VINUNIVERSITY

CURRICULUM FRAMEWORK

BACHELOR OF ARTS IN PSYCHOLOGY

PROGRAM CODE: 7310401

Applicable for cohort 2023 (Academic Year 23-24)
(Decision No.104/2023/NQ-HĐT, Dated: 24/03/2023 by the Provost of VinUniversity)

Contents

I. BACKGROUND INFORMATION

Program name: Bachelor of Arts in Psychology

Course Duration: Full-time: 4 years

II. PROGRAM OVERVIEW

1. Program objectives
1.1. General objectives

The overall objective of the Bachelor of Arts in Psychology program is to equip students with basic knowledge of social sciences and humanities in general and psychology in particular, especially knowledge in the fields of social psychology, school psychology, and organizational - business psychology. After completing the program, students are expected to develop soft skills and professional skills in different focuses of psychology including education focus and business and organization focus.

Students will also be fostered in personal moral qualities according to VinUni's EXCEL framework, which are: **E**mpathy (the ability to sense other people's emotions, understand others without judgement); **Ex**ceptional Capability (exceptional capabilities and competencies that are proven determinants of future success); **C**reativity (the ability to perceive the world in new ways, make connections, generate solutions); **E**ntrepreneurship Mindset (the ability to overcome challenges, be decisive, accept responsibility, be impactful for the society); and **L**eadership Spirit (be able to motivate and influence people to act toward achieving a common goal). In addition, students are also trained to be able to cultivate their own good health, adhere to professional ethical principles, and have a good sense of social responsibility as well as a spirit of service and commitment to solving challenges and social issues.

1.2. Specific objectives

The program sets specific objectives for the knowledge, skills and abilities, including a sense of responsibility and ethical qualities for graduates as follows:

- **Knowledge**: Having foundational knowledge and in-depth knowledge in the field of Psychology; the ability to self-study, self-research, and continuously develop professionally; the ability to solve practical problems using the interdisciplinary knowledge, specialized knowledge, information technology knowledge and skills as well as English language proficiency developed in the program to work well in international settings; and the desire and skills for life-long learning.

- **Critical thinking**: Having the ability to identify, analyze, evaluate and process data and scientific information from many different sources; respect diverse opinions.

- **Research capacity**: Having the ability to do research in psychology and provide psychological counseling and consultation services in educational as well as business – organizational settings.

- **Global awareness:** Having background knowledge of global socio-economic issues and solutions to solve those problems through the media; be responsible and closely connected to the community, country and the world.

- **Socio-political awareness**: Having knowledge of Vietnam's social, political and economic environment and the country's current position in the world; having the desire to bring Vietnam to the next new level.

- **Ethics**: Having an ethical foundation, committing to complying with professional ethics as working with human data (data privacy).

- **Leadership ability**: Having the ability to work well in groups, inspire others and be group leaders; having interpersonal communication skills to manage teams and resolve conflicts.

- **Entrepreneurial spirit**: Having passion and entrepreneurial mindset and the ability to identify startup opportunities; be sensitive to professional and social contexts; be able to become leaders in multidisciplinary teams, both within the profession and in the community.

- **Interprofessional Collaboration:** Having the ability to work with individuals from different backgrounds and with different skills/competencies to solve a common problem.

2. Program learning outcomes
2.1. Knowledge

2.1.1. General knowledge

- Knowledge of political theory, history and culture of Vietnam;

- Awareness and basic understanding of the political, economic and social systems of Vietnam and also other countries around the world;

- Basic understanding of the legal policy system of the State of Vietnam and international law;

- Knowledge of physical education and national defense and security.

