

COURSE SYNOPSIS

FACULTY OF PSYCHOLOGY AND EDUCATION

BACHELOR OF PSYCHOLOGY WITH HONOURS

BPKP CODE	PROGRAMME
HA13	Industrial and Organizational Psychology
HA16	Youth and Community Development
HA19	Counselling Psychology
HA20	Child and Family Psychology

BACHELOR OF SOCIAL WORK WITH HONOURS

BPKP CODE	PROGRAMME
HA52	Social Work

BACHELOR IN EDUCATION WITH HONOURS

BPKP CODE	PROGRAMME
HT06	Education with TESL
HT19	Early Childhood Education

BACHELOR IN SPORTS SCIENCE WITH HONOURS

BPKP CODE	PROGRAMME
HS20	Sports Science

PT10103 INTRODUCTION TO PSYCHOLOGY

This course provides basic knowledge of individual and interpersonal relationship towards job identity development. Topics featured in this course included: introduction and perspective of psychology, personality development, social function and influence, emotion, motivation, psychological problems, perception and memory, learning and thinking, and measurement.

References

- Asmawati D., Getrude C., Mariny A.G., Siti Rozaina K., Noor Azniza I, Nabisah I., & Mohd Makzan M. (2015) *Pengantar Psikologi*. KL: SJ Learning.
- Coon, D., & Mitterer, J.O. (2010). *Introduction to Psychology* (12th ed.). Belmont, CA: Cengage.
- Feist, G.J., & Rosenberg, E.L. (2010). *Psychology: Making Connections*. New York: McGraw-Hill.
- Feldman, R.S. (2009). *Understanding Psychology* (9th ed.). New York: McGraw-Hill.
- Huffman, K., Vernoy, M., & Vernoy, J. (2009). *Psychology in Action* (7th ed.). Singapore: Wiley.
- Morris, V.G. & Maisto. A.A. (2008). *Understanding Psychology* (9th ed.). New Jersey: Prentice-Hall.
- Wade, C., & Tavis, C. (2008). *Psychology* (9th ed.). Upper Saddle River, NJ: Pearson.

PT10803 INDUSTRY REVOLUTION AND RESEARCH METHODOLOGY

This course introduces the philosophy and basic concept of research method in behavioral sciences. Students will be introducing to the quantitative and qualitative research method. The main focus of this course more on the introductory topics, such as definition and the main purpose of science, scientific method, the definition of research, types of research, characteristics of researcher, the research process, statement of the problem, creating the research objective, literature review/ basic theory, research methodology, and using the appropriate references and citation. The course also provides the basic skills to create a research proposal.

References

- Schwab. K. (2016). *The Fourth Industrial Revolution*. World Economic Forum. Geneva.
- UMS: Kerangka Revolusi Industri 4.0.
- Shaughnessy, J. J., Zechmeister, E. U., & Zechmeister, J. S. (2012). *Research Methods in Psychology* (9th ed.). New York: McGraw-Hill
- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
- Elmes, D. G., Kantowitz, B. H., & Roediger III, H. L. (2003). *Research methods in psychology* (7th ed.). California: Wadsworth/Thomson Learning.
- Goodwin, C.J. (2014). *Research in psychology: Methods and design* (7th ed.). New Jersey: John.Wiley & Son, Inc.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundation of behavioral research* (5th ed.). California: Wadsworth/Thomson Learning

PT10303 SYSTEM AND THEORY IN PSYCHOLOGY

This course introduces and provides knowledge to students about the history of the psychology disciplines beginning in the late 19th century, when psychology became a separate and independent discipline. This course is also related to the contribution of ideas and theoretical point of views from various disciplines such as philosophy, physiology, engineering, mathematics and medical that lead to the establishment of psychology as a new and distinct field of study.

References

- Schultz, D. P. & Schultz, S. E. (2012). *Modern Psychology A History* (10th ed.). United States: Wadsworth.
- Benjamin, L.T. (2008). *A History of Psychology: Original sources and contemporary research*. Boston, MA: McGraw Hill.
- Brennan, J. F. (2005). *Readings in the history and systems of psychology*. Upper Saddle River, NJ: Pearson.
- Hargenhahn, B. R. (2008). *An Introduction to the history of psychology*. Belmont, CA: Brooks/Cole.
- Hothersall, D. E. (2005). *History of Psychology*. Boston, MA: McGraw-Hill.
- Leahey, T. H. (2001). *Readings in the history of psychology*. Upper Saddle River, NJ: Pearson.
- Weithermer, M. (2008). *A Brief history of psychology*. Singapore: Wadsworth.

PT10403 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

The course introduces and exposes student to the growth and development during early human development from child until old. It also covers social and personal adjustment, career and family adjustment during adult period. Among the topics to be discussed are growth, prenatal development, early development of newborn infants, children, maturity, adolescent, adult and older people.

References

- Lefrancois, G. R. (1999). *The lifespan*. (6th ed.). Belmont: Wadsworth.
- Newman, N. M., & Newman, P. R. (1999). *Development through life: Psychosocial approach* (7th ed.). Belmont: Brooks/Cole.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human development*. (8th ed.). New York: McGraw Hill.
- Vander Zanden, J. W. (2000). *Human development*. (7th ed.). Boston: McGraw Hill.
- Crain, W. (1992). *Theories of developmental: Concepts and applications*. New Jersey: Prentice Hall.

PT10503 INTRODUCTION TO SOCIAL WORK

This course will discuss the basic query relating to social work, social well-being, social policies and social services. It starts with the idea to analyze the social well-being, the issues on the value of welfare, welfare rights, the functions of the leader and the concept of social problems. This is followed by the handling of these social problems by discussing the history of social work practice, philosophy and the practice of social work. The course will also talk about the theories involved in the foundation of social work.

References

- Farley O. W., Smith L. L., & Bowle S. W. (2012). *Introduction to social work*. (12th ed.). Pearson: Allyn & Bacon.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2006). *Direct Social Work Practice: Theory and Skills*. (7th ed.) Australia: Thomson, Brooks/Cole.
- Horejsi, C. R., & Sheafor, B. W. (2006) *Techniques & Guidelines for social work practice*. Allyn & Bacon.
- Morales, T., Sheafor B. W., & Scott, M. E. (2006). *Social work: A profession of many faces*. Pearson.
- Zastrow, C. (2000). *Introduction to Social Work and Social Welfare*. (7th ed.). Belmont, CA: Brooks/Cole.

PT10603 PERSONALITY AND INDIVIDUAL DIFFERENCES

This course provides the vital aspects in psychology such as personality, individual differences and intelligence to students as well as it covers the definition and concept of personality, theories in personality, methods of personality research, psychopathology, creativity, leadership and vocational interest.

References

- Camorro-Premusic, T. (2011). *Personality and Individual Differences*. (2nd ed.). USA: BPS Blackwell
- Carver, C. S. & F. Schier. (2004). *Perspectives on Personality*. (5th ed.). Boston: Allyn & Bacon
- Feldman, R.S. (2005). *Essentials of Understanding Psychology*. (6th ed.). USA: McGrawHill
- Funder, D. C. (2007). *The Personality Puzzle* (4thed). New York: W. Norton
- Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. Harlow: Pearson

PT10703 INDIVIDUAL AND SOCIETY DEVELOPMENT

This course discusses the theory, philosophy, basic concepts and principal related to individual and society development that covers socialists, community, cultural, organisation and social institution, social change, population as well as social stratification and environment.

References

- Baum, M., & Twiss, P. (1996). *Social work intervention in a economic crisis*. Binghamton: The Wort Press. Inc.
- Junaenah Sulehan et al. (2005). *Masyarakat perubahan dan pembangunan*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- Todaro, M.P. (1977). *Economic development in the third world: An introduction to problems and policies in a global perspectives*. London: Longman.
- Rokiah Talib & Tan C.C. (1995). *Dimension of traditional and development in Malaysia*. Kuala Lumpur: Pelanduk Publication.
- Rahimah Abdul Aziz. (2001). *Pengantar sosiologi pembangunan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PT21503 BASIC BEHAVIOURAL CHANGE

This course will provide an introduction to the concepts and methodologies that constitute the foundations of the Behaviour Modification and Applied Behaviour Analysis fields. Although emphasis will be on operant (Skinnerian) conditioning, a relevant information on respondent (Pavlovian or "classical") conditioning is also included. The application includes a number of settings such as hospitals, schools and institutions, home, child-care centers, children's organizations as well as industry and society in general. Because of its use in various types of setting some other approaches will also be discussed in the course, such as the application of social learning theory and cognitive approaches.

References

- Martin, G. L., & Pear, J. (2014). *Behaviour Modification: What it is and How to do it*. Harlow : Pearson
- Kazdin, A. E. (2001). *Behavior modification in applied settings*. California: Wadsworth.
- Militerberger, R. G. (2016). *Behavior modification: Principles and procedures*. Boston: Cenage Learning.
- Sarafino, E. P. (2004). *Behavior modification: Principles of behavior change*. California: McGraw .

PT20803 DATA ANALYSIS

This course focuses on introducing statistical inferential techniques by applying them in the context of data analysis. The principle of data analysis is introduced by recapitulating the following concepts: variable, scale of measurement, hypothesis, testing hypothesis, interpretation and writing up of the interpretation (accordingly as suggested). After recollecting about the elements of descriptive statistics which have been taught in an earlier course, the following techniques will be introduced: correlation, regression, t-test, ANOVA and post hoc test, 2-way ANOVA, one-way repeated measures ANOVA, and nonparametric statistics. Each one will be introduced by using the principle 'data analyses as implied above by referring students to a set of collected data. Students are required to use a set of data for the required assignments.

References

- Coakes, S. J., Steed, L., & Dzidic, P. (2010). *SPSS version 17.0 for windows: Analysis without anguish*. Sydney: John Wiley & Son Australia, Ltd.
- Dunn, S. D. (2001). *Statistic and data analysis for the behavioral sciences*. New York: McGraw-Hill.
- Howitt, D., & Cramer, D. (2000). *An introduction to statistics in psychology: A complete guide for students*. (2nd ed.). Harlow, England: PrenticeHall.
- Iran Herman. (2004). *Statistik dan analisis data sains sosial*. Alor Star: Percetakan Ustaras Sdn. Bhd.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundation of behavioral researched*. Belmont, CA: Wadsworth/Thompson Learning.

PT20903 SOCIAL STATISTICS

The course aim is to introduce the statistical concepts to the student. Student will be guided to solve statistical problems in the context of psychology and social work. The topics covers in the course are statistics as a tool in research, scale of measurement, type of data and data collection, descriptive statistics, and inferential statistics: parametric and non-parametric statistics.

References

- Aaron, A., Aaron, E. N., & Coups, E. J. (2009). *Statistics for psychology*. (5th ed.) New Jersey: Pearson Education, Inc.
- Heiman, G. W. (2006, 2011). *Basic statistics for the behavioral sciences*. Belmont, CA: Wadsworth, Cengage Learning.
- Iran Herman. (2004). *Statistik dan analisis data sains sosial*. Alor Setar: Percetakan Ustaras Sdn. Bhd.
- Dunn, S. D. (2001). *Statistics and data analysis for the behavioral sciences*. Boston: McGraw-Hill.
- Yahya Mahamood. (2001). *Statistik inferensi untuk sains tingkahlaku*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Howitt, D., & Cramer, D. (2000). *An introduction to statistics in psychology: A complete guide for students*. (2nd ed.). Harlow, England: PrenticeHall.
- Alias Baba. (1999). *Statistik dalam penyelidikan sains sosial dan pendidikan*. Kuala Luampur: Dewan Bahasa dan Pustaka.

PT21003 INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY

This course provides a basic knowledge and practical about how to conduct laboratory research. Among the topics in this course are the introduction and history of laboratory psychology, formulating hypothesis, research method and ethics in conducting experimental research. This course provides on how to write a proper research report based on APA (American Psychological Association) format.

References

- Christensen, L. B. (2007). *Experimental methodology*. Boston: Pearson/Allyn & Bacon.
- Kantowitz, B. H., Roediger, H. L, & Elmes, D. G. (2005). *Experimental psychology: Understanding psychological research*. Belmont, CA: Wadsworth/Thomson.
- Martin, D.W. (2008). *Doing psychology experiments*. (7th ed.) Belmont, CA: Thomson/Wadsworth.
- McGuigan, F.J. (1997). *Experimental psychology: Methods of research* (7th ed.) New Jersey: Prentice Hall.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2006). *Research methods in psychology*. Boston, MA: McGraw-Hill
- Solso, R. L., Maclin, M. K. (2002). *Experimental psychology: A case approach*. (7th ed.). Boston, MA: Allyn and Bacon.

PT21103 INTERVIEWING AND OBSERVATIONAL SKILLS

This course will provide the basic knowledge about the methods and techniques of interview among the topic to be discussed are interviewing principal, technique in interview, observation principal, level of observation and instrument using in doing observation. The student also will be exposed the method in doing interview and observation through laboratory practical and how to write a report.

References

- Billman, J., & Sherman, J. (2003). *Observation and participation in early childhood settings: A practicum guide*. (2nd ed.). Boston, MA: Pearson.
- De Jong, P & Berg, I. K. (2013). *Interviewing for solutions*. (4th ed.). Belmont, CA: Brooks/Cole.
- Ivey, A. E., & Ivey, M. B. & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: Brooks/Cole.
- Steward, C. J. & Cash Jr., W. B. (2014). *Interviewing: Principles and practices*. (14th ed.). New York, NY: McGraw Hill.

PT21203 PHYSIOLOGICAL PSYCHOLOGY

This course focused on the relationship between human physiological system and the human behavior. Attention will be given to the physiological aspect such as human brain and central nerves system and its relationship to motivation, language, thinking, learning and human experience.

References

- Carlson, N. R. (2009). *Foundations of physiological psychology*. Boston, MA: Pearson.
- Kalat, J. W. (2009). *Biological psychology*. Belmont, CA: Cengage
- Pinel, J. P. J. (2009). *Biopsychology*. Boston, MA: Pearson.
- Fox, S. I. (2008). *Human physiology*. NY: McGraw-Hill.
- Martin, G. N. (2008). *Human neuropsychology*. Harlow, Essex: Pearson
- Kierman, J. A. (1998). *Human nervous system: An anatomical viewpoint*. Philadelphia, PA: Lippincott-Raven.

PT21303 HUMAN BEHAVIOUR AND SOCIAL ENVIRONMENT

This course critically discusses the concepts, theories and studies relating to the bio-psychosocial development of human survival, human development and behavior in social environment especially in family context, group, organization and community. The course will teach learner the impact of human varieties in development and behavior in the context of social environment.

References

- Berger, R. L (1996). *Human Behavior: A perspective for the helping professions*. (4th Ed.). Needham Heights, MA: Allyn & Bacon.
- Furr, L. A. (1997). *Exploring human behavior and the social environment*. Boston: Allyn & Bacon.
- Norlin, J. M. (1996). *Human behavior and the social environment: Social systems theory*. (3rd ed.). Boston: Allyn & Bacon.
- Schrivver, J. M. (2004). *Human behavior and the social environment: shifting paradigms in essential knowledge for social work practice* (4th Ed.) Boston: Allyn & Bacon.
- Macionis, J. J. (2005). *Social problem*. (2nd Ed). Pearson Education.
- Tumin, M. M. (1967). *Stratifikasi sosial: Bentuk dan fungsi ketaksamaan*. Terjemahan oleh Atiah Salleh dan Zainab Ahmad. Dewan Bahasa dan Pustaka.

PT21403 SOCIAL POLICY AND PLANNING

This course discusses the concepts, theories, models of policy and the social health development program. It covers the meaning of social policy, social health, the process of formulate policy, the formulation of social policies, the implementation of policies to the plan, the process of arranging the plans, strategies, methods and approaches in social development, the implementation of the plans to the social programs, types of social programs and the structure of social program. This course will also talk about the influence of economy, politic and social structure of the community on the formulation, application and implementation of the policies and social planning. Some methods on the evaluation of policies, planning and the social health program (CBA, CEA, SWOT) as well as the accountability of the policies, planning and social health program will also be debated.

References

- Poppo, P. R. & Leighninger, L. (2004). *The policy-based profession. An introduction to social policy analysis for social workers*. Allyn & Bacon.
- Chambers, D.E., (1993) *Social policy and social programs. A method for the practical public policy analysis*. Macmillan Publishing Company.
- Conyers, D. (1984). *Pengenalan perancangan sosial di dunia ketiga*. John Wiley & Sons.

Jansson, B. S. (1999). *Becoming an effective policy advocate. From policy practice to social justice*. Brooks/Cole Publishing.

Gilbert, N., & Paul, T. (2005). *Dimension of social welfare policy*. Pearson

PT31503 ABNORMAL PSYCHOLOGY

The main focus of this course is to understand abnormal behavior start from classifying the abnormal behavior up to the scientific research in this area. This course also introduces a various category of psychopathology among children, adolescence and older people in terms of description, assessment and treatment.

References

Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology*. (7th ed.). Singapore: Cengage learning.

Butcher, J. N., Mineka, S., & Hooley, J.M. (2008). *Abnormal Psychology. Core Concepts*. USA: Pearson.

Hansell, J., & Damour, L. (2008). *Abnormal Psychology (2nd ed)*.Wiley: USA

Nevid, J. S., Rathus, S. A, & Greene, B. (2008). *Abnormal Psychology in A Changing World*. USA: Pearson.

Davison, G. S., Neale, J. M., & Kring, A. M.(2004).*Abnormal Psychology*. Wiley: USA.

PT31603 SOCIAL PSYCHOLOGY

This course discusses human behavior in the social context. Social psychology will be discussed as a for mal discipline from the aspect of theories, the methodologies used and the related issues. This course will focus on important topics such as attribution, perception, self-concept, and attitude. The issues will be relate to the various phenomena that happened in the social context such as prejudice and discrimination, interpersonal attraction, interdependency relationship, social influence, pro-social behavior and aggression.

References

Aronson, E. , Wilson, T. D & Akert, R. M. (2013). *Social Psychology*. (8th ed.). United States of America: Pearson Education, Inc.,.

Baumeister, R. F. & Bushman, B. J. (2011). *Social Psychology and human nature*. (2nd ed). Canada: Cengage Learning.

DeLamater, J. D & Myers, D. J. (2011). *Social Psychology*. (7th ed.). United State of America: Cengaga Learning.

Myers, D. G. (2014). *Social Psychology* (11th ed.). New York: McGraw Hill Companies, Inc.

PT31703 PSYCHOLOGICAL TESTING AND MEASUREMENT

This course emphasizes on the psychometric properties of a test, methods used to analyze the reliability and validity of psychological tests, types of tests and assessment used in personnel, counseling and education setting. Through this course students will be able to know, understand, to identify, evaluate and select a reliable and valid test. The course is divided into four parts: First, an introduction to the basic concepts of psychological tests and measurements. Second, discusses the principles of psychological measurement and the techniques used to analyze tests. Third, discusses types of psychological tests, with particular attention to the domain of ability tests, personality tests and interest tests. Fourth, discusses the use of psychological tests and assessment in industry, counseling and education setting.

