GOU-PSY 414: Contemporary Issues in Psychology (2 Units; Compulsory; LH = 30; PH = 0)

Senate- Approved Relevance

In line with the vision and mission of Godfrey Okoye University Enugu's vision, this course is developed to equip students with the knowledge of contemporary issues in psychology. This course will help people in diverse societies to improve their decision making, stress management and overall behaviour based on understanding of past behaviour to better predict future behaviour. This is in agreement with the Sustainable Development Goal number 4. Specifically, individuals in society will be kept abreast of featured issues.

Overview

The course critically reviews contemporary issues related to psychology. The course provide an advanced-level overview of the core areas, topics and concepts in psychology as well as considerations for related contemporary issues. The course content will cover fundamental questions in the study of the human mind.

This course will certainly enhance students' ability to develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

Objectives

The objectives of the course are to:

1. Identify fundamental philosophical issues underlying controversies in contemporary psychology.
2. Describe the core areas, topics, and concepts of psychology in contemporary issues.
3. Distinguish between Virtual Reality and Real Virtuality.
4. Discuss issues related to "Fourth Force Psychology" and spirituality.
5. Explain Gender in psychology, feminism and its consequences.

Learning Outcomes

At the end of the course, the students should be able to:

- 1). Describe the core areas, topics, and concepts in psychology as contemporary issues.
- 2). Discuss Mental Health and abnormality.
- 3). Explain Virtual Reality and real virtuality.
- 4). Evaluate the issues related to "Fourth Force Psychology" and spirituality.
- 5). Discuss Feminism and its consequences.

Course Content

Examination of global current issues. Perceptions in Africa and within Nigeria. Telehealth in Psychology. Political revolution. Mental Health. Abnormality. New technologies from a psychological perspective. Virtual Reality. Real Virtuality. Fourth Force Psychology. Spirituality. Gender in psychology. Feminism and its consequences. Gender stereotypes. Matriarchal system. Patriarchal system. New research trends. Psychology for public interest. Ethical issues in psychology. Covid-19 and behaviour. Artificial Intelligent. Psychological innovations. Problem solving techniques. Entrepreneurship and psychology.

Minimum Academic Standards

Power Point Presentations. Lecture Note. Other NUC CCMAS requirement facilities.

GOU-PSY 451: Health Psychology (2 Units; Elective; LH = 30; PH = 0)

Senate-Approved relevance

The importance of psychological processes in the experience of health and sickness is being increasingly recognized. Through a course on Health Psychology, students will be exposed to the use of biofeedback instruments such as taking of pulse, respiration, blood pressure, temperature and apex beat. The training of psychology graduates that are highly skilled in health related issues is very important for the often connection of different kinds of stress to health matters. This is in agreement with Godfrey Okoye University's mission to produce graduates with holistic knowledge of their professional and related fields.

Overview

There is mounting evidence for the role of personal behaviour in current trends of morbidity and mortality rate which is reflected in rapid and significant development in psychological research. Patterns of illness and death have changed in recent years with concurrent changes in demands for health services as well as the skills of careers and the adjustment of the sick person.

The course is designed to adequately expose graduates of Psychology to skills required for educating and informing patient(s) about the nature of their illness so that they can take control of their health. Health psychology encompasses a wide range of issues from chronic pain to terminal illness, with the goals of helping people improve their quality of life and addressing specific health issues. Health psychologists do a lot of prevention work around a range of issues.

Objectives

The objectives of the course are to:

1. Explain the consequences of chronic and terminal illness and drug addiction.
2. Identify unhealthy behaviours and lifestyles.
3. Explain the basic knowledge of health indices.
4. Explain the importance of acquiring skills for using biofeedback instruments/machines.
5. Distinguish the knowledge of the signs and symptoms of some disease conditions.

Learning Outcomes

On completion of the course, the student should be able to:

1. Discuss selected aspects of biological factors in sickness and health.
2. Explain the relationship between psychosomatic illness, psychosomatic problems, somatizations and hypochondria.
3. Discuss the prevention and treatment of disease and illness.