2.1.2. Major knowledge

a. Knowledge of the biological basis of human behaviors

- Knowledge of the anatomy and physiology of the nervous system;

- Knowledge of high-level physiology of nerve activity;

- Application of the above knowledge in explaining the neurophysiological basis of psychological phenomena.

b. Knowledge of the social foundations of psychology

- Understanding of the social nature of human psychology and the role of activities, communication, and social culture in the formation and development of human psychology;

- Application of understanding of the social basis of human psychology in explaining the social origins of psychological phenomena.

c. Knowledge of psychological research methods

- Understanding of psychological research methods;

- Understanding of psychological assessment techniques;

- Application of basic research methods in conducting psychological research;

- Application of basic assessment techniques in evaluating psychological phenomena.

d. Knowledge of human psychological and personality development

- Understanding of theories of the formation and development of human psychology and personality as a member of society;

- Application of the above knowledge in explaining the process of forming and developing personality in general and cultivating one's personality in particular.

e. Knowledge of the nature and laws of individual and social psychological phenomena

- Understanding of the nature and rules of personal and social psychological phenomena;

- Application of the above knowledge in explaining personal and social psychological phenomena.

f. Knowledge of psychological research and assessment methods

- Understanding of psychological research methods;

- Application of basic research methods in conducting a psychological study;

- Application of basic assessment techniques in evaluating psychological phenomena.

g. Knowledge in the focus of Business and Organization Psychology (for students choosing the Business and Organization Psychology Focus)

- Ability to detect and explain psychological phenomena in the areas of business administration, tourism and advertising;

- Understanding of psychological phenomena in human resource organization and management;

- Understand and explain psychological phenomena in the context of multicultural and cross-national settings as well as global organizations.

h. Knowledge in the focus of Education Psychology (for students choosing the Education Psychology)

- Understanding of the nature of the consultation process; specific ethical principles of the counseling profession; ability to identify the client's

problem(s) and the counselor – client relationship;

- Grasp the basic knowledge of individual psychological counseling, group psychological counseling and psychological counseling in educational settings;
- Knowledge gained of telephone and online consultations.

2.2. Skills

2.2.1. Hard skills

a. *Professional skills*

- Analysis of complex issues and application of psychological and related principles to propose solutions to those issues;
- Design, implementation and evaluation of solutions based on specific requirements.

b. *Ability to reason and solve problems*

- Skills in reasoning, discovering and solving problems in the field of psychology;
- Independent thinking skills in the process of forming ideas, making decisions, working individually and in groups.

c. *Ability to research and discover knowledge*

- Ability to solve problems, discover and conduct research in the field of psychology.

d. *Ability to think systematically*

- Ability to reason and think systematically about practical issues in the field of psychology.

e. *Creative thinking ability for entrepreneurship*

- Having critical thinking and problem-solving skills, entrepreneurship mindset, the desire to explore and be proactive, know how to ask the "right questions", identify emerging problems at different local, region and global scales;
- Having creative and entrepreneurial thinking.

f. *Ability to translate knowledge into practice*

- Ability to translate knowledge and skills into practice;
- Ability to analyze requirements, propose solutions and implement solutions.

g. *Ability to create, develop and be change makers in the profession*

- Being creative in the process of performing specific tasks, collecting experience to be able to undertake tasks in different roles.

2.2.2. Soft skills

a. *Personal skills*

- Ability to work independently; self-study and explore, perform well-planned work and set one's own development goals;

- Time management skills and appropriate allocation of personal work.

b. *Teamwork skills*

- Ability to perform teamwork and cooperate well with other members;

- Knowledge sharing and group relationship regulation;

- Ability to work in a variety of groups.

c. *Management and leadership skills*

- Persuasion, negotiation, active listening and empowerment skills;

- Verbal and non-verbal communication skills;

- Reasoning and ideas organization skills;

d. *General and specialized language skills*

- Proficient English communication skills in a multicultural and academic environment.

- Ability to utilize specialized English for economics major and solve work-related problems.

e. *Other complementary skills*

- Proficient in using and exploiting advanced features of information technology for work purposes;

- Proficient in using common office equipment.

2.2.3 Abilities

- Confidence, flexibility, risk-taking courage, enthusiasm, passion for creativity, self-respect, cultural understanding...;

- Willingness to commit to community services as well as country development;

- Having an entrepreneurial mindset and the ability to self-management as well as be leaders;

- Ability to work under high pressure and in changing environments;

- Always maintain credibility and commitment, adherence to rules and regulations of domestic and international businesses;

- Having professional responsibilities and making sound judgments in your work based on ethical and legal rules;

- Adherence to the law and work with a high spirit of discipline;

- Having a healthy and active lifestyle;

- Responsibility and willingness to contribute to the community and professional field.