References

Aiken, L. (1994). *Psychological testing and assessment*. (8th ed.). Massachusetts: Allyn & Bacon.

Anastasi, A. (2003). *Psychological testing*. New York: Macmillan.

Cronbach, L. J. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers, Inc.

Hogan, T. P. (2003). *Psychological testing: A practical introduction*. USA: John Wiley & Sons, Inc.

Kaplan, R. M. & Saccuzzo, D.P. (2002). *Psychological testing: Principles, applications and issues*. California: Brooks/Cole Publishing Company Pacific Grove.

Murphy, K., & Davidshofer, C. (2004). *Psychological testing: principles and applications*. New Jersey: Prentice-Hall.

PT31803 LEARNING AND COGNITIVE PSYCHOLOGY

This course evaluates the cognitive process such as perception, mental image, long term and short term memory, language, decision making and solving problem. It also involves exploration on how human remember, think, imagine, arranging information and decision making. This course also focus on early the ories of learning and correlation between learning and human behavior.

References

Galotti, K.M. (2004). *Cognitive Psychology in and out of the laboratory*. (3rd ed.) Belmont: Thomson Learning

Ormrod, J. E. (2008). *Human Learning*. (5th ed.). New Jersey: Pearson Merill, Prentice Hall.

Reed, S. K. (2007). *Cognition: Theory and Applications*. (7th ed.). Australia: Thomson Wadsworth.

Sternberg, R. J., & Sternberg, K. (2012) *Cognition*. Canada: Wadsworth.

William, D. T. (2007). *Cognition: The thinking animal*. (3rd ed.). USA: Prentice Hal.

PT31903 SOCIAL WORK LABORATORY

This course provides experience for learners who need the skills to work with an individual and a group in a situation that requires self-development and problem solving. The skills learnt are self-skills, empathy and interview techniques. Most of the lessons and trainings will be conducted in a Social Work Laboratory.

References

- Cournoyer, B. (1991). *The social work skills workbook*. CA: Wadsworth.
- Kadushin, A. (1992). *The social work interview*. New York: Columbia University Press.
- Royse, D., Dhooper, S. S., & Rompf, E.L. (1993). *Field instruction: A guide for social work students*. New York: Longman.
- Sevel, J., Madrigal, C., & Cummins, L. (1999). *Social work skills demonstrated: Beginning direct practice CD- ROM with student manual*. Boston: Allyn & Bacon.
- Wilson, S. (1980). *Recording: Guidelines for social workers*. New York: Free Press.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY PROGRAMME (HA13)

PI10103 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course provides a big picture of the theories, researches, and practices in industrial and organizational psychology. Among the issues to be addressed includes research method in industrial and organizational psychology; personnel issues such as job analysis, recruitment, staffing, test selection and training; the workers issues such as motivation, job satisfaction managing stress, and the quality of works life; organizational issues such as communication at work place, group dynamic, leadership power (authority); the political issues and the influences at work place, organization structure and the employee-union relation; and job environment issues such as human factor, the roles of the job and job safety.

References

- Aamodt, M. G. (2013). *Industrial/Organizational Psychology: An applied approach*. California: Thomson.
- Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology*. Boston: McGraw-Hill.
- Levy, P. E. (2006). *Industrial/Organizational psychology: Understanding the workplace*. Boston: Houghton Mifflin.
- Riggio, R. E. (2013). *Introduction to industrial/organizational psychology*. (6th ed.). New Jersey: Prentice Hall.
- Schultz, D. P. & Schultz, S. E. (2010). *Psychology and work today: An introduction to industrial and organizational psychology*. (10th ed.). New Jersey: Prentice Hall.

PI10203 LEADERSHIP

Leadership knowledge and skills are important to students for managing themselves and organizations effectively and efficiently. This course exposes students to leadership and how it influences behavior, human relations, and task completion. Among the topics to be discussed are leadership characteristics, leadership theories, leadership in groups and teams, the relationship between motivation and leaders' personality, and leaders' creativity.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- Bratton, J., Grint, K., & Nelson, D.L. (2004). *Organizational leadership*. United States: South-Western, Thomson.
- Dubrin, A. J. (2010). *Leadership: Research findings, practice and skills*. (6th ed.). New York: Houghton Mifflin Company.
- Malek, M. D., Baco, B. S., & Bee Seok, C. (2000). *Teori-teori motivasi dalam psikologi industri dan organisasi (Theories of motivation in industrial and organisational psychology)*. Kota Kinabalu: Universiti Malaysia Sabah.
- Richard, L. D. (2008). *The leadership experience*. (4th ed.). Canada: South-Western, Thomson.
- Yuki, G. (2002). *Leadership in organizations*. (5th ed.). New Jersey: Prentice Hall.

PI20303 PERSONNEL PSYCHOLOGY

The basic objective of this course is to introduce student the personnel aspects in organizations. Topics that will be discussed in this course are selection, placement, job performance, test and measurement in psychology, training and learning process, motivation and the safety of the workers.

References

- Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology*. Boston: McGraw-Hill.
- Cascio, W. F. & Aguinis, H. (2005). *Applied psychology in human resource management*. New Jersey: Pearson Prentice Hall.
- Levy, P. E. (2006). *Industrial/Organizational psychology: Understanding the workplace*. Boston: Houghton Mifflin.
- Riggio, R. E. (2013). *Introduction to industrial/organizational psychology*. (6th ed.). New Jersey: Prentice Hall.
- Patrick, J. (1992). *Training: Research and practice*. London: Academic Press.

PI20403 WORK, PHYSIOLOGY AND ERGONOMICS

This course provides knowledge and skills to students about ergonomics field (human factors) that relates to the industry. This course relates closely to experimental psychology and is a combination of engineering and psychology. The main topic of this course includes production and workstation design, cognitive ergonomics, anatomy and anthropometry, human machine interaction and the technical aspects of social ergonomics tools and computer software based on commercial aspects.

References

- Bridger, S. (2008). *Introduction to ergonomics*. New York: McGraw-Hill.
- Fuller, C. W. & Vassie, L. H. (2008). *Health and safety management*. London: FT Times.
- Goetsch, D. L. (2008). *Occupational safety and health*. Upper Saddle River, NJ: Pearson.
- Wickens, C. D. (2004). *An introduction to human factors engineering*. New York: Addison.
- Kromer, K. H. T. (2002). *Fitting the task to human: An occupational ergonomics*. London: Taylor & Francis.
- Noyes, J. (2003). *Designing for humans*. London: The Psychology Press.
- Dul, J., & Weerdmeester, B. A. (2002). *Ergonomics for beginners*. London: Taylor & Francis.

PI20503 ORGANIZATIONAL PSYCHOLOGY

The course provides knowledge and skills to the students on methodology, management issues and effective organizational management. This course is important as it helps students to be equipped with knowledge and skills in understanding how organizations affect individual behavior. The topics are discussed in this course are as follows; issues in management, organizational structures, organizational culture, critical thinking about organization, management process, individuals in the organization, role expectations, perception, diversity and personality, problem solving and decision making. The course is expected to improve student's skills and efficiency in organization management, especially on the psychological aspect.

References

- Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C.L., & Burnes, B. (2004). *Work psychology: Understanding human behaviour in the workplace*. (4th ed.). London: FT Press, Prentice Hall.
- Cooper, C. L. & Robertson, I. (2003). *Organizational psychology & development: Key topics for students and practitioners (Key issues in industrial & organizational psychology)*. England: John Wiley & Sons.
- Borman, W. C., Ilgen, D. R. Klimoski, R. J. & Weiner, I. B. (2003). *Handbook of psychology, industrial and organizational psychology*. Volume 12. Wiley.
- Jex, S. M., & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach*. (2nd ed.). New York: John Wiley & Sons, Inc.

PI30603 INTRODUCTION TO PERSONNEL ASSESSMENT

This course emphasizes on the varieties of personnel decision in industry and organizational setting, types of tests and assessment used for personnel decision, and techniques used to develop tests and assessment used for personnel decision making. Through this course students will be able to know, understand, important of using assessment in personnel decision, know how to select and to develop tests and assessment use for personnel decision making. The course is divided into two main parts: First, an introduction to the varieties of personnel decision in industry and organizational setting. Second, discusses types of assessments used for personnel decision, and third discussed psychological tests used in personnel setting, with particular attention to the domain of cognitive tests, personality tests and integrity tests.

References

- Anastasi, A. (1998). *Psychological testing*. New York: MacMillan.
- Cronbach, L. J (1990). *Essentials of psychological testing*. (5th ed.). New York: Harper & Row.
- Cronbach, L. J & Gleser, G. C (1975). *Psychological tests and personnel decision*. Urbana: University of Illinois Press.
- Guion, R. M. (1965). *Personnel testing*. New York: McGraw-Hill.
- Guion, R. M. & Highhouse, S. (2006). *Essentials of personnel assessment and selection*. London: Lawrence Erlbaum Associate, Inc.
- Jones, J. W. (1994). *Personnel testing: A manager's guide to establishing a quality workforce*. Great Britain: Clays Ltd St Ives Place

PI30703 CONSUMERISM AND MARKETING

This course will focus on consumerism and marketing in society aspects. The major discussion includes how psychological aspect will involve in advertising, marketing, consumer research, consumer communication, consumer perception, consumer decision making, consumer personality and motivation, consumer attitude, and the influences of culture towards consumer behaviour.

References

- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
- American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Washington: Author.
- Mick, D. V. (2003). Appreciation, Advice, and Some Aspirations for Consumer Research. *Journal of Consumer Research*, 29 (March), Editorial.

PI30803 ISSUES IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course gives an opportunity to the student to gain experience on seminar besides discussing selected topics intensively. On top of that, this course will focus on the practice of industrial and organizational psychology. Selected topics will be determined based on the importance of the current issues. Students will study the selected topics, present and discussed the topic in the seminar.

References

- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
- Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C. L., & Burnes, B. (2004). *Work psychology: Understanding human behaviour in the workplace*. (4th ed.). London: FT Press, Prentice Hall.
- Cooper, C. L., & Robertson, I. (2003). *Organizational psychology & development: Key topics for students and practitioners (Key issues in industrial & organizational psychology)*. England: John Wiley & Sons.
- Borman, W. C., Ilgen, D. R., Klimoski, R. J., & Weiner, I. B. (2003). *Handbook of psychology, industrial and organizational psychology*. (Volume 12). Wiley.
- Jex, S. M. & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach*. (2nd ed.). New York: John Wiley & Sons, Inc.

PI30903 SAFETY AND HEALTH IN WORKPLACE

This course introduces and provides students with the knowledge and skills of health and safety in workplace. This course covers various aspects of psychology, ergonomic as well as focusing on occupational safety and health.

References

- Goetsch, D. L. (2008). *Occupational Safety and Health*. Upper Saddle River, NJ: Pearson.
- Fuller, C. W., & Vassie, L. H. (2006). *Health and safety management*. Harlow, England: Financial Times.
- Barling, J., & Frone, M. (2004). *The psychology of workplace safety*. New York: American Psychological Association.
- Geller, E. S. (2004). *The psychology of safety handbook*. New York: CRC Press.
- Anton, T. J. (2002). *Occupational safety & health management*. New York: McGraw-Hill.
- Petersen, D. (2002). *Safety management: A human approach*. Chicago: American Society of Safety Engineers.

PI31003 PSYCHOLOGY OF ADVERTISING

This course exposes students about the relationship between advertising and psychology in organization and industries. The main topic in the course includes advertising theories, and psychological approach, communication skill, persuasion techniques, clients/consumers influences, social perception, advertising interpretation and attitude change.

References

- American Psychological Association. (2009). *Ethical principals in the conduct of research with human participants*. Washington: Author.
- American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Washington: Author.
- Mick, D. G. (2003). Appreciation, Advice, and Some Aspirations for Consumer Research. *Journal of Consumer Research*, 29 (March), Editorial.

PI31206 PRACTICUM / PI31406 ACADEMIC EXERCISE

This course is part of the requirement to obtain a bachelor degree in psychology. Students could choose whether to do a practical training at various organization involving directly with human resource department, or they could opt for writing an undergraduate exercise in the field concerned.

References

- American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. (5th ed.). Washington: Author.
- Sekolah Psikologi dan Kerja Sosial. (2004). *Manual Latihan Praktikum*. Kota Kinabalu: Penulis.
- Beddu Salam Baco (Penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah

YOUTH AND COMMUNITY DEVELOPMENT PROGRAMME (HA16)

PB10103 INTRODUCTION TO MENTAL HEALTH

This course discusses on the mental health issues in society such as mental disorder and mental illness. Furthermore, it also discuss about mental health community and services. There are professions role involvein mental health such as social worker, counselor, nurse land, psychiatrics also discuss in this course.

References

- Ogden, J. (2007). *Health Psychology: A textbook*. (4th ed.). New York: Open University Press/McGraw-Hill.
- Joseph, S., & Linley, P. A. (2006). *Positive Therapy: A meta-theory for positive psychological practice*. New York: Routledge.
- Compton, W. C. (2005). *An Introduction to Positive Psychology*. Belmont, CA: Thomson Wadsworth.
- Taylor, S. E. (2003). *Positive Psychology*. (5th ed.). New York: McGraw-Hill (bahan bacaan 2).
- Hatta, S. M. (2000). *Perubatan Psikologi Islam*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PB10203 INTRODUCTION TO DEVIANCE SOCIAL

This course will be discussing problems and social sickness in society. These courses also discussing ways to prevent these social problems from become more chronic. In this manner, we looking from the perspective of psychology, understanding the background of social problems, the cause to the problems with multiple discipline approach, psychology theory on deviance, deviance behavior and social policy to overcome deviance.

References

- Jeffries McWhirter, J. (2004). *At risk youth: A comprehensive response*. (3rd ed.). Canada: Thomson Learning Academic.
- Cieslik, M., & Pollock, C. (2002). *Young People in Risk Society*. Ashgate Publishing Company.
- Lerner, R. M. (1999). *Risks and problem Behaviors in Adolescence*. New York & London. Garland Publishing Inc.
- Atwater, E., & Duffy, K. G. (1999). *Psychology for living: Adjustment, growth and behavior today*. (6th ed.). New Jersey: Prentice Hall.
- Calhoun, J. F., & Acocella, J. R. (1990). *Psychology of adjustment and human relationships*. (3rd ed.). New York: McGraw-Hill.

PB20303 LEADERSHIP IN COMMUNITY

This course provides knowledge about leadership in community such as the definition of leadership, r esearch on leadership and theories of leadership (trait, behavior, tranformational, charisma). Moreover, issues such as culture, gender, religion, creativity and conflict resolution also discussed in this course.

References

- Dubrin, A. J. (2010). *Principles of Leadership*. (6th ed.). Australia: South Western Cengage Learning.
- Achua, F. C., & Lussier, R. N. (2007). *Effective Leadership*. Canada: Thompson.
- Bratton, J., Grint, K., & Nelson, D. L. (2005). *Organizational Leadership*. USA: Thompson Learning.
- Lim, G. S., & Daft, R. L. (2004). *The Leadership Experience in Asia*. USA: Thompson Learning.

PB20403 CROSS CULTURAL PSYCHOLOGY

This course introduces the cross cultural psychology as one of the psychology sub-discipline emerged from the awareness towards the limitation in studying the human behavior. This awareness is arise through methodology and generalization of mainstream psychology.

References

- Matsumoto, D., & Juang, L. (2008). *Culture and psychology*. (3rd ed.). California: Wadsworth/Thompson.
- Shirae, E., & Levy, D. (2004). *Cross-cultural psychology*. (2nd ed.). Boston: Pearson Education.
- Lonner, W. J. & Malpass, R. S. (1994). *Psychology and culture*. Boston: Allyn and Bacon.
- Abdul Halim Othman. (1993). *Psikologi Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Brislin, R. W., Lonner, W. J., & Thorndike, R.M. (1973). *Cross-cultural research methods*. New York: John Wiley & Sons.

PB20603 CONFLICT AND CONFLICT RESOLUTION

This course provides knowledge about social factors that caused conflict and to understand the model system in analyzing the conflict. This course also discusses on how to overcome conflicts as well as the volunteer and professional roles in overcoming the conflict. Skills in conflict solution are also stressed in this course.

References

- Malike Brahim. (2008). *Mengurus Konflik*. Selangor Darul ehsan: IBS Buku Sdn. Bhd.
- Huffman, K. (2007). *Psychology In Action*. (8th ed). USA: John Wiley & Sons.
- Baron, R.A., & Byrne, D. (2004). *Social Psychology*. (10th ed.). USA: Pearson.
- Chetkow-Yanoov, B. (1997). *Social Work Approaches to Conflict Resolution. Making Fighting Obsolete*. NY: The Haworth Press.
- Abdul Halim Othman. (1993). *Psikologi Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PB30703 YOUTH AT RISK

This course will be discussing on the new concept of youth at risk in context of society. Risk youth referring on the problems facing by today's youth and the problems are increasing every day. Youth should be prepared from perspective of theoretical and practical of Psychology to resolve problems when they in the community. This course also prepares students to understand the concept of psychology in way that is more practical. Among the important issue, which were discuss in Risk Youth, is factor that cause youth at risk, dysfunctional in family, sickness, maladaptive, incompetence and deviance. Top of that, this cause also discussed programmes that created to help youth at risk such as in house detention centers, opportunity classes, independent study and community intervention.

References

- Jeffries McWhirter, J. (2004). *At risk youth: A comprehensive response*. (3rd ed.). Canada: Thomson Learning Academic.
- Cieslik, M., & Pollock, C. (2002). *Young People in Risk Society*. Ashgate Publishing Company.
- Lerner, R. M. (1999). *Risks and problem Behaviors in Adolescence*. New York & London: Garland Publishing Inc.
- Atwater, E., & Duffy, K. G. (1999). Psychology for living: *Adjustment, growth and behavior today*. (6th ed.). New Jersey: Prentice Hall.
- Calhoun, J.F., & Acocella, J.R. (1990). *Psychology of adjustment and human relationships*. (3rd ed.). New York: McGraw-Hill.

PB30803 ATTITUDE AND ATTITUDE CHANGE

This course provides comprehensive knowledge on attitude and attitude change. Issues such as the processes of attitude change, attitude measurement and methodology, theories of attitude and behavior will be discussed in this course. Moreover, this course also apply the issues that have been learnt by doing research, program and activities in a community.