4. Identify how proactive reactions can help health care providers foresee a problem before it arises, such as an increased risk of diabetes or a genetic predisposition.
5. Describe how Health psychology can explore ways of mitigating the risk of illness through behavioural change and encouragement of healthier habits.

Course Content

Concepts of health and psychology. Nature of health psychology. History of health psychology. Health beliefs and attribution. Placebos. Effectiveness. Modes of action. Stress and health. Tsick role and related concepts. Improving patient's understand. Recall, satisfaction and compliance. Institutional versus clients-centered care in general hospital. Terminal care using psychological skill. Cardiacdisorders. Dermatology. Diabetesmellitus. Gatroenterology. Psychological aspect of physical disability. Emotional factors in hearing loss. Psychological aspects of Neurological illness. Chronic pain and bereavement. Social determinants of health. Understanding behavior and clinical practitioner skills. Biopsychosocial determinants of acute illness

Minimum Academic Standards

Equipped psychology laboratory. Anatomy models. Anatomy chats/designs. Adequate classroom space and teaching facilities.

Minimum Academic Standards

Equipment

S/N	Equipment	Quantity
1	Psychological Tests (such as., Minnesota Multiphasic Personality Inventory MMPI, StanfordBinet Intelligence Test, Wechsler Intelligence Test, Vocational Test and many others).	3 each
2	Biofeedback Machine	1
3	Human Skeleton	5
4	Brain and Sense Organs Models	4 each
5	Maze box	2
6	Skinner Box	2
7	Video monitor and CCTV	3 (one for each of the 3 laboratories)
8	Couch	2
9	Computer and Software for running psychological experiments (such as. Psy tool kit, SPSS and MACRO Software for data analyses)	10
10	Projector and Accessories for communication and teaching	2
11	First-Aid Box	3 (one for each of the 3 Laboratory)

12	Memory Drum	1
13	Mirror Tracing	4
14	Blood Pressure Monitor	2
15	Stopwatch	5
16	Galvanometer	1
17	Psychomotor Tests (such as Groove peg board, Purdue peg board, Finger tapping test and many others).	1 each
18	Lie Detector	5
19	Security Pen video	5
20	Television	2 (one each for the Human and Animal Laboratories)
21	RB3 Rat Cages	2
22	Nerve Impulse Indicator	3
23	Visual Cliff for depth perception	3
24	Colour Contrast Apparatus	3
25	Weighing Balance	3
26	EEG	1
27	MRI	1
28	Photographs of prominent psychologists	20 for each laboratory
29	Blind Google	5
30	Laboratory stools	20
31	Laboratory tables	10
32	Office tables and chairs	2 each

Note: There should be a well-furnished Psychological Services Centre, Human Laboratory and Animal Laboratory.

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department. There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. Efforts should be made to ensure that every core area is represented. Moreover, the lecturers must have undergraduate degree in Psychology.

All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers, 35 % Senior Lecturers and 45% Lecturers I and below.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Library

There should be at least 2 core recent textbooks in each area of psychology. Recent Journals as many as possible, covering all the areas in psychology. There must be a functional and visible e-library.

Classroom, Laboratory, Workshop and Office Spaces

At least 4 classroom spaces, each with a capacity of 100 seats. There should be 3 room well-furnished apartment for: psychological services, human laboratory, and animal laboratory.

There should be adequate and well-furnished office spaces to accommodate the office of the Head of Department, Departmental Secretary, general office and the other lecturers. The furnishing should include file cabinet, refrigerator, office table and chair with visitors' seats, shelf and television for the lecturers' offices, especially the professors and senior lecturers who should also have settee chairs in their offices. In addition, the office of the Head of Department should have photocopier, desktop computer, generator and bookshelf loaded with current Psychology texts and journals.

The NUC recommends the following physical space requirement:

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Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00