3. Basic structure of the program

A total number of credits to be accumulated to complete the program is **120 credits** (excluding physical education, national defense and additional skills). Details of the program's structure are as follow:

No.	Curriculum Components	Number of Credits	Credit Distribution (%/ Total Credits)
I	GENERAL EDUCATION	27	22.5%
I.1	*University Core Requirement*	12	10.0%
I.2	*Distributional Requirement*	12	10.0%
I.3	*Co-curricular Learning*	3	2.5%
II.	PROFESSIONAL EDUCATION	93	77.5%
II.1	*College Core Requirement*	14	11.7%
II.2	*Major Core Requirement*	29	24.1%
II.3	*Area of Focus (elective)*	18	15.0%
II.4	*Free Electives*	20	16.7%
II.5	*Internship/ Capstone project*	12	10.0%
	TOTAL	120	100%

4. Entry requirements

Any individual (Vietnamese or international) who graduates from high school before September each year or has already graduated from high school is eligible to apply for the Bachelor of Arts in Psychology.

5. Training procedures and graduation eligibility

Training procedures:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUni University.

Graduation eligibility:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUni University.

6. Assessment

According to the current Academic Regulations for Full-Time Undergraduate Programs of VinUni University, the assessment criteria for the Bachelor of Arts in Psychology program are proposed to include, but is not limited to tests, individual projects and case studies, presentations, essays, group projects and group work, class participation and

discussion, professional skills assessments, practical assessments and comprehensive examinations.

7. Program content

7.1. Curriculum Framework

No.	Course Code	Course Name	Number of Credits
I	**GENERAL EDUCATION**		27
I.1	**VinUni Core Requirement**		12
I.1.1	ENGL1011	Fundamental of Academic Writing	3
I.1.2	ENTR1020	Agile Innovation and Entrepreneurship	3
I.1.3	LEAD1031	Leadership and Teambuilding Bootcamp	2
I.1.4	THINK1010	Critical and Creative Thinking	2
I.1.5	HASS1070	Cross Cultural Navigation	2
I.1.6	VCOR1021 / 22	Healthy Lifestyle 1, 2 (Physical Education)	45 hours
I.2	**Distributional Requirement**		12
I.2.1	HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society)	3
I.2.2	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2
I.2.3	HASS1030	Scientific Socialism (Politics and Social Change)	2
I.2.4	HASS1041 / 42	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2
I.2.5	HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2
I.2.6	ARTS1010 / MUSI1010	Art Courses (Students to choose one from the Arts Courses Pool: Arts Appreciation, Music Appreciation, etc.)	1
I.3	**Co-Curricular Learning**		3
I.3.1.	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	Non-credit
I.3.2.	COSL1010	Community Service Learning	3

No.	Course Code	Course Name	Number of Credits
II.	National Defense Education		165 hours
III	PROFESSIONAL EDUCATION		93
III.1.	College Core		14
III.1.1.	LAW1010	Introduction to Law	2
III.1.2.	CAS1010	Big Ideas	2
III.1.3.	CAS1020	Global Perspectives	2
III.1.4.	CAS2010	Applied Ethics	2
III.1.5.	CAS2020	Logic and Scientific Method	2
III.1.6.	CAS3010	Global Development and Sustainability	2
III.1.7.	CAS3020	Digital Arts and Sciences	2
III.2.	Major Core		29
III.2.1.	PSYC1010	Introduction to Psychology	2
III.2.2.	STAT1011	Statistics for Social Sciences	3
III.2.3.	PSYC2010	Biological Foundations of Behavior	3
III.2.4.	PSYC2020	Research Methods in Psychology	3
III.2.5.	PSYC2030	Social Psychology	3
III.2.6.	PSYC2040	Developmental Psychology	3
III.2.7.	PSYC2050	Cognitive Psychology	3
III.2.8.	PSYC3010	Forensic Psychology	3
III.2.9.	PSYC3020	Cross-Culture Psychology	3
III.2.10.	PSYC3030	Psychology of Personality	3
III.3	Area of Focus - Students to choose 1 of the 2 focuses as below		18
	A. Education Psychology Focus		18
1	PSYC3040	Introduction to School Psychology	3
2	PSYC3060	Child and Adolescent Psychopathology	3
3	PSYC3080	Theories of counseling and Psychotherapy	3
4	PSYC4010	Child Observation and Assessment	3
5	PSYC4030	Learning Disabilities	3