References

- Haddock, G., & Maio, G. (2004). *Contemporary Perspectives on the Psychology of Attitudes*. USA: Psychology Press.
- Getrude C. Ah Gang @ Grace. (2003). *Sikap Komuniti Miskin Terhadap Pembangunan*. Kota Kinabalu: UMS.
- Bohner, G., & Wanke, M. (2002). *Attitude and Attitude Change*. UK: Psychology Press.
- Eagly, A.H., & Chaiken S. (1993). *The Psychology of Attitude*. USA: Harcourt Brace Jovanovich.

PB30903 COMMUNITY PSYCHOLOGY

This course provides exposure about concepts and theories related to community psychology as a fundamental to the understanding of the youth and community. This course discusses the social issues faced by the youth and community as well as programmes or interventions that being conducted in youth works and youth work management such as youth work profesionalisme and ethic issues in youth works. The students will also expose with research methods in community and its issues.

References

- Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology. Linking individuals and communities*. Belmont, CA: Wadsworth.
- Villaruel, F. A., Perkins, D. F., Borden, L. M., & Keith, J. G. (eds.). (2003). Thousand Oaks, CA: Sage Publications.
- Eccles, J. & Appleton Goodman, J. (eds.). (2002). *Community programs to promote youth development*. Washington, DC: national Academy Press.
- Miles, S., Pohl, A., Stauber, B., Walther, A., Banha, R. M. B., & do Carmo, G, M. (2002). *Communities of youth. Cultural practice and informal learning*. Burlington, VT: Ashgate Publishing Company.
- Azizan Bahari. (1995). *Belia dan masyarakat*. Pulau Pinang: Institut Kajian Dasar.

PB31003 INTERVENTION AND PROGRAM ASSESSMENT IN SOCIETY

This course will discuss about the synonym of risks with the youth nowadays. The environment factors, family and school environment as well as characters that contribute to the negative and positive development of the youth in overall. Intervention and prevention approach will also discuss in details such as family intervention, education and friends and also legal issues.

References

- Hepworth, D. H., Rooney, R. H., Rooney, G. W., & Larsen, J. (2006). *Direct Social Work Practice: Theory and Skills*. (7th ed.). Thomson Brooks/Cole.
- Shapiro, E. S. (2004). *Academic Skills Problems: Direct Assessment and Intervention*. (3rd ed.). New York.
- Shinn, M. R. (1999). *Advanced application of curriculum based measurement*. New York: Guilford.
- National Association of School Psychologists. (1997). *International for students with learning and behavior problems: Myths and realities*. *School Psychology Review*, 26(3).
- Weiten, W., & Lloyd, M. A. (1997). *Psychology applied to modern life*. California: Brooks/Code.
- Brock, S. E. *School Crisis Intervention*. California State University, Sacramento.
- Tull, D. M. S, (1999). *Reference Guide – A Primer On Crisis Intervention For College Professionals*. California Community Colleges.
- U.S. Department of Health and Human Services Administration for Children and Families, Administration on Children, Youth and Families National Center on Child Abuse and Neglect. *Crisis Intervention in Child Abuse and Neglect*. McLean: Circle Solution, Inc.

PB31103 YOUTH PSYCHOLOGY

This course will discuss about the development of youth in various aspects such as physical development, cognitive, social and personality. The comparison between teenager in different age, birth cohort, culture and race are also discussed based on the values and their way of thinking. Issues related to youth such as family, friends, school, and social problem will also be focused in this course.

References

- Santrock, J. W. (2008). *Adolescence*. (12th ed.). Boston: McGraw Hill.
- Steinberg, L. (1999). *Adolescence*. (5th ed.). Boston: McGraw Hill.
- Dacey, J., & Kenny, M. (1994). *Adolescent development*. Dubuque: Brown & Benchmark.
- Muus, R. E. (1996). *Theories of adolescence*. (6th ed.). New York: McGraw-Hill.
- Rutter, M., & Smith, D. J. (eds.). (1995). *Psychological disorders in young people: Time trends and their cases*. London: John Wiley & Sons.
- Dacey, J., & Kenny, M. (1994). *Adolescent development*. Dubuque: Brown & Benchmark.

PB31203 ISSUES IN SOCIAL PSYCHOLOGY

This course provides exposure to students about social psychology issues that will discuss in details through organizing workshop or seminar that will expose the student in practice in obtaining information of the issues discussed.

References

- Byrne, B. D. (2003). *Social Psychology*. Allyn & Bacon.
- Pontell, H. (eds). (2000). *Social Deviance: Reading in Theory and Research*. New Jersey: Prentice Hall.
- Field, R. (1998). *Drugs in Perspective: A personalized look at substance use and abuse*. Boston: WCB-McGraw-Hill.
- Endleman, R. (1990). *Deviance and Psychopathology: The Sociology and Psychology of Outsiders*. Boston: Krieger.

PB31406 PRACTICUM TRAINING

Practical training is the requirement of the theoretical courses that have been attended. Practical training is conducted in the last semester. Students' placement is conducted in the suitable organizations that are dealing the youth and community development. The aim of this practical training is to enhance the application skills of students and make them understand theories about youth and society in practical and real world setting.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: Author.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thomson Learning.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Sekolah Psikologi dan Kerja Sosial. (2004). *Manual latihan praktikum*. Kota Kinabalu: Penulis.
- Shaugnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

PB31606 ACADEMIC EXERCISE

Thesis is a research project conducted by students under the supervision of one supervisor. Empirical research is conducted as field working or laboratory work. The aim of this course is to train students' research in research method and provide them with experiences of conducting researches. Students are actively involved in planning the research proposals, finding research tools, collecting data, analyzing and interpreting data and presenting their

finding in the form of thesis. This course help in enhancing students critical thinking, reasoning abilities, and knowledge about the topic under research.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington: Author.
- Beddu Salam Baco (penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thomson Learning.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. Kota Kinabalu: Universiti Malaysia Sabah.
- Shaugnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

COUNSELLING PSYCHOLOGY PROGRAMME (HA19)

PK10103 PRINCIPLES AND PHILOSOPHY OF COUNSELLING

This course discusses various aspects of counseling such as the history, its definition, basis of philosophy, principles, model of the process, its approaches, and its helping services. It also stresses on the types of counseling and clients. Issues such as ethics, licenses, organizations, research and evaluation will also be discussed in the course.

References

- Brown, D., & Srebalus D. J. (2003) *Introduction to the Counseling Profession*. (3rd ed.). Boston: Allyn and Bacon.
Corey, G. (2005). *Theory and Practice of Counseling & Psychotherapy*. (7th ed.). Belmont: Brooks/Coles.
Gelso, C., & Fretz, B. (2001). *Counseling Psychology*. (2nd ed.). Fort Worth: Harcourt College.
Gladding, S. T. (2013). *Counseling A Comprehensive Profession*, (7th ed.). New Jersey: Pearson Publishers.
Gladding, S.T. (2004). *Counseling A Comprehensive Profession*. (5th ed.). New Jersey:Prentice Hall.
Neukrug, E. (2003). *The world of the Counselor: An introduction to the Counseling Profession*. (2nd ed.). Pacific Grove: Brooks/Cole.

PK10203 THEORIES OF PSYCHOTHERAPY AND COUNSELLING

The course focuses on two approaches, i.e. first, Psychodynamic approach which emphasizes on knowledge in therapy especially Psychoanalysis Therapy and Adlerian Therapy; second, Experiential and orientation relationship that is the Individual Focus Theory and Gestalt Theory. The focus of this course is the theoretical and practical aspects which will focus on every aspect such as the perception and basic theoretical principle, the perception of human's theory, the purpose of counseling, the process and techniques as well as the function of a counselor and a client. Trainings in laboratory for each theory will be conducted as exercise.

References

- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy (8th ed.)*. Pacific Grove: Brooks/Cole.
Corsini, R. (1997). *Current Psychotherapies*. Illinois: Peacock Publishers.
Gladding, S. T. (2000). *Counseling: A comprehensive Profession*. (4th ed.). New Jersey: Prentice Hall.
Prochaska, J. O. & Norcross, J. C. (2007). *Systems of Psychotherapy: A transtheoretical analysis*.
Sharf, R. S. (2000). *Theory of Psychotherapy & Counseling: Concepts and cases*. (2nd ed.). Belmont: Brooks/Cole.

PK20303 THEORIES OF PSYCHOTHERAPY AND COUNSELLING II

This course will focus on two approaches that are the Behavior Cognitive approach which stresses on the thinking aspect and oriented behavior towards Action Orientation such as Behavioral Therapy and Emotive Rational Therapy as well as Reality Therapy. The focus would be from the theoretical and practical aspects which will be discussed as assumptions and basic principle theory, theory of perception on human, the purpose of counseling, the process and techniques and also the functions of a counselor and a client. Practically, the training for each four theory will be conducted in laboratories

References

- Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy*. (9th ed.). Pacific Grove.
Gladding, S. T. (2006). *Counselling: A comprehensive profession*. (4th ed.). New Jersey: Prentice Hall, Inc.
Seligman, L. & Reichenberg, L. W. (2010). *Theories Of Counseling and Psychotherapy. Systems, Strategies, and Skills*. (3rd ed.). New Jersey: Pearson
Sharf, R. S. (2004). *Theories of Psychotherapy & Counseling: Concepts and cases* (4th ed.). Belmont: Brooks/Cole.

PT22003 BASIC SKILLS COUNSELING

This course introduces and provides foundational education in core counselling skills from therapeutic listening and empathy to client. The scopes include ethics, multicultural competence, and wellness, attending behavior, questioning skills, confrontation, and observation skills. It is appropriate for counsellors who will work in a variety of settings and with a variety of task. It is experiential and aimed at helping counsellors develop foundation as strong, effective therapeutic agents for their clients.

References

- Brems, C. (2001). *Basic Skills in Psychotherapy and counselling*. Brooks/Cole: Thomson Learning.
Ivey, A. E. & Ivey, B. M. Zalaquett, C. P. (2007). *Intentional Interviewing and Counseling: facilitating client development in a multicultural society*. (6th ed.). USA: Thomson Brooks/Cole,
Ivey, A.E. & Ivey, B. M. Zalaquett, C. P. (2014). *Intentional Interviewing and Counseling: facilitating client development in a multicultural society*. (8th ed.). Belmont, CA: Cengage Learning.
Nelson-Jones, R. (2013). *Practical Counselling and Helping Skills* (6th ed.). Chennai, India: Sage Publications Ltd.

PK20403 GROUP COUNSELLING

This course will explain and expose the aspects of management of the group counseling. Learners will be guided theoretically in order for them to understand the concepts and the function of group counseling, the process and the implementation of group counseling, leaders and leadership, leadership skills, activities on therapeutic approach and issues relating to group counseling. Learners will also be trained to practically undergo activity-based group counseling such as experiencing the experience in a group counseling as well as observing, analyzing and evaluating the process of group counseling. Learner will also practice the skills through self - experience as the leader of the group.

References

Association for Specialist in Group Work. (1989). *Ethical guidelines for group counselors*. Alexandria, VA: Author.
Corey, M., & Corey, G. (1977). *Groups: Process and practice*. (5th ed.). Pacific Grove, CA.: Brooks/ Cole.
Gazda, G. M. (1989). *Group counseling – A developmental approach*. Boston: Allyn & Bacon.
Gladding, S. T. (2008). *Group Work: a counseling speciality*. New Jersey Columbus, Ohio: Merrill Prentice Hall.

PK30503 FAMILY COUNSELLING

This course educates learners on the knowledge and skills in family counseling. It covers the theory of family system – psychoanalysis approach, humanistic approach, Bowen family system, multigeneration approach, Alderian family therapy, Satire prose model, Minuchin structured family approach – the course will also discuss the process in counseling practices and family therapy and marriage counseling and approaches used such as behavioral approach, mapping technique and measurement and absurd technique. The course focuses on the application and technical applications.

References

Goldenberg & Goldenberg (2008). *Family Therapy: An Overview*, (7th ed.).
Nichols, M. (2013). *Family therapy*. (10th ed.). Boston: Pearson.
Worden, M. (2003). *Family therapy Basic*. (3rd ed.). Pasific Groove: Brooks/cole.

PK30603 ASSESSMENT IN COUNSELLING

The purpose of this course is to tell learners the goals and the importance of assessment in counseling. Besides that, the sources and methods of the assessment in counseling will also be introduced and discussed. Learners will also be exposed to the implementation of the process of assessment in counseling. Issues or problems in assessment and considerations on the cultural aspects will also be taken into account in the process or the implementation of the assessment. The main discussion will highlight the essential relationship or correlation between assessment and diagnosis in counseling.

References

Puteri Hayati. (2012). *Kemahiran dan Pengurusan kes kaunseling*. Kota Kinabalu: UMS
Parsons, R. D., & Wicks, R. J. (1994). *Counseling Strategies and Intervention techniques*.
Whiston, S. C. (2009). *Principle and applications of Assessment in Counseling*. (3rd ed.) Belmont: Brooks/Cole
Zuckerman, E. L. (1991). *The Clinician's Thesaurus*. Pittsburgh: Three Wishes Press.

PK30703 CAREER AND PLACEMENT

The course explains the definition of career, career planning as well as theories of choice and career development. A few vocational tests will be introduced and managed, namely Personality Inventory, Career Interest Inventory and Career Value Inventory. This course will also focus on the process of career counseling, the models of career allocation, counseling program for employees including the self-enrichment and placement. On top of that, topics on Career Information which will cover the types, importance, management, enhancement and evaluation of career information will also be discussed.

References

Brown, D., Brooks, L., & Assoc. (1990). *Career choice and Development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossey-Bass Publishers.
Capuzzi, D., & Stauffer, M. D (2006). *Career Counseling: Foundations, perspectives, and applications*. Boston: Pearson Education, Inc.
Gysbers, N. C., Heppner, M.J., & Johnston, J. A. (2002). *Career Counseling, Process, Issues, and Techniques*. (2nd ed.). Boston: Allyn & Bacon Brook/Cole Publishing Co.
Herr, E. L., & Cramer, S. H. (1996). *Career Guidance and Counseling through the Lifespan: Systemic approaches*. (5th ed.). New York: HarperCollins College Publishers.
Sharf, R. S. (2002). *Applying Career Development Theory to Counseling*. (3rd ed). CA: Pacific Grove.
Zunker, V. G. (2002). *Career counseling: Applied concepts of life planning*. (6th ed.). Pacific Grove: Brooks/Cole Publishing Co.
Zunker, V. G. (2006). *Career Counseling A Holistic Approach*. (7th ed). Belmont, CA: Thomson Brooks/ Cole.

PK30803 ETHICS IN COUNSELLING

This course explains the code of ethics and standard practice of a counselor, social workers, and those who involve in the helping/facilitating profession. Issues that will be discussed are counselors as individuals, the values in facilitation relationship, ethical issues such as secrets, variety of relationships, professional efficiency, various cultures, marriage and family and group therapy. Act of Counselor (Act 580), the ethics of PERKAMA (The Association of Counselors Malaysia) and the Standard and Competency Training for Counselor, The Board of Counselor will also be discussed.

References

- Freeman, S. J. (2000). *Ethics: An introduction to philosophy and practice*. Australia: Wadsworth, Thomson.
Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human Development*. (8th ed.). New York: McGraw.
Santrock, J. W. (2002). *A Topical Approach to Life-span Development*. New York: McGraw- Hall.
Vander, J. W. (2000). *Human Development*. (7th ed.). Boston: McGraw-Hill.

PK30903 INDUSTRIAL COUNSELLING

This course explains the needs and the importance of industrial counseling which cover the aspects of personal counseling, career's training and development, program planning, occupations and the source of learning information and performance appraisal. It will also cover about the factors relating to job satisfaction, motivation, leadership, communication between employees and employers in the industry as well as the handling of stress in the workplace.

References

- Adrian, C. (2003). *Counselling in the workplace*. New York: McGraw-Hill.
Carol, M. (1996). *Workplace Counselling*. London: Sage.
Carol, M. & Walton, M. (1997). *Handbook of Counselling in Organizations*. London: Sage.
Coles, A. (2003). *Counselling in the Workplace*. England: Open University Press
Loretta, F. (2003). *An Introduction to Workplace Counselling: A practitioner's guide*. USA: Basingstoke.

PK31003 PRACTICUM

This course provides the learning process through experience by applying the theoretical knowledge into practice. It will expose learners to the working environment and as a preparation before Internship. Learners need to fulfill at least 252 hours for practicum in which 96 hours are for the face to face meeting with clients. This course also encourage self-growth through learning experience in retreat situation.

References

- Akta Kaunselor 1998 (Akta 580)*. (1998). Kuala Lumpur: Percetakan Nasional Berhad.
American Psychological Association. (1987). *Ethical Principles of Psychologists*. Washington DC :American Psychological Association.
Baird, N. B. (1996). *The Internship, Practicum, and Field Placement Handbook*. New Jersey: Prentice-Hall.
Corey, G., Corey, M. & Callahan, P. (1998). *Issues and Ethics in Helping the Professions*. California: Brooks/Cole Publishing Co.
Manual Praktikum dan Internship (2018). Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah.
Russell-Chapin, L. A. & Ivey, A. E. (2004). *Practicum and Internship*. Belmont: Brooks/Cole.
Zuraidah Abdul Rahman. (1998). *Pengenalan Kaunseling Kelompok*. Petaling Jaya: IBS Buku Sdn. Bhd.

PK41206 INTERNSHIP

Internship is the process of experiential learning outside the class. This is to apply the theory that they have learnt into practice. Learners need to fulfill at least 504 hours for practicum in which 192 hours are for the face to face meeting with clients. Despite conducting sessions and need to deal with common and various issues, learners will also need to do a case study and to present it. They will also need to prepare a counseling report , guidance or activity report and overall report covering the whole experience throughout the internship. Learners will conduct an individual counseling, group counseling and guidance or community service at the setting as a preparation before involving in the real working environment of the counseling profession.

References

- Akta Kaunselor 1998 (Akta 580)*. (1998). Kuala Lumpur: Percetakan Nasional Berhad
American Psychological Association. (2010). *Publication Manual of The American Psychological Association*. (6th ed.). Unites States Of America
Corey, G., Corey, M. & Callahan, P. (1998). *Issues and Ethics in Helping the Professions*. California: Brooks/Cole Publishing Co.
Faiver, C., Eisengart, S., & Colonna, R. (2000). *The Counselor Intern's Handbook*. (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
Manual Praktikum dan Internship. (2018). Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah.

Welsel, E. R. (1998). *Ethics in Counselling & Psychotherapy: Standards research & emerging issues*. Pacific Grove: Brooks/Cole Publishing Company.

PK41303 INDIVIDUAL COUNSELING LABORATORY

Through this course, learners can apply Person Centered, Behavior Therapy, Gestalt Therapy and Rational Emotive Behavioral Therapy approach techniques and strategies in applying their role as a counselor. Learners require to understand the basic elements, theory and focus on the application of techniques and strategies in conducting the counseling sessions. Learners should be able to show their ability to conduct counseling process using the technique in the laboratory.

References:

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. (8th ed.). Pacific Grove: Brooks/Cole.
Corsini, R. J., & Wedding, D. (2011). *Current Psychotherapies* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
Geldard, D. & Geldard, K. (2009). *Basic Personal Counselling, 6th ed.* Australia: Pearson Prentice Hall.
Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2010). *Intentional Interviewing & counselling*. (7th ed.). Belmont, CA: Brooks/Cole.
Prochaska, J. O., & Norcross, J. C. (2007). *Systems of Psychotherapy: A transtheoretical analysis*.

PK41503 GROUP COUNSELLING LABORATORY

This course increases conducting group skills and develop the learning awareness of group interaction and intervention based on group. The discussion focus is on clients' issues and other issues in group such as leadership, power and influence, cohesiveness, groups' stress, status and role, conformity and changes. The learning method is through demonstration and group counseling session analysis using recording.

References:

Corey, G. (2000). *Theory & Practice of Group Counseling*. (5th ed). CA: Wadsworth/ Thomson Learning.
Corey, G. (2004). *Theory & Practice of Group Counseling*. (6th ed). CA: Brooks / Cole.
Gladding, S.T. (2008). *Groups a Counseling Specialty*. (5th ed). Ohio: Pearson.
Jacobs, E. E., Masson, L. R. & Harvill, R. L. (2009). *Group Counseling*. USA: Thomson.
Zuraidah Abdul Rahman. (1998). *Pengenalan Kaunseling Kelompok*. Selangor Darul Ehsan: IBS Buku Sdn Bhd.

PK41703 MULTICULTURAL COUNSELING

This course introduces to the learners the history and development of Multicultural Counseling as one of the learning aspect in Counseling Psychology. Among the main topics covered in understanding client from various multicultural backgrounds are acculturation, the development of ethnic and cultural identity, ethnicity and its distinguish features. Nevertheless, issues in multicultural such as ethics, therapy/counseling issues, career counseling issues will also be discussed and addressed. Finally, the introduction to the enhancement of and development of knowledge on this subject matter will also be done. This process will focus comprehensively on the ethnic / minority ethnic in and out of Malaysia especially in America, despite exploring into the wholesome of related topics such as sexual orientation, disabilities, and gender.

References:

American Psychological Association. (1987). *Ethical Principals of Psychologists*. Washington, DC: American Psychological Association, Inc.
Corey, G. (2013). *Theory and practice of counselling and psychotherapy*. (9th ed.). Singapore: Brooks/Cole
Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and Ethics in the Helping Profession*. (8th. ed.). California: Brook/Cole Publishing.
Matsumoto, D., & Juang, L. (2008). *Culture and Psychology*. (4th ed.). Belmont: Wadsworth.
Sue, D. W., & Sue, D. (2013). *Counseling the Culturally Diverse: Theory and Practice* (6th. ed.). John Wiley & Sons.

PK41903 CAREER COUNSELING PROCESS

This course aims to expose learners to the skills of career counselor, career counseling process, the strategy and techniques in career counseling and models available in the career counseling process. It will also involve the introduction administration of few vocational tests such as Personality Inventory, Career Interest Inventory, Career Value Inventory. This course will also discuss the issues in career choices.

References:

Brown, D. Brooks, L. & Assoc. (1990). *Career choice and Development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossy-Bass Publishers.
Capuzzi, D., & Stauffer, M.D. (2006). *Career Counseling, Foundations, Perspectives and Applications*. Boston: Pearson Education Inc.

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2002). *Career Counseling, Process, Issues, and Techniques*. (2nd ed). Boston: Allyn & Bacon.

Herr, E. L. & Cramer, S. H. (1996). *Career Guidance and Counseling through the Lifespan: Systemic Approaches*. (5th ed.). New York: Harper Collins College Publishers.

Zunker, V. G. (2002). *Career counseling: Applied Concepts of Life Planning*. (6th ed). Pacific Grove: Brooks/Cole Publishing Co.

Sharf, R. S. (2002). *Applying Career Development Theory to Counseling*. (3rd ed). Pacific Grove, CA: Brooks/Cole Publishing Co.

PK41203 RESEARCH IN COUNSELLING

This course aims to expose learners to the importance and necessity of research in counseling. Moreover, types of approach, research design will be introduced and discussed. Learners will also be exposed on how to prepare research proposal and the process in conducting a research. Issues and problems surrounding a research such as the cultural aspects which need to be taken into consideration throughout the research process and implementation will also be addressed. The focal point of discussion will also be centered in the relationship and linkage between research and counseling.

References

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.), MA: Pearson

Frankfort-Nachmias, C., & Nachmias, D. (1992). *Research methods in the social sciences*. (4th ed.). Martin's Press.

Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. (5th ed.). NJ: Prentice Hall.

Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. (7th ed.), NJ: Prentice Hall.

Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counselling*. (3rd ed.). Thomson Brooks/Cole

PK42203 PROJECT PAPER I

Research proposal is a planning project facilitated by one or more supervisors. This course aims to expose learners with an experience in completing a research proposal as a preparation and guidance to implement a real research in the future.

References

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: APA.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). MA: Pearson.

Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. (7th ed.). NJ: Prentice Hall.

Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. NJ: Prentice Hall

Frankfort-Nachmias, C., & Nachmias, D. (1992). *Research methods in the social sciences*. (4th ed.). London: Edward Arnold

PK42403 PROJECT PAPER II

Project paper II is an extended course of the Project Paper I. Therefore, the course emphasizes more on the research practice. Learners are expected to have been exposed with the background, planning, implementation and completing research process systematically and efficiently. Learners are able to analyze data using computer technology and understand how to run a research.

References

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: APA

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.), MA: Pearson.

Frankfort-Nachmias, C. & Nachmias, D. (1992). *Research methods in the social sciences*. (4th ed.). London: Edward Arnold

Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. NJ: Prentice Hall

Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.), NJ: Prentice Hall.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. CA: Jossey-Bass

Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows*. (3rd ed.). Sydney: McGraw Hill

CHILD AND FAMILY PSYCHOLOGY PROGRAMME (HA20)

PA10103 INTRODUCTION TO CHILD PSYCHOLOGY

This course focuses on introduction to child psychology. Theories of child development, history, research methods that can be used with children and ethics while working with children are also discussed. This course directly focuses on Psychoanalytic perspective, Behaviorist perspective, Humanistic perspective and biological theories of human development. Piaget theory of cognitive development, Vygotsky, theory of cognitive development and information processing theories are also introduced in this course.

References

- Berk, L. E. (2013). *Child Development*. (9th ed.). Boston: Pearson Education, Inc.
 Crain, W. (2014). *Theories of Development: Concepts and Applications*. Boston: Pearson
 Feldman, R. S. (2010). *Child Development*. Upper Saddle River, NJ: Pearson Prentice Hall
 Thomas, R. M. (2005). *Comparing Theories of Child Development*. (6th ed.). Belmont: Thomson & Wadsworth.
 Santrock, J. W. (2014). *Child Development*. Boston: McGraw-Hill Humanities

PA10203 INFANT AND CHILD DEVELOPMENT PSYCHOLOGY

This course focuses on infant and child development from prenatal until the age of 12 years. It discusses different aspects such as cognitive, emotional, social and physical development of toddlers and children. Apart from that course will also focus as gifted children in the course of development students will do observation and conduct case studies as children.

References

- Berk, L. E. (2013). *Child Development*. (9th ed.). United States of America: Pearson Education, Inc.
 Bee, H., & Boyd, D. (2007). *The Developing Child*. (11th ed.). United States of America: Pearson Education, Inc.
 Berk, L. E. (2008). *Infants, Children, & Adolescents*. (6th ed.). United States of America: Pearson Education, Inc.
 Berk, L. E. 2009. *Child Development*. (8th ed). United States of America: Pearson Education, Inc.
 Hoffnung, M. H., Robert, J., Seifert, K. L., Smith, B. R., & Alison, H. (2010). *Childhood*. First Australasian Edition. Australia: John Wiley & Sons Australia, Ltd.
 Hoffnung, M. H., Robert, J., Seifert, K. L., Smith, B. R., Alison, H., Ward, L. & Quinn, A. (2010). *Lifespan Development First*. First Australasian ed. Australia: John & Wiley Sons.
 Papalia, D. E., Olds, S. W. & Feldman, R. D. (2008). *A Child's World: Infancy through Adolescence*. (11th ed). Singapore: McGraw-Hill Education (Asia).
 Shaffer, D. R., & Kipp, K. 2010. *Developmental Psychology: Childhood & Adolescence*. (8th ed.). United States of America: Wadsworth Cengage Learning.

PA20303 MARRIAGE AND FAMILY

This course will focus on family and marital institution. Emphasis will be given to the selection of partners and dynamics of marriage and family life. Discussions will focus on family relationship and kinship. Issues related to marital and family institution, family law regulations from religious point of view, civil, law and culture will be discussed. Future challenges on marriage and family institution also are discussed.

References

- Benokraitis, N. V. (1996). *Marriages and Changes*. New Jersey: Prentice Hall.
 Knox, D., & Schacht, C. (1999). *Marriage & Family*. Belmont: Wadsworth. Thompson Learning Inc.
 Lammana, M.A & Riedmann, A. 2003. *Marriages and Families: Making Choices in a Diverse Society*. (8th ed.). Belmont: Wadsworth, Thomson Learning Inc
 Strong, B. DeVault, C. Sayad, B.W. & Cohen, T.F. 2001. *The Marriage & Family Experience*. (8th ed.). Belmont: Wadsworth, Thomson Learning Inc
 Wolf, R. 1996. *Marriages and Families in a diverse society*. New York: Harper Collins.

PA20403 INTRODUCTION TO PARENTING AND NON-TRADITIONAL FAMILY

The aim of this course is to introduce and promote a healthy parent child relationship and discuss pros and cons of different ways of parenting. It reviews parent contribution in the process of socialization and acquiring functional communication skills in childhood. The main element of this course is parenthood significance, different aspects of parenting in accordance with child developmental stages, conflicts caused by inappropriate parental behavior and how parents can play role in resolving these conflicts. Children who have been weakened by many other crisis and whose development has been slowed or halted in past will need more time and more support to get back on track. It discusses how quickly and to what extent children recover and begin their journey anew depends on guidance and support provided by their parent family members, teachers and members of helping profession. This course will also discuss non traditional family systems such as step and separated families.

References

- Bigner, J. J. (2006). *Parenting-Child Relations: An introduction to parenting*. New Jersey: Pearson & Merrill Prentice Hall.
- Brooks, J. (2008). *The process of parenting*. Boston: McGrawhill.
- Hamner, T.J. & Turner, P.H. (2001). *Parenting in contemporary society*. Boston: Allyn & Bacon.
- Muzi, M.J. (2000). *The experience of parenting*. New Jersey: Prentice Hall.

PA20503 CHILDREN IN TROUBLED FAMILY

This course exposes students with the knowledge about children in troubled family. The issues will be discussed in detail on why and how the issue exists. Students will also be exposed in practice as well as the theories involved. This course has been diverted from road leading to healthy development by such forces as child neglect, parental divorces separation, alcoholism, illness and death, and the impact these crisis have on individual child's development as it will depend on their perception of events, their individual personality characteristics, and the strength of their coping skills.

References

- Bigner, J. J. (2002). *Parent-Child Relations: An Introduction to Parenting*. (6th Ed). New Jersey: Merrill Prentice Hall.
- Brooks, J. B. (2001). *Parenting*. (3rd Ed). California: Mayfield Publishing Company.
- Kemp, A. (1998). *Abuse in the Family: An Introduction*. Brookes Cole Publishing Company.
- Mckenry, P. C., & Price, S. J. (2000). *Families & Change*. California: Sage Publication, Inc.
- Meadows. (1996). *Parenting Behavior and Children's Cognitive Development*. Hove: Psychology Press.
- Orton, G. L. (1996). *Strategies for Counseling with Children and their Parents*. Pasific Grove: Brooks Cole Publishing.

PA20603 ISSUES IN CHILD AND FAMILY PSYCHOLOGY

This course will expose the students to current issues of child and family as well as the impact of these issues on the child and family psychological development. This course will be conducted by organizing seminar and workshop to discuss the related issues.

References

- Mohd. Sharani Ahmad et al. (2010). *Issues on child and family psychology*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.
- Gimpell, G. A., & Holland, M. L. (2008). *Emotional and behavioral problems of young children*. New York: Guilford.
- Journal of child and family studies Clinical child and family psychology review. *Journal of Family Psychology*.

PA30703 CHILD REARING PRACTICES IN MULTI CULTURAL SETTING

This course will discuss about the development of children in multi cultural setting. The comparison conducted towards the child care provided by a different cultures and its effect on different culture, language development, moral, gender, cognitive, motivation, social interaction and behaviour differences. The effects of environment such as family, school as well as child rearing quality for various cultural are also being discussed.

References

- Gardiner, H. W., & Kosmitzki, C. (2014). *Lives across cultures: Cross- Cultural Human Development*. Boston: Allyn & Bacon.
- Nagayama Hall, G. C., & Barongan, C. (2002). *Multicultural Psychology*. New Jersey: Prentice Hall.
- Holden, G. W. (1997). *Parents and the dynamics of child rearing*. Colorado: Westview Press.
- Sameroff, A. (2009). *The transactional model of development: How children and contexts shape each other*. Washington: American Psychological Association.
- Shiraev, E., & Levy, D. (2007). *Cross-cultural psychology*. (3rd. ed.). Boston: Preston.

PA30803 PHYSICAL AND COGNITIVE EVALUATION OF CHILDREN

This course is designed to teach assessment skills and specialize students in the cognitive and physical evaluation of children. Few assessment tools used with children will be introduced. A part from that, the course will also explain children potential for growth and change. Several cognitive development theories, in accordance with the measures being used with children will be discussed. The aim of the course will be to assess competencies as well as the limitations of the child. Proper assessment skills can help children, parent's teachers and other professionals to obtain valuable insights. On the basis of such assessment, actions are taken and critical decisions are made.

References

- Sattler. J.M. & Hoge. R.D. (2006). *Assessment of Children: Behavioral, social, And Clinical foundations*. (5th Ed). California: Jerome M. Sattler Publisher, Inc.
- Lidz, C. S. (2002). *Early Childhood Assessment*. New Jersey: John Wiley & Sons Inc.
- Graziano, A. M. (2002) *Developmental Disabilities: Introduction to a Diverse Field*. New York: Allyn & Bacon, Inc.
- Gregory, R. J. (2000). *Psychological Testing: History, Principles and Applications*. (3rd ed.). Needham Heights: Allyn & Bacon, Inc.
- Aiken. L. R. (2000). *Psychological Testing and Measurement*. (10th ed.). Needham Heights: Allyn and Bacon, Inc.
- Sattler. J.M (1992). *Assessment of Children*. (Revised & updated 3rd ed.). California: Jerome M. Sattler Publisher, Inc.

PA30903 ANALYSIS OF FAMILY OF DISABLED CHILDREN

The course will provide a fresh dimension to the children who for one reason or another are called exceptional-children with diverse needs and characteristics. It refers to any individual who's physical, mental, or behavioral performance deviates substantially from norms, either higher or lower. Another feature is interacting in Natural Setting, which is intended to provide the guidelines to communicate teach or just socialize with exceptional children across a variety of settings (home, schools and community) and age span ranging from infancy to adolescent and young adulthood.

References

- Mohd. Sharani Ahmad. (2004). *Special Children*. Serdang: University Putra Malaysia Press.
- Sameroff, A. (2009). *The transactional model of development: How children and contexts shape each other*. Washington: American Psychological Association.
- Seligman, M., & Darling, R. B. (2007). *Ordinary Families, Special Children*. (3rd ed.). A system approach to childhood disability. New York: Guilford Press.
- Siegel, B. (2008). *Getting the best for your child with autism*. New York: Guilford Press.

PA31003 THERAPEUTIC TECHNIQUES WITH CHILDREN

The main objective of this course is to introduce therapeutic techniques and intervention programs that can be used with children and their families. Attention is being paid to diverse types of interventions, including programs to promote health and positive behavior, the prevention of psychological problem and physical illnesses, as well as psychological treatment of psychopathology and illness. The focus is on the process and practice specifically applied to the counseling of children and their parents. It will help in integrating process and skills to facilitate changes in the child's thoughts, feelings, and behaviors. Within this flexible framework, counselors are able to select those counseling techniques that are uniquely appropriate for each child. Different types of therapeutic techniques such as Speech Therapy, Play Therapy, Art Therapy, Music Therapy, Bibliotherapy, and BehaviorTherapy will also be introduced.

References

- Shapiro, J. P., Friedberg, R. D., & Bardenstein, K. K. 2006. *Child and Adolescent Therapy: Science and Art*. United States of America: John Willey & Sons, Inc.
- Brammer, L. M. & MacDonald, G. (2003). *The Helping Relationship: Process and Skills*. (8th ed.). Boston: Allyn & Bacon.
- Johnson, J. H., Rasbury, W. C., & Siegel, L. J. (1997). *Approaches to Child Treatment: Introduction to Theory, Research, and Practice*. (2nd ed.). Boston: Allyn & Bacon.
- Morris, R. J., & Kratochwill, T. R. (1998). *The Practice of Child Therapy*. (3rd ed.). Boston: Allyn & Bacon.
- Orton, G. L. (1997). *Strategies for Counseling with Children and their Parents*. Pacific Grove: Brooks/Cole Publishing Company.
- Thompson, C.L., & Rudolph, L.B. (2000). *Counseling Children*. 5th ed. Pacific Grove California: Brooks/Cole Publishing Company.
- Schaefer, C. E. (1999). *Innovative Psychotherapy Techniques in Child and Adolescent Therapy*. (2nd ed.). New York: John Wiley & Sons, Inc.

PA31006 PRACTICUM

Practical training is the requirement of the theoretical courses that have been attended. Practical training is conducted in the last semester. Students' placement is conducted in the suitable organizations that are dealing the children and their families. The aim of this practical training is to enhance the application skills of students and make them understand theories about child development and family relations in practical and real World setting.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: Author.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. (4th ed.). Wadsworth: Thomson Learning.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. KotaKinabalu: Universiti Malaysia Sabah.
- Sekolah Psikologi dan Kerja Sosial. (2004). *Manual Latihan Praktikum*. Kota Kinabalu: Penulis.
- Shaugnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

PA31206 ACADEMIC EXERCISE

Thesis is a research project conducted by students under the supervision of one or more supervisors. Empirical research is conduct as field working or laboratory work. The aim of this course is to train students' research in research method and provide them with experiences of conducting researches. Students are actively involved in planning the research proposals, finding research tools, collecting data, analyzing and interpreting data and presenting their finding in the form of thesis. This course help in enhancing students critical thinking, reasoning abilities, and knowledge about the topic under research.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: Author.
- Beddu Salam Baco (penyelenggara). (2000). *Panduan penulisan latihan ilmiah Sekolah Psikologi dan Kerja Sosial*. Kota Kinabalu: Universiti Malaysia Sabah.
- Kerlinger, F.N., & Lee, H.B. (2000). *Foundations of behavioral research*. (4th ed.). Wadworth: Thompson Learning.
- Mohd. Zahedi Daud & Ismail Ibrahim. (2003). *Panduan penulisan ilmiah gaya UMS: Manual penulisan pengajian prasiswazah dan pascasiswazah*. KotaKinabalu: Universiti Malaysia Sabah.
- Shaugnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2004). *Research methods in psychology*. Chicago: McGraw-Hill.

SOCIAL WORK PROGRAMME (HA52)

PS10003 METHODS, PROCESS AND TECHNIQUES OF THE INTERVENTION OF SOCIAL WORK

This course discusses the basic theories of social work, issues on the formulation of the theories and the theoretical perspectives of the social work practice. The principal theories and approaches are also discussed especially in the context of strategy, process and the intervention of social work with individual, group and community.

References

- Bracht, N. F. (1978). *Social work in health care: A guide to professional practice*. New York: The Harworth Press.
- Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (2002). *Direct social work practice: Theory and Skills* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Hepworth, D. H., Rooney, R.H., Rooney, G.D., Gottfried, K. S., & Larsen, J. A. (2006). *Direct social work practice: Theory and Skills*. (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Johnson, L.C. (1994). *Social work practice: A generalist approach* (5th ed.). London: Allyn & Bacon.
- Paula, A. M. & Mark, W. F. (2004). *Intervention with children and adolescent: An interdisciplinary perspective*. Boston: Allyn & Bacon.
- Sheafor, B., & Horejsi, C. R. (2003). *Techniques and guidelines for social work practice* (6th ed.). Boston: Allyn & Bacon.

PS10203 PHILOSOPHY, ETHICS AND HUMAN RIGHT IN SOCIAL WORK

This course provides exposure to students that the philosophy that being integrated in the social work course is different from other social science disciplines. Students will also learn about ethics and value as well as the human right in various social work setting.

References

- Clark, C. L., & Asquith, S. (t.t) *Social work and social philosophy: A guide for practice*. London: Routledge & Kegan Paul.
- Congress, E. P. (1996). *Social work values and ethics: Identifying and resolving professional dilemmas*. Nelson Hall publishers: Chicago.
- Gambrill, E., & Proger, R. (1997). *Controversial issues in social work ethics, values and obligations* (ed.). A&B: London.
- Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. London: A&B.
- Loewenberg, F., & Dolgoff, R. (1988). *Ethical decisions for social work practice*. (3rd ed). USA: F.E. Peacock Publishers.
- Raffoul, P.R., & McNeece, C.A. (t.t). *Future issues for social work practice* (ed). London: A&B.
- Robinson, W., & Reeser, L. C. (2000). *Ethical decision making in social work*. London: A&B.
- Thyer, B. A. (1997). *Controversial issues in social work practice* (eds.). London: A&B.

PS10402 BEHAVIOUR MODIFICATION IN SOCIAL WORK

This course will discuss the normal and abnormal behavior, approaches in understanding the behavior, differences of the change in behavior and psychotherapy, basic principles of behavior change, the principles of learning a behavior, the strengthening and the elimination of behavior, the record of behavior change, modeling, and working with mediator. Debates on case in lesson will focus more on cases in social work practice.

References

- Sundel M., & Sundel S. S. (1999). *Behavior change in the human services: An introduction to principles and application*. Sage Publication.
- Raymond & Miltenberger (1997). *Behavior modification: principles and procedure*. Brooks/Cole Publishing Company.
- Martin, G. & Pear J. (1999). *Behavior modification: What it is and how to do it*. New Jersey: Prentice Hall, Upper Saddle River.
- Forte; J. A. (2006). *Human behavior and the social environment. Models, metaphors, and maps for applying theoretical perspective to practice*. Thompson Learning.
- Farley, O.W., Smith, L. L., Boyle, S. W. (2006). *Introduction to social work*. Allyn and Bacon.

PS20503 SOCIAL WORK PRACTICE I: INDIVIDUAL AND FAMILY

This is a foundation course in the general social work practice component. It is meant to expose learners to few situations, issues and related theories with the social work practices with individuals and family which situation requires development and problem solving. This course will concentrate on the values and ethics that have become the basic principles in the social work service as well as some intervention approaches which are used in social work.

References

- DuBois, B. & Miley, K.K. (1999). *Social Work: An Empowering Profession*. (3rd ed.). Boston: Allyn and Bacon.
- Garvin, C. D., & Seabury, B. A. (1997). *Interpersonal Practice in Social Work: Promoting Competence and Social Justice*. (2nd ed.). Boston: Allyn and Bacon.
- Hamer, H., & Cohen, P. (1998). *Case Worker: Social Investigator, Eligibility Specialist*. New York: Arco Publishing.
- Insoo, K. B. (1994). *Family Based Services: A Solution-Focused Approach*. USA: WW. Norton & Company.
- Johnson, L. C. (2004). *Social Work Practice: A Generalist Approach*. (8th ed.). Boston: Allyn and Bacon.
- Turner, F. J. (1995). *Differential Diagnosis and Treatment in Social Work*. New Jersey: Free Press.

PS20603 SOCIAL WORK PRACTICE II: GROUP

This course is designed to assist learners in getting the basic knowledge and theories of group work as a method of intervention. It focuses the development and dynamic groups, functions, groups and process involved in the formation, preservation and elimination.

References

- Anderson, J. (1997). *Social Work with Groups: A Process Model*. Boston: Allyn and Bacon.
- Garvin, C. D. (1997). *Contemporary Group Work*. (3rd ed.). Boston: Allyn and Bacon.
- Gazda, G. M., Horne, A., & Ginter, E. (2001). *Group Counseling and Group Psychotherapy: Theory and Application*. Boston: Allyn and Bacon.
- Gladding, S. T. (1999). *Group Work: A Counseling Specialty*. (3rd ed.). Upper Saddle River, Merrill: Prentice Hall, Inc.
- Toseland, R. F., & Rivas, R. F. (2001). *An Introduction to Group Work Practice*. Boston: Allyn and Bacon.
- Zastrow, C.H. (2006). *Social work with groups: a comprehensive workbook*. (6th ed.). Belmont: Thomson Brooks/Cole.

PS20803 ADMINISTRATION AND MANAGEMENT OF HUMAN SERVICE ORGANIZATION

This course will expose learners to the knowledgeable and skillful social work candidates who are suitable to administer and manage social service organization or association. It focuses on how strategic plans are formulated, the methods of the social marketing, the quality, the service and function of the board members in the human service organization.

References

- Neeting, F. E., & O'Connor, M. K. (2003). *Organization practice: A social workers guide to understanding human services*. Pearson Education.
- Lewis, J. A., Lewis, M. D., Packard, T., & Soulflee, J. R. (2001). *Management of human service programs*. Brooks/Cole, Thomson Learning.
- Mehr, J. J., & Kanwischer, R. (2004). *Human services concept an intervention strategies*. Pearson Education.
- Hodge, B.J., Anthony, W.P., & Gales, L. M. (2003). *Organization theory: A strategic approach*. Prentice Hall.
- Mandell, B. R., & Schram, B. (2003). *Human services: Policy and practice*. Pearson Education.

PS30903 SOCIAL WORK PRACTICE III: COMMUNITY AND ORGANIZATION

This course will identify the various forms and approaches of social work with organization and community. Apart from the basic practices and the needed skills, the needs of analysis framework and theoretical practice of social work with organization and community will be introduced. Even though this field stresses on practices, it needs a social analysis and understanding of the social structure and socio-political relation as well as culture and power behind the social work practice, so that it will benefit the poor and exploited community. Issues and dilemmas faced by social workers deserve an attention.

References

- Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall Publishers.
- Ashman, K. K., & Hull, G. H. (2001). *Macro skills workbook: A generalist Approach*. (2nd ed.). Australia: Brooks/Cole.
- Kurland, R., & Salmoh, R. (1995). *Group work practice in a troubled society: Problems and opportunities*. Binghamton, NY: The HaworthPress, Inc.
- Lieberman, A., & Lester, C. (2004). *Social work practice with a difference: Stories, essays, cases and commentaries*. Boston: McGraw-Hill.
- Popple, K. (2001). *Analysing community work: Its theory and practice*. Buckingham: OUP.

PS31003 TECHNOLOGY AND INFORMATION MANAGEMENT FOR SOCIAL WORKERS

This course will equip learners with the use of technology and the management of information system in social work practice. It will also tell learners how social work service in service agencies handles the information system for the benefits of intervention social work, research and satisfaction improvement of clients towards the offered service. In this course learners will be exposed to internet technology to simplify the search of beneficial information in social work.

References

Phillips D., & Berman, B. *Human Services in the Age of Tecnology: Harmonising Social Work and Computerisation*. Avebury. Mason, R. O., Mason, F.M., & Culnan, Mary.J. *Ethics of Information Management*. NASW & ASWB (2005). NASW & ASWB Standard for Technology and Social Work Practice.
Kerslake A., & Gould N. (1996) *Information Management in Social Services*. Avebury, Ashgate Pubilsihing Company. Vermont USA.
Lewis J. A., Lewis. M. D., Packard. T., & Souflee. F. (2001). *Management of Human Service Programs*. Brooks/Cole: Thompson Learning.

PS31103 LAWS FOR SOCIAL WORKERS

This course will introduce the general concepts of the law and how this concept creates the laws and its basic principles which are relating to social law. Understanding on this social law will assist anybody who is involved in social service through justice and law. Among the relevant laws needed for those practising social work are legal aspects on children protection, labor, crimes and juvenile, social insurance, family and others which are assumed to be related to it.

References

Bill, J. (2000). *Social work and the third way: Though love as social policy*. London: SAGE. Brammer, A. (2007). *Social work law*. 2nd ed. London: Pearson.
Doman, L. (2000). *Social work practice and people of color: A process stage approach*. Australia: Brooks/cole.
Dubois, B., & Miley, K.K. (2002). *Social work: An Empowering profession*. London: A&B.
Schneider, R. L. (2001). *Social work advocacy: A new framework for action*. Australia: Brooks/cole.
Saltzman, A, & Furman, D.M. (1999). *Law in Social Work Practice*. 2nd ed. Nelson-Hall, Chicago. Zastrow, C. (2000). *Introduction to social work and social welfare*. 7th ed. London: Brooks/cole.

PS31203 SOCIAL WORK PSYCHIATRY

This course is designed to enable learners to have skills in evaluating and diagnosing problems faced by individuals as well as small groups such as family. It also discusses the concepts, methods and types of treatment for individuals and family who have social problems based on various main approaches such as psychosocial, cognitive behavior, humanistic existentialism, problem and solution-focused approach.

References

Bentley, K.J. (2002). *Social work practice in mental health*. Toronto: Wadsworth Group.
Bentley, K.J., & Walsh, J. F. (2001). *The social worker psychotropic medication*. (2nd ed.). Toronto: Wadsworth Group.
Sands, R. G. (2001). *Clinical Social Work Practice in Behavioral Mental Health: A Postmodern Approach to Practice with Adults*. (2nd ed.). Boston: Allyn & Bacon.
Thyer, B. A., & Wodarski, J. S. (eds.). (1998). *Handbook of empirical social work practice*. (Vol. 2). New York: John Wiley and Sons, Inc.
Thyer, B. A., & Wodarski, J. S. (2007). *Social work in mental health: an evidence-based approach*. New York: John Wiley and Sons, Inc.
Timbarlake, E. M., & Cutler, M. M. (2001). *Developmental Play Therapy in Clinical Social Work*. Boston: Allyn & Bacon.

PS31303 SOCIAL WORK HEALTH

This course exposes learners the national health policies and the health service system, patients' treatment institutions, the definition of sick and healthy, implication of social sick, causes of sickness, sickness prevention and socio-medical treatment, health education and family planning. This course will also talk about the history of social work health and its development in few countries as well as in Malaysia. It is also to provide skills in working as a team-work in healthindustry.

References

- Cooper, M. G. & Lesser, J. G. (2005). *Clinical social work practice: an integrated approach*. Boston: Pearson Education, Inc.
- Rosenberg, G. & Weissman, A. (eds.). (1994). *Social work in ambulatory care: New implications for health and social services*. Boston: Allyn & Bacon.
- Simon, R. L. & Aigner, S. M. (1985). *Practice principles: a problem-solving approach to social work*. New York: MacMillan Publishing Co.
- Thomason, N. (1995). *Theory and practice in health and social welfare*. Buckingham: Open University Press.
- Turner, F. J. & Younghusband, E. L. (eds.). (1999). *Social work treatment: interlocking theoretical approach*. New York: The Free Press.
- Tyer, B. A., & Wodarski, J. S. (2007). *Social work in mental health: an evidence based approach*. New Jersey: John Wiley & Sons, Inc.
- Whitaker, J. K. (1981). *Social treatment*. New York: Aldine Publishing Inc.

PS31403 GERONTOLOGY SOCIAL WORK

This course discusses the gerontology of social work, social gerontology and the aspects of human's aging. The course talks about the definition of aging, physical features, mental, psychology and aging myths. Theories on aging and its myths are also discussed. It also focuses on the knowledge needed for social worker in gerontology, services for elderly people and issues on long term care. The course will also talk about the psychosocial aspects of death and dying which are always related to aging.

References

- Hooymak, C. N. R., & Kiyak, H. A. (2002). *Social Gerontology: A multidisciplinary perspective*. Pearson. Allyn & Bacon.
- Atchley R. C. & Barusch, A. S. (2004). *Social Forces & Aging: an introduction to social gerontology*. Belmont, CA: Wadsworth/Thompson Learning.
- Quadagno J. (2002). *Aging and the life course: An introduction to social gerontology*. McGraw-Hill Higher Education.
- Kart, C.S. (1997). *The realities of aging: An introduction to gerontology*. A Viacom Company.
- Horejsi, C. R., & Sheafor, B. W. (2006). *Techniques & Guidelines for social work practice*. Allyn & Bacon.

PS31503 OCCUPATIONAL SOCIAL WORK

Events and factors effecting the development of occupational social work will be discussed in this course. Relationship between occupational social work and other professions in job industry will also be discussed. Studies on ethical issues, models in occupational social work, the frameworks of theory, methods and approaches used in helping out problematic workers are also discussed in the course.

References

- Bradley, G. (1987). *Occupational social work*. New Jersey: Prentice-Hall, Inc.
- Harworth, T. (2001). *Global perspective of occupational social work*. New York: Haworth Press.
- Kurtzman, P. A. (2003). *Work & well-being: The occupational social work advantage*. Washington, DC: National Association of Social Workers, Press.
- Meiss, K. A. (1991). *Work, welfare & social work practice: A study theoretical & practice relationships with applications from occupational social work*. USA: Coronet Books.
- Mor Barak, M., & Bargal, E. (2000). *Social services in the workplace: Repositioning occupational social work in the new millenium*. New York: Harworth Press.

PS31703 SCHOOL SOCIAL WORK

This course discusses the interaction between school institutions, family and community and its effects on students. Other topics which will be discussed in this course are adolescent phase where every student will have to go through, as well as the needs and problems faced during this phase. Models, types of services and School Social Work skills are also discussed in this course.

References

- Constable, R. T., Flynn, J. P., & McDonald, S. (1998). *Social work: Practice, policy and research perspective*. USA: Lyceum Books.
- Freeman, E. M., & Pennekamp, M. (1988). *Social work practice: Toward a child, family, school, community perspectives*. USA: Thomas, Charles Publisher Limited.
- Ginsburg, E. H. (1990). *Effective intervention: Applying learning theory to school socialwork*. Washington, DC: NASW Press.
- Ledbetter, H. B. (1982). *School social work*. New Jersey: Prentice Hall.

PS31903 INTERNATIONAL SOCIAL WORK

Globalization has incurred opportunities and threats faced by social workers. Therefore, the perspective of social work practice should move towards regionalization and internationalization so service can be provided to people. This course also talks about the opportunities and the functions of social work profession in organizations such as WHO, UNESCO, UNICEF and UNHCR.

References

- Hoff, M., & McNutt, J. (1994). *The global environment crisis: Implications for social welfare and social work*. Aldershot: Avebury.
- Hardcastel, D. A., Wenecur, S., & Power, P.R. (1992). *Profiles in international social work*. Washington, DC: NASW Press.
- Kanfer, F. H., & Goldstein, A. P. (1975). *Helping people change: A textbook of methods*. New York: Pergamon Press.
- Suppes, M. A., & Well, C. C. (1991). *The social work experience: An introduction to the profession*. New York: McGraw-Hill, Inc.
- Vass, A. A. (1996). *Social work competences: Core knowledge, values and skill (new direction in social work)*. Boston: Allyn & Bacon.

PS32002 ISSUES IN SOCIAL WORK

This course covers all the methods of social work taught in Year 1 until Year 3, so that learners will have better understanding and critics on the various methods of social work. This is to enable them to integrate these methods effectively in their practice. This is also to see the critics of social work practices nowadays as well as the issues debated in the community and how social work plays its role.

References

- Aronstein, D. M., & Thompson, B. J. (1998). *HIV/AIDS and social work practice: A practitioner guide*. New York: Harworth Press.
- Hardcastel, D.A., Wenecur, S., & Power, P.R. (1996). *Community practice: Theories and skills for social workers*. London: Oxford University Press.
- Kanfer, F.H., & Goldstein, A. P. (1975). *Helping people change: A textbook of methods*. New York: Pergamon \ Press.
- Suppes, M. A., & Well, C. C. (1991). *The social work experience: An introduction to the profession*. New York: McGraw-Hill.
- Vass, A. A. (1996). *Social work competences: Core knowledge, values and skills*. Boston: Allyn & Bacon.

PS32103 PRACTICUM I

This is the first practicum course which is based on the two series of practicum course. This is to introduce learners to local social service agencies based on aspects such as planning policy, administration and service implementation (the focus is on the social work with individual and family) as well as self-development from the perceptive of personal professional. This is the first phase in the process.

References

- Briggs, L., & Cooper, L. (2000). *Fieldwork in the human services*. Australia: Allyn & Bacon.
- Day, P. J., Macy, H. J., & Ahelly, S. M. (2000). *Social working: Exercise in generalist practice*. (2nd ed.). Boston: Allyn & Bacon.
- Horejsi, C. R., & Garthwait, C. L. (1999). *The social work practicum: A guide and workbook for student*. Boston: Allyn & Bacon.
- Kagle, J. D. (1984). *Social work records*. Homewood, IL: Dorsey Press.
- Shulman, L. (1984). *The skill of helping individuals and groups*. Itasca, IL: F.E, Peacock.

PS32206 PRACTICUM II

This is the second practicum of the two series of practicum course. The purpose of this practicum is to provide better exposure and insights of community works, opportunities to apply theories of community works in real situation and lastly, for learners to analyze their self development and professional, skills in handling social in unity as well as theories experiences in real situation and the ability to adapt knowledge into real situations.

References

- Briggs, L., & Cooper, L. (2000). *Fieldwork in the human services*. Australia: Allyn & Bacon.
- Day, P. J., Macy, H. J., & Ahelly, S. M. (2000). *Social working: Exercise in generalist practice*. (2nd ed.). Boston: Allyn & Bacon.
- Horejsi, C. R., & Garthwait, C. L. (1999). *The social work practicum: A guide and workbook for student*. Boston: Allyn & Bacon.
- Kagle, J. D. (1984). *Social work records*. Homewood, IL: Dorsey Press.
- Shulman, L. (1984). *The skill of helping individuals and groups*. Itasca, IL: F.E., Peacock.

SPORT SCIENCE PROGRAMME (HS20)

PZ10102 PHYSICAL FITNESS

This course will give adequate exposure of different fields in Physical Conditioning and Health. It introduces fields in Physical Conditioning and Health: the, objectives, and philosophy. The fundamental knowledge of sciences, social culture and the importance of Physical Education and Health for special children; professional preparation and leadership of teachers will also be imparted.

References

- Baumgartner, T. A., Jackson, A. S., Mahar, M. T., & Rowe, D. A. (2003). *Measurement for evaluation: In physical education and exercise science*. New York: Mc Graw Hill.
- Institut Sukan Negara (1998). *Talent identification and fitness testing handbook*. Kuala Lumpur: MSN
- Bompa, T. O. (1994). *Theory and methodology of training*. Dubuque, USA: Kendall/Hunt Pub. Co.
- Sharkey, B. J. (1990). *Physiology of physical fitness*. (3rd ed.). Champaign, IL: Human Kinetics.
- Anderson, R. (1980). *Stretching*. Shelter, CA: Bolinas.

PE10403 HUMAN PHYSIOLOGY

Human Physiology is a lower-level, lecture-laboratory course that introduces functions and homeostatic mechanisms of the human body. Emphasis is on concepts and principles that serve as a foundation for understanding human physiology. Laboratory experiences demonstrate physiological mechanisms and serve as a basis for understanding clinical applications of physiology.

References

- Applegate, E. (2016). *The Anatomy and Physiology Learning System*. Philadelphia: Elsevier's.
- Mantini, F. H. & Bartholomew, E. F. (2014). *Essential of anatomy and physiology*. New Jersey: Prentice Hall.
- Marieb, E. N. (2018). *Human anatomy and physiology*. (4th ed.). California: Benjamin/Cumming Science Publishing.
- Seeley, S. T. (2018). *Anatomy and physiology*. New York: McGraw-Hill.
- Willmore, H. J., & Costill, L. D. (2014). *Physiology of sport and exercise*. (3rd ed). Champaign, IL: Human Kinetics.

PE10103 HUMAN ANATOMY

Human Anatomy is a lower-level, lecture-laboratory course that introduces basic structure and functions of the human body inclusive of the skeletal system, muscular system, nervous system etc. Emphasis is on concepts and principles that serve as a foundation for understanding human anatomy. Laboratory experiences provide hands on experience regarding the structure including shape, thickness, etc of a different tissues and organs in relation to their functions. This course will also serve as a basis for understanding clinical applications of physiology.

References

- Behnke, S. R. (2001). *Kinetic anatomy*. Champaign, IL: Human Kinetics.
- Hillman, S. K. (2003). *Interactive functional anatomy*. Champaign, IL: Human Kinetics.
- Mantini, F. H., & Bartholomew, E.F.(2000). *Essential of anatomy and physiology*. New Jersey: Prentice Hall.
- Marieb, E. N. (1998). *Human anatomy and physiology*. (4thed.). California: Benjamin/Cumming Publishing.
- Palastanga, N., Field, D., & Soames, R.W. (2002). *Anatomy and human movement*. Champaign, IL: Human Kinetics.

PE10802 HISTORY AND PHILOSOPHY OF SPORTS

This course will focus on the origins of sports and games in Physical Education. Famous and well-known people involved directly in the expansion of Physical Education, Games and Sports will be introduced. Students will also be exposed to philosophies related to the course

References

- Mechikorff, R. A., & Estes, S. G. (2006). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world*. USA : Mc Graw Hill.
- Bucher, C. A., & Wuest, D. A. (1999). *Foundation of physical education and sport*. USA : Mc Graw Hill.
- Davis, B., Bull, R., J. & Roscoe, D. (1997). *Physical education and the study of sport*. UK : Mosby
- Coakley, J. (2001). *Sport in society: Issue and controversies*. Singapore: Mc Graw Hill

PE10202 HUMAN NUTRITION

This course introduces basic understanding of the nutrient such as carbohydrate, protein, fat, minerals and vitamins. Emphasis is on the functions of each food nutrient. The process of digestion and absorption of food also will be discussed further. This course will also serve as a basis for understanding clinical applications of nutrition in sports

References

- Agarwal, K. N. & Agarwal. (2003). *The growth infancy to adolescence*. New Delhi: CBS Publisher & Distributors.
- Brown, A. (2000). *Understanding food: Principle and preparation*. Stamford, CT: Wadsworth Publication Company.
- Clark, N. (2003). *Sports nutrition: Guidebook*. (3rd ed.) Champaign, IL: Human Kinetics.
- Maughan, R. J. (2000). *Nutrition in sport*. London: Blackwell Science Inc.
- Williams, S. R. & Schlenker, E. (2003). *Essentials of nutrition and diet therapy*. St Louis, Missouri: C.V. Mosby.

PE20303 EXERCISE PHYSIOLOGY

The course provides a detailed coverage of the physiological responses to exercise, using both human and animal models. It emphasizes the factors, which are thought to limit exercise capacity in different situations. There will be emphasis on fatigue in high intensity exercise, with a focus on adenine nucleotide depletion, effects of pH on muscle contractility, and electrolyte changes in muscle. The potential limitations to oxygen transport will be discussed. The factors associated with fatigue in prolonged exercise will also be examined. These include: substrate depletion, thermal balance, dehydration. How the body adapts to training and the effects of excessive overload will also be considered. This will include both positive and negative effects of training, which may influence health and performance such as oxidative stress, muscle damage, immune function and diet. In addition, the influence of genotype on performance will be investigated.

References

- Cerny, F. J. (2016). *Exercise physiology for health care professionals*. NY, NY: Human Kinetics.
- Ehrman, J.K., Gordon, M.P., Visich, S.P., & Keteyian, J.S. (2013). *Clinical Exercise Physiology*. NY, NY: Human Kinetics.
- Hoffman, J. (2016). *Physiological Aspects of Sport Training and Performance*. Champaign, IL: Human Kinetics.
- Mackinnon, L. T. (2016). *Exercise Physiology*. Champaign, IL: Human Kinetics.
- Willmore, H. J., & Costill, L. D. (2014). *Physiology of Sport and Exercise*. (3rd ed.). Champaign, IL: Human Kinetics.

PC20003 SPORTS BIOMECHANIC

The course will focus on equipping students with knowledge in the application of basic biomechanical concepts in evaluating the performer and the athlete's performance. Students will also be exposed to biomechanical technological advancements that facilitate the improvement of performance.

References

- Bartlett, R. (1997). *Introduction to sports biomechanics*. London: E & FN Spon.
- Hall, S. J. (2003). *Basic biomechanics*. (4th ed.). St. Louis: McGraw Hill.
- Kreighbaum, E., & Barthels, K. M. (1996). *Biomechanics: A qualitative approach for studying human movement*. (4th ed.). Boston: Allyn and Bacon.
- Adrain, M. J., & Cooper, J. M. (1995). *Biomechanics of Human Movement*. Wm. C. Brown Communications. Dubuque, IA.
- McGinnis, P.M. (2005). *Biomechanics of sport and exercise*. Champaign, IL: Human Kinetics

PZ20202 SPORTS PSYCHOLOGY

The course aims to provide exposure on the basic concepts of sports psychology and framework responsibility of a sport psychologist. It enables the students a clear understanding about basic concepts of psychology and sport psychology which includes introducing the basic psychological skills training methods of behavior modification among athletes. Other than introducing the proper techniques conducting a sessions with participants, emphasis is to highlight the philosophy, basic concept and different types of skills for different kind of settings and objectives. Ethical aspects of conducting a training and the aspects of monitoring progress and evaluation process were also being introduce to the students.

References

- Anshel, M. H. (2003). *Sport psychology: From theory to practice*. San Francisco: Pearson.
- David, L. et al., (2004). *Sport psychology contemporary themes*. Sydney: Palgrave.
- Gill, D. L. (2003). *Sport and exercise psychology*. Champaign, IL: Human Kinetics.
- Mohd Sofian Omar Fauzee. (2001). *Pendekatan sosio-psikologi*. Kuala Lumpur: Salafi Pub.
- Thelma, H. (2000). *Advances in sport psychology*. Champaign, IL: Human Kinetics.
- Journal of Sport and Exercise Psychology*. Champaign, ILL: Human Kinetics.

PZ20103 ASSESSMENT AND MEASUREMENT IN EXERCISE PERFORMANCE

A study of measurement and evaluation procedures and theories, instruments used for collecting data, and procedures for data analysis specific to exercise and sports. The use of computers for data analysis is included.

References

- Marrow, J. R., Jackson, A. W., Disch, J.G. and Mood, D.P. (2015). *Measurement and evaluation in human performance*. (6th ed.). Champaign, IL: Human Kinetics.
- Adams, G. E. (2014). *Exercise Physiology: Laboratory manual*. (4th ed.). McGraw Hill. New York.
- American College of Sports Medicine. (2016). *Guidelines for Exercise Testing and Prescription*. (5th ed.). Lippincott Williams & Wilkins
- American College of Sports Medicine. (2017). *Resource Manual for Guidelines for Exercise Testing and Prescription*. (4th ed.). Lippincott Williams & Wilkins.
- Wassermann, K., Hansen, J.E., Sue, D.Y., Whipp, B.J., & Casaburi, R. (2003). *Principles of Exercise Testing and Interpretation*. (3rd ed.). Williams & Wilkins.
- Nieman, D. C. (2013). *Exercise Testing and Prescription: A Health Related Approach*. (5th ed.). McGraw Hill. New York.

PC30003 APPLIED EXERCISE PHYSIOLOGY

This course examines the techniques used to test and evaluate all components of fitness; including cardiorespiratory fitness, muscular fitness, body composition, and muscular flexibility. In addition, stress management techniques are introduced. Guidelines to prescribe exercise based on fitness evaluations and practical use of relevant equipment are discussed. The students will learn how to use relevant fitness testing equipment and prescribe appropriate exercise programs based on fitness evaluations. Students will learn the guidelines and protocols for safe and effective exercise testing for normal and special populations.

References

- Cerny, F. J. (2016). *Exercise Physiology for Health Care Professionals*. New York: Human Kinetics.
- Ehrman, J. K., Gordon, M. P., Visich, S. P., & Keteyian, J.S. (2013). *Clinical Exercise Physiology*. New York: Human Kinetics.
- Hoffman, J. (2012). *Physiological Aspects of Sport Training and Performance*. Champaign, IL: Human Kinetics.
- Mackinnon, L.T. (2016). *Exercise Physiology*. California: Human Kinetics.
- Wilmore, H. J., & Costill, L. D. (2014). *Physiology of Sport and Exercise*. (3rd ed.). USA: Human Kinetics.

PZ30503 APPLIED SPORTS NUTRITION

The course provides a detailed coverage of the nutritional requirement and metabolism for physical activity and sports. The usage of fuel and physiological adaptation during training will be discussed. The nutrient and physiological responses with training, energy intake and usage and the implication towards training, relationship between body composition, training and health, food dietary intake before, during and after physical activity or sports also will be discussed.

References

- Berning, J. R., & Steen, S. N. (1998). *Nutrition for Sport and Exercise*. Gaithersburg, MD: Aspen Publishing, Inc.
- Coleman, E. N., & Steen, S. (1996). *The Ultimate Sports Nutrition Handbook*. Palo Alto, CA: Bull Publishing Co.
- Guyton, A. C. (2001). *Textbook of Medical Physiology*. Philadelphia: W. B. Saunders.
- Manore, M., & Thompson J. (2000). *Sport Nutrition for Health and Performance*. Champaign, IL: Human Kinetics.
- McArdle, W. D., Katch, F. I., & Katch, V. L. (2001). *Exercise Physiology: Energy, nutrition and human performance*. Philadelphia: Lea & Febiger.

PC30103 BIOCHEMISTRY IN SPORTS

This module will expose the students to the physiology and biochemistry of skeletal muscle and exercise including knowledge of types of skeletal muscles and energy sources for muscle contraction. The students will also understand the metabolic processes of different types of fuel used for energy provision and the specific conditions that encompasses the determination of substrate used; and these include lipid, carbohydrate and proteins. Lastly the students will understand the different metabolic responses that occur in the body when exposed to different intensities of exercise; as well as metabolic adaptation to training.

References

- Astrand, P. O and Rodahl, K. (1986). *Textbook of work physiology*. (3rded.). McGraw-Hill, New York
- Brooks, G. A., & Fahey, T. D. (1984) *Exercise physiology: human bioenergetics and its applications*. John Wiley, New York.
- Essen, B., Jansson, E., Henriksson, J., Taylor, A. W., & Saltin, B. (1976). Metabolic characteristics of fibre types in human skeletal muscle. *Acta. Physiol. Scand.*, 95, 153-65
- Fox, E.L., Bowers, R.W., & Foss, M.L. (1993). *The physiological basis for exercise and sport*. Dubuque, IA: W.C Brown.
- Newsholme, E.A., & Leach, A. R. (1983). *Biochemistry for the medical sciences*. Chichester: Wiley.
- Sahlin, K. (1986). *Metabolic changes limiting muscle performance*. In: *Biochemistry of exercise vi*. (ed. B.Saltin). Champaign, IL: Human Kinetics. (pp 323-45).

Wagemakers, A. J. M., Beckers, E. J., Brouns, F., Kuipers, H., Soeters, P. B., van der Vusse, G. J. et al. (1991). Carbohydrate supplementation, glycogen depletion and amino acid metabolism during exercise. *Am. J. Physiol.*, 260, E883-890.

PZ30203 EXERCISE PRESCRIPTION

The course provides a detailed coverage of the needs for individual exercise prescription. It emphasizes the factors, which are thought to limit exercise capacity in different situations. There will be emphasis on screening, with a focus on identifying individual at risk and providing an exercise therapy or medical referral for treatable conditions. In addition, the students also will be exposed to the assessment, prediction and monitoring of an exercise program. Which includes identifying strength and weaknesses of individual, expected outcomes from exercise program, setting goals, checks the efficacy of the exercise program and make changes to the program.

References

Acevedo, E. O., & Starks, M. (2013). *Excercise Testing and Prescription Lab Manual*. USA: Human Kinetics.
David, P., & Brian, C. L. (2016). *Excercise Prescription: A Case Study Approach to the ACSM Guidelines: Applied Excercise Physiology*. (2nd ed.). London: Human Kinetics.
Heyward, H, V. (2016). *Advanced Fitness Assessment and Excercise Prescription*. (5th ed.). USA: Human Kinetics.
William, L., & Kluwer, W. W. (2017). *ACSM's Metabolic Calculations Handbook*. USA: American College of Sports Medicine.

PC20103 MOTOR LEARNING

Motor Learning is course that introduces the conceptual models of motor skill acquisition and human performance. The principles of skill classification, motor control, designing of practice and the technique of providing feedback are emphasized. Laboratory experiences demonstrate the relationship between the principles of motor learning and the learning process.

References

Jan Piek. (2006). *Infant motor development*. Champaign, IL: Human Kinetics.
Davids, K., Bennett, S., Karl, M., & Newell. (2006). *Movement system variability*. Champaign, IL: Human Kinetics.
Schmidt, R. A., & Lee, T. (2005). *Motor control and learning. A behavioral emphasis*. (4th ed.). Champaign, IL: Human Kinetics.
Schmidt, R.A., & Wrisberg, C. A. (2004). *Motor learning and performance*. (3rd ed). Champaign, IL: Human Kinetics.
Vickers, J. N. (2007). *Perception, cognition and decision training: The Quiet Eye in action*. Champaign, IL: Human Kinetics.

PC20403 SPORTS REHABILITATION

Therapeutic modalities used to manage athletic injuries and their indications and contraindications. Rationale for and techniques of using thermal and electrical modalities for athletic injuries. This course will cover the physiological and pathological processes of trauma, wound healing and tissue repair and their implications on the selection and application of therapeutic modalities used in a treatment and/or rehabilitation program. The role and function of the common pharmacological agents that are used in conjunction with therapeutic modalities also will be discussed. The student will be taught about how to identify appropriate therapeutic modalities for the treatment and rehabilitation of injuries and illness. The criteria for progression and return to activity based on the level of functional outcomes and methods of assessing progress when using therapeutic modalities and interpreting the results also will be covered.

References

Starkey, C. (2004). *Therapeutic Modalities*. (3rd ed.). Philadelphia, PA: F.A. Davis Company
Prentice, W. E. (2003). *Therapeutic Modalities: For Sports Medicine and Athletic Training*. (5th ed.). Madison, WE: McGraw-Hill Publishing.
Prentice, W. (2003). *Therapeutic Modalities for Sports Medicine and Athletic Training: Laboratory Manual*. (5th ed.). Madison, WE: McGraw-Hill Publishing.
Anderson, M. K., & Hall, S.J. (1997). *Fundamentals of Sport Injury Management*. New Jersey: Williams & Wilkins.
Brewer, K. J, & Rootenberg, J. H., In Ray R., Wiese-Bjournstal D. M. (1999). *Counseling in Sports Medicine*. Champaign, IL: Human Kinetics.
Prentice, W. E. (1999). *Rehabilitation Techniques in Sports Medicine*. (3rd ed.). St. Louis: WCB McGraw-Hill.
Prentice, W. E., & Arnheim's. (2002). *Principles of Athletic Training*. London: McGraw-Hill.

PZ20003 TALENT IDENTIFICATION AND DEVELOPMENT

This course will cover the various coaching, sports science, medicine and performance lifestyle disciplines as they relate to the identification and promotion of World Class talent. In addition, the students will also be exposed on the analysis and interpretation of the scientific data and measuring the athlete's performances. The methodology of test protocols typically used in the identification of elite sporting talent will be discussed.

References

- Baker, J., Schorer, J., & Cobley, S. (2011). *Talent identification and development in sport: international perspectives*. Routledge
- Baur, J. (1988). *Talent Identification and Development in Sport. An interim evaluation*. (Part 1). Australian Institute of Sport.
- Hanh. (1990). Identification and Selection of Talent in Australian Rowing. *Excel*, 6(3), 5-11.
- Jarver, J. (1981). Procedures of Talent Identification in the USSR. *Modern Athlete and Coach*, 19(1), 3-6.
- Riordan, J. (1987). Talent Spotting in Eastern Europe. *Track Technique*, 101, 3214-3220.
- Rizak, G. (1986). Observations on Talent Identification and Sport Training in the Chinese Educational System. *CAHPER/ACSEPC Journal (Ottawa)*, 52(6), 36-39

PZ20203 SPORTS RECREATION

This course will discuss and attention to dig up understanding for sport and recreation. Skill aquasitation need in sport and recreation including activity, sociological, psychological, culture mediator, community needs and value dimension. It also to give student to involve practically to organise and run the activity in sport and recreation real situation.

References

- Chek Mat. (2001). *Pengurusan Rekreasi*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.
- Mohd Salleh Aman. (2004). *Sukan Dalam Masyarakat Malaysia*. Kuala Lumpur: Universiti Malaya Publisher.
- Mull, R. F. (1987). *Recreation Sport Management* Champaign, IL: Human Kinetics.
- Stier, W.F. (1999). *Managing Spott Fitness & Recreation Programs*. Boston, Massachussets: Allyn & Bacon.
- Watt, c.D. (1998). *Event Management in Leisure and Tourism*. Addison Wesley Longman.

PZ20303 MANAGEMENT OF SPORTS ORGANIZATION AND HUMAN RESOURCE

This course explains how a sport organization is organized. Management skill and leadership characteristics will be discussed. Students will be taught with strategies management, objectives of an organization, SWOT analysis, and current issues related to the sports and human management. Students will be trained to analyze and solve any problems faced in the area of sports and human management.

References

- Ab Azizi Yusof. (2004). *Pengurusan Sumber Manusia: Konsep/ isu dan pelaksanaan*. Petaling Jaya: Prentice Hall.
- Chelladurai, P. (1999). *Human Resource Management in Sport & Recreation*. USA: Human Kinetics Publisher.
- Ivancevich, J. (2001). *Human Resource Management*. (5th ed.). Boston: Mc-Graw Hill.
- 10c. (1998). *Sport Administration Manual*. London: Hurford Enterprise Ltd.
- Slack, T. (2000). *Understanding Sport Organization: The application of organizationtheory*. Champaign, IL: Human Kinetics

PZ30303 TRAINING PROGRAM AND COACHING METHODOLOGY

This course focus on the training program technique and design. The students will examine the techniques used for specific training and evaluate all components of training techniques, including resistance training, speed, power, agility, flexibility and mobility. In addition, periodization will be introduced. Guidelines for periodization and selection of relevant training techniques are discussed. The students will learn how to use relevant training techniques and prescribe appropriate training programs based on fitness evaluations and sports specific requirements. Students will learn the guidelines and protocols for safe and effective training program for specific age group and gender.

References

- Bompa, T. (1999). *Periodization Theory and Methodology of Training*. Champaign, IL: Human Kinetics.
- Bompa, T. (1999). *Periodization Training for Sports*. Champaign, IL: Human Kinetics Publishers,
- Brown, L., Ferrigno, V., & Santana, J.C. (2000). *Training for Speed, Agility and Quickness Book*. Champaign, IL: Human Kinetics.
- Dick, F. (2002). *Sports Training Programs*. London: A & C Black.
- Foran, B. (2000). *High Performance Sports Conditioning*. Champaign, IL: Human Kinetics.

PM30608 PC30608 INDUSTRIAL TRAINING

The course aims to provide exposure and hands-on experience the philosophy and purpose of industrial training for students. During the course of the training students being able to plan an action for different and certain situation in sport settings. Students also having the opportunity to explore and identifying different tools and methods of management and communication in this training. Also having the challenge to take an active and proactive role and action during industrial training. Above all, this is the period for students to apply applying all theoretical foundations they have acquire in the program during industrial training and critically being able to monitor, evaluate, monitoring and applying critical skills and thinking process skills during the period of the industrial training.

References

Anuar Din, YM Raja Ismail Raja Lope, PM. Dr. Salleh Abd Rashid. (2002). *Garis Panduan Latihan Industri*. Universiti Malaysia Sabah.

PZ30603 SPORTS EVENT MANAGEMENT

This course is designed to introduce the student to the administration of any sporting event management. Students will be made aware of the marketing opportunities, bidding process, sponsorship and many more options available to them in organizing sporting event. They will also learn about leadership style available in sporting event management. Case study will be based on the latest sports event.

References

American Sport Education Program (1996). *Event Management for Sport Directors: American sport education program*. Canada: Human Kinetics Publishers.

Byl, J. (1999). *Organizations Succesfull Tournaments*. Champaign, Illinois: Human Kinetics.

Mohd Sofian Omar Fauzee. (2000). *Panduan Membentuk Format Pertandingan Sukan*. Kuala Lumpur: DBP.

Parks, J. B. (1998). *Contemporary Sport Management*. Champaign: IL .Human Kinetics.

Solomon, J. (2002). *An insider's guide to managing sporting events*. USA: Human Kinetics.

PZ20403 SPORTS AND PUBLIC RELATION

This course is to introduce students with public relationship strategies on promoting sports. Students will be exposed with public relationship in sports organization. Students also will be exposed with knowledge and strategies in public relationship to organize a sports and recreation event.

References

Stoldt, G. C., Dittmore, S. W., & Branvold. S. E. (2006). *Sport Public Relations*. USA: Human Kinetics.

Guth, D. W., & Marsh, C. (2009). *Public Relations: A Values-Driven Approach*. (4th ed.). Upper Saddle River, New Jersey: Allyn & Bacon.

Hansen-Horn, T. L., & Neff, B. D. (2008). *Public Relations: From Theory to Practice*. Boston: Pearson Allyn & Bacon.

Lattimore, D., Baskin, O., Heiman, S. T. & Toth, E. L. (2007). *Public Relations: The Profession and the Practice*. (2nd ed.). Boston: McGraw-Hill Companies.

Seitel, F. P. (2007). *The Practice of Public Relations*. (10th ed). Upper Saddle River, New Jersey: Pearson Education International.

PM30003 FINANCIAL MANAGEMENT IN SPORTS

This course is designed to prepare the students with the understanding of basic principles of finance and its impact on sports management. Students will be taught with financial management in a sports organization starting with identifying the finance source available to them, financial expenditure and analyzing the financial figures and accountancy. Case study will be based on discussion of analyzing strategic organizational management in an internal and external manner.

References

Stewart, B. (2007). *Sport funding and Finance*. Butterworth-Heinemann

Fried, G., Shapiro, S. J. & DeSchriver, T. D. (2003). *Sport Finance*. Human Kinetics

Howard, D. R. & Crompton, J. L. 2004. *Financing Sport*. (2nd ed.). Fitness Information Technology, Inc

Fort. R. (2003). *Sports Economics*. Pearson Education, Inc.

Slack. T. (2004). *The Commercialisation of Sport: Sport in the Global Society*. Routledge

PZ30103 MANAGEMENT OF SPORTS MARKETING AND SPONSORSHIP

Sports marketing are a prestigious and challenging career. This course will discusses about the sports marketing area from a strategic perspective that covers the framework in sports marketing, planning for market selection decisions and sports marketing mix. In addition, this course will discusses on how to implement and control the strategic process of sports marketing. One of the popular elements in sports marketing area is sponsorship. Thus

this course will involve the students' participation on how to understand and practice the sponsorship management program when student want to organize any sports events.

References

- Dshaad, B., Miller, S., & Turner, R. (1999). *Sales Success in Sport Marketing: A philosophical & practical approach*. Canada: Events Unlimited.
- Mullin, B. J., Hardy, S., & Sutton W. A. (1999). *Sport Marketing*. Canada: Human Kinetics
- McDonald, M., Milne, M., & George, R. (1998). *Cases in Sport Marketing*. London: Jones & Bartlett Pub.
- Stier, W. F. (2000). *Successfull Sport Fund Raising*. Dubuque, IOWA: Wm.CBrown.
- Stotlar, D. K. (2001). *Developing Successful Sport Sponsorship Plans*. Morgantown. USA: Fitness Information Tech.

PM30303 MANAGEMENT OF SPORTS INFRASTRUCTURE

This course will be discussing the technical aspects in planning and developing the sports facilities in detail. The trends during managing sports facilities as well as roles and manager's function will also be included. Besides that, the analysis of the needs for sports facilities, types of facilities, maintenance, staff and box office management also in the syllabus. Further research through visits to existed facilities location as well as the one in the building process.

References

- Gil Fried. (2010). *Managing sport facilities*. United States: Human Kinetics.
- James C., Puhalla, J. V., Krans, J., & Michael, G. J. (2010). *Sports fields: design, construction, and maintenance*. Wiley ; SportsTurf Managers Association.
- Flannery, T., & Swank, M. (1999). *Personnel Management of Sport Directors*. Champaign, IL: Human Kinetics.
- Kestner, J. L. (1996). *Program Evaluation for Sport Directors*. Canada: Human Kinetics.
- Mull, R. F., Bayless, G. K., Ross, M. C., & Jamieson, M. L. (1997). *Recreational Sport Management*. (3rd ed.). Champaign, IL: Human Kinetics.
- Olson, J. R. (1997). *Facility and Equipment Management for Sport Directors*. Champaign Illinois: Human Kinetics.

PM30103 SPORTS AND MEDIA

Student will be expose the interest of media and its relationship in sport in term of gender, globalization and ethic. Relationship between sport organization and sport media and its role in development for sport. Value and ethic while reporting to media and professionalism in sport media.

References

- Bernstein, A., & Blain, N. (2003). *Sport, Media, Culture: Global and Local Dimensions*. United States: F. Cass Publication
- Boyle, R., Flood, P., & Kevin, D. (2004). *Sport and the Media: Recent Economic, Legal and Technological Developments*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Nicholson, M. (2007). *Sport and the Media: Managing Nexus*. United States: Butterworth-Heinemann
- Raney, A. A., & Bryant, J. (2006). *Handbook of Sports and Media*. Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.
- Rowe, D. (2004). *Critical Readings: Sport, Culture and the Media*. Maidenhead, Berkshire: Open University Press.

PZ30102 FIRST AID AND SPORTS INJURY

This course deals with safety concepts as they relate to responsibility in schools and the community. Students receive training in first aid, and will have the opportunity to complete American Heart Association's (AHA) Basic Life Support Training. Emphasis is placed on accident prevention, first aid and emergency care, and transportation of the sick and injured.

References

- Benjamin, C. L. (1997). *Human Biology. International Edition*. U.S.A: McGraw-Hill Companies, Inc.
- Edington, D. W. (1976). *The Biology of Physical Activity*. U.S.A: Houghton Mifflin company.
- Houston, M. E. (1995). *Biochemistry Primer for Exercise Science*. Champaign, IL: Human Kinetics.
- Mader, S. S. (1995). *Human Biology. Student Study Art Notebook*. (4th ed.). U.S.A: Wm.c.Brown Publishers.
- Horton, H.R., Moran, L.A., Ochs, R.S., Rawn, J.D., & Scrimgeour, K.G. (1996). *Principles of Biochemistry*. (2nd ed). London: Prentice-Hall Inc.

PZ30002 ICT AND SPORTS

The course aims to provide exposure on the basic concepts, purposes and the skills of ICT usage in sport. It enables the students to understand and thoroughly explaining the different types, medium and ways of communication using ICT in sport. Other than capable of using a systematic technique of a sport information search using ICT, students will be able to identify choosing an appropriate ICT as tools to solve problem in sports. Ethical aspects of ICT usage will also being emphasis and a training of using ICT as an aspects of monitoring

progress and evaluation skills were also being introduced to the students. Finally, the students will be capable of using ICT as a medium of communication, dissemination of knowledge and as a tool to develop professional linkages in sport.

References

- Byrd, J., & Brown, P.L. (2002). *The Innovation Equation: Building creativity and risk-taking in your organization*. New Jersey: Bass/Pfeiffer.
- Bundy, W. M. (2002). *Innovation, Creativity and Discovery in Modern Organization*. London: Quorum Books.
- Dastbaz Mohammad. (2003). *Designing Interactive Multimedia System*. USA: McGraw Hill.
- O'leary, T. J., O'leary, L. I. (2000). *Asas Pengkomputeran*. Kuala Lumpur: McGraw Hill.
- Shelly, G. B., Cashman T.J., Vermaat, M. E., & Walker, T. J. (2002). *Discovering Computers 2004. Complete Edition*. London: Thompson Publishing.

EARLY CHILDHOOD EDUCATION PROGRAMME (HT19)

TD10103 FOUNDATION OF EARLY CHILDHOOD EDUCATION

This course enables students to discuss the importance of historical information and theories in the field of early childhood education. Students will identify appropriate practice which focuses on development, individual strengths, interests and needs based on cultural contexts. Students are also exposed to curriculum, environment, policy, trends and issues related to early childhood education.

References

- Ackerman, D.J., Barnett, W.S. & Robin, K.B. (2005). *Making the most of kindergarten: Present trends and future issues in the provision of full day programs*. New-Brunswick, NJ: Rutgers University, National Institute for early Education Research.
- Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.
- Jones, P. & Walker, G. (2011). *Children's rights in practice*. London: Sage Publications Ltd.
- Sluss, D.J. (2005). *Supporting play: Birth through age eight*. Clifton Park, NY: Delmar Cengage Learning.
- Swim, T.J. & Watson, L. (2011). *Infants and toddlers*. (7th ed.). Clifton Park: Wadsworth Cengage Learning.

TD10203 GROWTH AND DEVELOPMENT OF CHILDREN

Theories and research findings in the physical, cognitive, language and social/emotional domains of growth and development of young children are the focus of this course. Emphasis is placed on the role and responsibilities of family and child care specialist/teacher in creating high quality supportive environments.

References

- Allen, K.E. & Marotz, L. (2010). *Developmental profiles: Pre-birth through twelve* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Beckett, C. & Taylor, H. (2016). *Human Growth and Development*. London: Sage Publications Ltd.
- Berk, L. E. (2012). *Child development* (9th ed.). New Jersey: Pearson Educational Inc.
- Keenan, T., Evans, S. & Crowley, K. (2016). *An Introduction to Child Development*. London: Sage Publications Ltd.
- Santrock, J.W. (2016). *A Topical Approach to Life-Span Development* (8th ed.). New York: McGraw-Hill.

TD10603 LANGUAGE AND LITERATURE LEARNING IN EARLY CHILDHOOD EDUCATION

This course enables students to discuss the importance of historical information and theories in language learning of children. Students will be trained to practically undergo developmentally appropriate language and literature activities.

References

- Gottlieb, M., & Castro, M. (2017). *Language Power*. California: Corwin
- Essa, E. (2011). *Introduction to early childhood education*. (6th ed.). Clifton Park, NY: Wadsworth Cengage Learning.
- Sawyer, W. (2004). *Growing up with literature*. (4th ed.). NY: Thomson Delmar Learning
- Sowers, J. (2000). *Language arts in early education*. NY: Thomson Delmar Learning
- Machado, J. M. (2012). *Early childhood experiences in language arts: emerging literacy*. (10th ed.). NY: Thomson Delmar Learning.
- Whitehead, M.R. (2010). *Developing language and literacy with young children* (3rd ed.). UK: Sage Publication Ltd.

TD10403 EARLY CHILDHOOD EDUCATION CURRICULUM STUDIES

The course discusses fundamental theories and trends with regard to curriculum in early childhood education. This course also provides a knowledge about factors that influence the implementation of a curriculum (the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment) and discusses how each factor influences the implementation process. Emphasis is placed on the practical applications of philosophy, theories and current studies that are manifested in various curriculum models in early childhood education.

References

- Bahagian PERMATA, Jabatan Permata Negara. *Modul pendidik/pengasuh: Kursus asuhan dan didikan awal kanak-kanak PERMATA Negara*. Serdang: Universiti Putra Malaysia.
- Boyle, B., & Charles, M. (2016). *Curriculum development: A guide for educators*. UK: Sage Publication Ltd.
- Dodge, D.T., Rudick, S., & Berke, K.L. (2006). *The creative curriculum for infants, toddlers and twos*. Washington, DC: Teaching Strategies.

Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional skills in Early Childhood Classroom* NY: Tomson Delmar Learning

Kementerian Pendidikan Malaysia. (2017). *Kurikulum standard prasekolah kebangsaan*. Kuala Lumpur: Bahagian Pembangunan Kurikulum.

Jackman, H.L., Beaver, N.H., & Wyatt, S. S. (2015). *Early Childhood Curriculum*. (6th ed.). US: Cengage Learning.

TD20303 PHYSICAL AND HEALTH EDUCATION FOR YOUNG CHILDREN

This course discusses the concept of health, policies, regulations and principles that promote good health practices to young children. Emphasis is placed on the implementation of physical activities related to movement science, motor skills, manipulative skills and physical fitness. Education for the prevention of child sexual abuse will be highlighted.

References

Ayers, S. F. & Sariscsany, M. J. (2011). *Physical Education for Lifelong Fitness*. (3rd ed). U.S: Mc Naughton & Gunn.

Jabatan Perdana Menteri. (2011). *Kurikulum PERMATA negara* (3rd ed.). Bahagian Pendidikan Awal Kanak Kanak PERMATA. Putrajaya: Perbadanan Percetakan Negara

Kementerian Pendidikan Malaysia. (2017). *Kurikulum standard prasekolah kebangsaan*. Kuala Lumpur: Bahagian Pembangunan Kurikulum.

Lu, C., & Montague, B. (2016). Move to learn, learn to move: Prioritizing physical activity in early childhood education programming. *Early Childhood Education Journal*, 44(5), 409–417.

Musgrave, J. (2017). *Supporting Children's Health and Wellbeing*. London: Sage Publications Ltd.

Moyles, J. (2015). *The Excellence of Play*. (4th ed). New York: McGraw-Hill.

Robertson, C. (2013). *Safety, Nutrition and Healthy in Early Education*. (5th ed). NY: Thomson Delmar Learning.

Roberyson, C. (2010). *Safety, nutrition & health in education*. (4th ed.). Clifton Park, NY:Wadsworth Cengage Learning.

TD20203 CHILD CARE MANAGEMENT

This course focuses on child care management in early childhood education. The course emphasized the topics on health, safety and nutrition related to child care management. This includes designing nutrition programme, safety measures, self-care and behavior management for children. Students will be taught on first aids, signs and symptom of common childhood sickness and how to respond to situations of illnesses and accidents.

References

Berk, L.E. (2008). *Child development* (8th ed.). New York: Pearson

Ball, J.W. & Bindler, R.C. (2003). *Pediatric nursing: caring for children* (3rd ed.). Upper Saddle River, New Jersey: Alexander.

Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation* (2nd ed.). Upper Saddle River, NJ Pearson Education, Inc.

Dixon, M. & Crawford, D. (2012). *Paediatric Intensive Care Nursing* (1). Somerset, GB: Wiley-Blackwell.

Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skill in Early Childhood Classroom*. NY: Tomson Delmar Learning

TD20403 PLANNING OF TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION

This course focuses on principles, theories, approaches, strategies, teaching aids, planning and implementation of teaching and learning activities for children. The course also emphasizes the implementation of micro teaching in early education center and the need for reflections on teaching practices.

References

Jabatan Perdana Menteri. (2011). *Kurikulum PERMATA Negara*. (3rd ed.). Bahagian Pendidikan Awal Kanak Kanak PERMATA. Putrajaya: Perbadanan Percetakan Negara

Janice, J. B. (2014). *Preschool appropriate practices environment, curriculum and development* (4th ed). Australia: Cengale Learning

Mary, M. (2015). *Creative activities and curriculum for young children* (11th ed). Australia: Cengage Learning

Morrison, G. S. (2015). *Early childhood education today* (13th ed.). Boston: Pearson Education Inc.

Mayesky, M. (2012). *Creative activities for young children* (10th ed.) NY; Thomson Delmar Learning.

Reardon, D., Wilson, D. & Reed. D.F. (2008). *Early years teaching and learning* (3rd ed.). *Early years teaching and learning*. London: Sage Publications Ltd.

TD20603 MUSIC AND CREATIVE MOVEMENT IN EARLY CHILDHOOD EDUCATION

This course will expose students to the ideas and concepts associated with music learning theories. This course focuses on planning musical activities and creative movements in early childhood education with the use of musical instruments. Students need to implement a meaningful music and creative movement activities that are integrated with other curriculum areas in line with the guidelines specified in the Early Childhood Curriculum.

References

- Campbell, P. S., & Scott-K. (2013). *Music in Childhood: From Preschool through the Elementary Grades*. United States: Schirmer.
- Edwards, L. C. (2013). *Music and Movement: A way of Life for Young Child*. United States: Pearson Education, Inc.
- Houlahan, M., & Tacka, P. (2015). *Kodaly in the Kindergarten Classroom: Developing the creative Brain in the 21st Century*. United States: Oxford University Press.
- Pica, R. (2013). *Experiences in Movement and Music: Birth to Age Eight*. (5th ed.). United States: Wadsworth.
- Sam, R., & Hepburn, B. (2015). *Purposeful pathways*. United States: Music is Elementary.

TD30103 EARLY SCIENCE AND TECHNOLOGY FOR CHILDREN

This course discusses the development of scientific thinking among children based on inquiry and problem solving skills. Emphasis is placed on active learning by children through their creative and critical thinking, exploration, investigation as well as problem solving skills while trying to understand the world around them. In addition, this course discusses how to instill positive attitudes among children toward science. This course also allows students to teach early science integrated with technology for children.

References

- Broström, S. (2015). Science in early childhood education. *Journal of Education and Human Development*, 4(2) 107-124.
- Martin, D. J. (2001). *Constructing early childhood science*. NY: Tomson Delmar Learning.
- Praire, A. P. (2004). *Inquiry into math, science & technology for teaching young children*. NY: Tomson Delmar Learning.
- Charlesworth, R., & Lind, K. K. (2005). *Math & science for young children*. (7th ed.). NY: Thomson Delmar Learning.
- Siew, N. M., & Chin, M. K. (2017). *Pentaksiran Kreativiti Saintifik Untuk Prasekolah*. Johor: Universiti Tun Hussein Onn Malaysia.
- Siew, N. M., Chin, M. K. & Agnis, S. (2017). The Effects of Problem Based Learning with Cooperative Learning on Preschoolers' Scientific Creativity. *Journal of Baltic Science Education*, 16 (1), 100-112.
- Sumarni, S. (2013). The role of educators in introduce technology in early childhood through science activity. *Procedia-Social and Behavioral Science*, 103, 1161-1170.
- Watts, M., Salehjee, S., & Essex, J. (2017). But is it science? *Journal of Early Child Development and Care*, 187(2), 274-283.

TD30303 SCREENING AND INTERVENTION FOR CHILDREN WITH SPECIAL NEEDS

This course discusses the introduction of special education in early childhood education, detection of children with special needs and individual differences of children with special needs. Emphasis is placed on responsibilities of teachers, individual lesson plan (ILP), planning and teaching strategies, and adaptation of learning environment for children with special needs.

References

- Bryant, D. P., Bryant, B. R., & Smith, D. D. (2017). *Teaching students with special needs in inclusive classrooms*. London: Sage Publications Ltd.
- Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2012). *Exceptional learners: Introduction to special education* (12th ed.). Upper Saddle River: Pearson Inc.
- Farvell, M. (2008). *Educating special children – an introduction to provision pupils with disabilities and disorders*. New York: Routledge
- Frederickson, N. (2002). *Special education needs, inclusion and diversity*. Buckingham: Open University Press.
- Kirk, S. A., Gallagher, J. J., Coleman, M. R. & Anastasiow, N. J. (2008). *Educating exceptional children* (12th ed.). Boston: Houghton Mifflin Co.

TD30503 MANAGEMENT OF EARLY CHILDHOOD CENTRE

This course extends knowledge and skills in the management of early childhood education services. This course focuses on the responsibilities in early childhood settings such as records and files as well as human and financial resources management. Legislation and regulations pertaining to early child care and education will be discussed.

References

- Akta Pendidikan 1996. (2002). *Akta 550 & Peraturan terpilih*. Petaling Jaya: International Law Book Services.
- Akta Pusat Jagaan 1993. (2000). *Akta 506 & peraturan-peraturan*. Kuala Lumpur: International Law Book Services.
- Akta Taman Asuhan Kanak Kanak 1984. (2002). *Akta 308*. Petaling Jaya: International Law Book Services.
- Shoemaker, C. C. J. (2000). *Leadership and management of programme for young children*. (2nded.). Upper Saddle River, N.J: Prentice-Hall.
- Iraj, I., Kingston, D., & Melhuish, E. (2015) *Assessing Quality in Early Childhood Education and Care: The Sustained Shared Thinking and Emotional Wellbeing (SSTEW) Scale*. London: IoE Press.

TD30703 MANAGEMENT OF CHILD DEVELOPMENT PROGRESS

This course covers the concepts, objectives, principles and the importance of assessment and evaluation in early childhood education. Emphasis is placed on a variety of observation methods and process on children in their respective environment. Based on observations and data analysis, reporting and follow-up actions are to be taken in helping children to develop their full potential.

References

- Chin, M.K., & Siew, N. M. (2015). The development and validation of a figural scientific creativity test for preschool pupils. *Creative Education*, 6, 1391-1402.
- Doig, B., & Ompok, C. (2010). Assessing young children's mathematical abilities through games. *Procedia-Social and Behavioral Sciences*, 8, 228-235
- Gayle, M., & Jung, L. A. (2015). *Assessing young children* (5th ed.). Boston: Pearson.
- Gullo, D. F. (2004). *Understanding assessment and evaluation in early childhood education*. New York: Thomson Delmar Learning
- Wortham, S. C. (2011). *Assessment in early childhood education* (6th ed.). New York: Prentice Hall.

TD30903 EARLY MATHEMATICS FOR CHILDREN

This course discusses the development of mathematics thinking in young children. Emphasis is placed on how children learn early mathematics and fostering children's mathematics thinking skills by offering teaching aids and experiences that build a strong foundation for future mathematical learning. In addition, this course discusses how to assess young children mathematics abilities through the use of games.

References

- Baroody, A. J., & Ginsburg, H. P. (1986). The Relationship between Initial Meaningful and Mechanical Knowledge of Arithmetic. In Hiebert, J. (Ed.). *Conceptual and Procedural Knowledge: The Case of Mathematics*, pp. 75-112. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Geist, E. (2009). *Children are born Mathematicians. Supporting Mathematical development, birth to age 8*. Columbus: Pearson Education.
- Gifford, S. (2004). A new Mathematics pedagogy for the early years: In search of principles for practice. *International Journal of Early Years Education*, 12(2).
- Myers, A. & Berkowicz, J. (2015). *The STEM Shift*. California: Corwin
- Wright, R. J., Martland, J., Stafford, A.K., & Stanger, G. (2011). *Teaching number. Advancing children skills and strategies* (2nd ed.). London: Sage Publications Ltd.
- Wright, R.J., Martland, J. & Stafford, A.K. (2010). *Early numeracy. Assessment for teaching and intervention* (2nd ed.). London: Sage Publications Ltd.

TD30203 DIGITAL INNOVATION IN TEACHING AND LEARNING OF CHILDREN

Students will be taught how to integrate 21st century skills and Industry Revolution (IR) 4.0/Education 4.0 technology in the learning environment of early childhood settings. The course will emphasize on the practice of student-based learning incorporating various online learning technologies in the curriculum for specific subject/learning areas, the generation of ideas in developing innovation project for children and the recording of their personal learning experiences via blog/forum. Students will be engaged in materials development incorporating the use of various innovative learning technologies in teaching and learning.

References

- Brooks-Young, S. J. (2010). *Teaching with the tools kids really use: Learning with web and mobile technologies*. London: SAGE Publications.
- Calvert, S., Jordan, A., & Cocking, R. (Eds.). (2002). *Children in the digital age: Influences of electronic media on development*. Westport, CT: Praeger.
- Shuler, C. (2007). *D is for digital: An analysis of the children's interactive media environment with a focus on mass marketed products that promote learning*. New York: Joan Ganz Cooney Center.
- Walsh, G., McMillan, D., & McGuinness, C. (2017). *Playful Teaching and Learning*. London: SAGE publications.
- Zhao, Y., Zhang, G., Lei, J. & Qiu, W. (2016). *Never Send a Human to Do a Machine's Job*. California: Corwin

TD30603 QUALITY OF EDUCATORS IN EARLY CHILDHOOD EDUCATION

The subject aims to equip students with skills in personal, interpersonal and professional, as well as oral and written communication skills in order to increase self confidence and capability. Early childhood professionals would make a difference in the lives of children before formal schooling. Emphasis is placed on the practice of professionalism in early childhood care and education.

References

- Campbell-Barr, V. & Leeson, C. (2016). *Quality and Leadership in the Early Years: Research, Theory and Practice*. London: Sage Publications Ltd.
- Cheminais, R. (2009). *Effective Multi-Agency Partnerships*. London: Sage Publications Ltd.
- Reed, M., & Canning, N. (2012) *Implementing Quality Improvement and Change in the Early Years*. London: Sage Publications Ltd.
- Santrock, J. W. (2016). *A Topical Approach to Life-Span Development* (8th ed.). New York: McGraw-Hill.
- Slaughter, E. (2016). *Quality in the Early Years*. Maidenhead: Open University Press.

TD30803 SOCIO-EMOTIONAL, SPIRITUAL AND MORAL DEVELOPMENT OF CHILDREN

This course intends to expose students on understanding the socio-emotional, spiritual and moral development of children that includes an array of intra and interpersonal processing when relating to others. The course places an emphasis on the role and responsibilities of teachers to plan strategies and techniques to promote socio-emotional wellness, moral and spiritual values of young children. Thus, the focus will be on positive social-emotional growth that promotes necessary communication skills for learning throughout a child's life. Students also will be exposed to methods in handling emotional challenges that may affect children's behaviour which occur during everyday interactions with adults and other children, by learning the skills to navigate their emotional ups and downs in more positive ways. Then, this module also tends to expose students with theories and models of spiritual and moral education as well as factors that influence positive spiritual and moral in early childhood setting. Therefore, students will gain skills to guide young children in developing their socio-emotional, spiritual and moral appropriately.

References

- Arnold, C. (2010). *Understanding Schemas and Emotion in Early Childhood*. London: Sage Publications Ltd.
- Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skill in Early Childhood Classroom*. NY: Thomson Delmar Learning
- Essa, L. E. (2010). *Introduction to Early Childhood Education* (6th ed). NY: Thomson Delmar Learning.
- Manning-Morton, J., & Thorp, M. (2015). *Two-Year-Olds in EY Settings*. Maidenhead: Open University Press.
- Roberts, R. (2010). *Wellbeing from Birth*. London: Sage Publications Ltd.

TD30004 PHASE 1 PRACTICUM (CHILDCARE CENTRE)

This course is a teaching practice component in teacher education programme. This training aims to provide the opportunity for the students to plan, implement, observe and evaluate teaching-learning practices using a variety of curriculum approaches. Emphasis is placed on the role and responsibilities of teachers to create flexible learning environments that are responsive to the social and cultural context.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40103 ARTS AND CRAFTS IN EARLY CHILDHOOD EDUCATION

This course discusses the developmental theory of children's visual expressions and the developmental stages of children's art. It also covers children's creativity and imagination, aesthetics and visual expressions, stimuli and factors that influence children's art and craft, as well as the appreciation of children's 2- dimensional and 3-dimensional art works.

References

- Hurwitz, Al. & Day, M. (2001). *Children and their art – methods for the elementary school* (7thed.) USA: Wadsworth Thomson Learning.
- Feldman, E.B. (1997). *Becoming human through art*. New Jersey: Prentice Hall
- Joan, B. K. (2001). *Bringing art into the elementary classroom*. United States of America: Wadsworth A Division of Thomson Learning, Inc.
- Mayesky, M. (2003). *How to foster creativity in all children*. New York: Thomson Delmar Learning

Isbell, R. & Raines, S.C. (2012). *Creativity and the Arts with Young Children*. Canada: Delmar Learning a Division of Thomson Learning, Inc.

TD40303 CHILDREN'S DRAMA AND THEATER

This course covers the definitions and concepts of drama and children's theater. Emphasis is placed on the forms and techniques that are associated with children's drama and theater. This course focuses on the application and impact of creative drama activities as a tool for teaching in early childhood education. Students are also required to apply elements of children's theatre in the script.

References

- Burke, M. R. (2013). *Galvin Balton's Contextual Drama: The Road Less Travelled*. Chicago: The University Of Chicago Press.
- Kalam Hamidi. (2003). *Pegangan Pementasan Drama*. Kuala Lumpur: Penerbit Universiti Kebangsaan.
- Landy, R. J. & Montgemery, D. (2012). *Theatre for Change: Education, Social Action and Theraphy*. Basingtore: Palgrave MacMilan.
- Nerattini, F. (2009). *Experiencing Art in Early Years: learning and development processes and artistic language*. Bologna: Edizioni Pendragon.
- Macfarlane, P. & Wheardon, S. (2012). *Creative Drama for Emotional Support: Activities and Exercise for Use in the Classroom*. UK: Jessica Kingsley.
- Schneider, W. (2009). *Theatre for Early Years: Research in Performing Arts for Children from Birth to Three*. Frankfurt: Peter Lang.
- Schonmann, S. (2006). *Theatre as a Medium for Children and Young People: images and observations*. Dordrecht: Springer.
- Weimann, R. (1978). *Shakespeare and the Popular Tradition in the Theater: Studies in the Social Dimension of Dramatic Form and Function*. Baltimore and London: The Johns Hopkins University Press.

TD40503 EDUCATION UNDERGRADUATE PROJECT 1

This course provides students the skills on how to carry out research in the field of early childhood education which involves doing research, writing reports, organizing seminars, presenting research papers, and writing educational research articles. Education undergraduate project 1 focuses on preparing research proposal.

References

- Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.
- Bolton, G. (2010). *Reflective Practice*. London: Sage Publications Ltd.
- Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.
- Nutbrown, C. (2018). *Early Childhood Educational Research*. London: Sage Publications Ltd.
- Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.
- Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40203 TEACHING SOCIAL STUDIES FOR CHILDREN

This course covers the key concepts and skills in social studies (Geography, Economics, History, Political Governance, Civics and Citizenship) for young children. Social studies instruction is part of a series about innovative practices in the core subjects of Early Childhood Education. Students will develop teaching aids to maximize children's learning to its full potential.

References

- Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.
- De Melendez, W. R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. NY: Thomson Delmar Learning.
- Mindes, G. (2008). *Teaching Young Children Social Studies*. Chicago: Rowman & Littlefield Publishers, Inc.
- Seefeldt, C. (1993). *Social Studies for the pre-school-primary child*. (4th ed.). New York: Merrill.
- Seefeldt, C. (2005). *Social Studies for the preschool*. USA: Pearson Education

TD40403 TEACHER AND COMMUNITY

Incorporating families in a community enhances student learning and shapes the behavior of children. This course discusses the strategies for students in communicating with parents. Emphasis is placed on the implementation of activities which engage families and communities in planning, leadership and meaningful volunteer opportunities.

References

Barbour, C., Barbour, N. H., & Scully, P. A. (2011). *Families, schools and communities: Building partnerships for educating children*. Upper Saddle River, NJ: Pearson Education.

Berns R. M. (2013). *Child, family, school, community: Socialization and support*. (9th ed.). Belmont, USA: Wadsworth, Cengage Learning.

Bowes, M. J. (2004). *Children, families & communities*. (2nd ed.). Oxford: Oxford University Press.

Bredenkamp, S. (2013). *Effective practices in Early Childhood Education: Building a Foundation*. (2nd ed.). Upper Saddle River: NJ Pearson Education, Inc.

Gestwicki, C. (2013). *Home, school and community relations*. (8th ed.). Belmont, USA: Cengage Learning.

TD40603 EDUCATION UNDERGRADUATE PROJECT 2

This course provides students the skills on how to carry out research in the field of early childhood education which involves doing research, writing reports, organizing seminars, presenting research papers, and writing educational research articles for the educational institutions. Education undergraduate project 2 focuses on research work until for publication.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington: Author.

Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.

Bolton, G. (2010). *Reflective Practice*. London: Sage Publications Ltd.

Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.

Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.

Lindon, J. & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.

TD40004 PHASE 2 PRACTICUM (KINDERGARTEN)

This course is a teaching practice component in a teacher education programme. This training aims to provide the opportunity for the students to plan, implement, observe and evaluate teaching-learning practices using a variety of curriculum approaches. Emphasis is placed on the role and responsibilities of teachers to create flexible learning environments which are responsive to the social and cultural contexts.

References

Bassot, B. (2016). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.

Bolton, G., & Delderfield, R. (2018). *Reflective Practice*. London: Sage Publications Ltd.

Denscombe, M. (2017). *The Good Research Guide*. (5th ed). Maidenhead: Open University Press.

Palaiologou, I. (2012). *Ethical Practice in Early Childhood*. London: Sage Publications Ltd.

Lindon, J., & Trodd, L. (2016). *Reflective Practice and Early Years Professionalism*. London: Hodder Education.