No.	Course Code	Course Name	Number of Credits
6	PSYC4050	School Consultation	3
		B. Business - Organization Psychology Focus	18
1	PSYC3050	Organizational Psychology	3
2	PSYC3070	Psychology of Work Motivation	3
3	MARK3010	Consumer Behavior	3
4	PSYC4020	Group Dynamics	3
5	PSYC4040	Employee Stress, Wellbeing and Safety	3
6	PSYC4060	Psychological Assessment at Work	3
III.4.	**University Electives/ Minor**		20
III.5.	**Internship/ Capstone Project**		12
1	PSYC1871 / PSYC1872 / PSYC1873 / PSYC2871 / PSYC2872 / PSYC2873 / PSYC3872	Internship (Students to choose from the Internship Pool to accumulate 6 credits in total)	6
2	PSYC4890	Capstone Project	6
Total			**120**

7.2. Provisional study plan

No.	Course Code	Course Name	Number of Credits	Year 1 Orientation Week	Year 1 1	Year 1 2	Year 1 Summer	Year 2 1	Year 2 2	Year 2 Summer	Year 3 1	Year 3 2	Year 3 Summer	Year 4 1	Year 4 2	Year 4 Summer	Pre-requisites
I	**General Education**		**27**														
I.1	*VinUni Core Requirement*		*12*														
1	ENGL1011	Fundamental of Academic Writing	3		3												
2	ENTR1020	Agile Innovation and Entrepreneurship	3		3												
3	LEAD1031	Leadership and Teambuilding Bootcamp	2			2											
4	THINK1010	Critical and Creative Thinking	2					2									

No.	Course Code	Course Name	Number of Credits	Orientation Week	Year 1 1	Year 1 2	Year 1 Summer	Year 2 1	Year 2 2	Year 2 Summer	Year 3 1	Year 3 2	Year 3 Summer	Year 4 1	Year 4 2	Year 4 Summer	Pre-requisites
5	HASS1070	Cross Cultural Navigation	2			2											
6	VCOR1021 /22	Healthy Lifestyle (Physical Education)	0		x	x											
I.2	**Distributional Requirement**		**12**														
1	HASS1010	Marxism-Leninism Philosophy	3		3												
2	HASS1020	Marxism-Leninism Political Economy	2		2												
3	HASS1030	Scientific Socialism	2			2											
4	HASS1041 /42	Ho Chi Minh Ideology	2			2											
5	HASS1050	History of the Communist Party	2					2									
6	ARTS1010\MUSI1010	Arts Appreciation/ Music Appreciation	1					1									
I.3	**Co-curricular Learning**		**3**														
1	VCOR1012A/B	(Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	0		x	x											
2	COSL1010	Community Service Learning	3		1				2								
II	**National Defense Education**			x													
III	**Professional Education**		**93**														
III.1	**College Core**		**14**														
1	LAW1010	Introduction to Law	2						2								
2	CAS1010	Big Ideas	2		2												
3	CAS1020	Global Perspectives	2			2											
4	CAS2010	Applied Ethics	2					2									
5	CAS2020	Logic and Scientific Method	2						2								
6	CAS3010	Global Development and Sustainability	2								2						
7	CAS3020	Digital Arts and Sciences	2									2					
III.2	**Major Core**		**29**														
1	PSYC1010	Introduction to Psychology	2			2											
2	STAT1011	Statistics for Social Sciences	3			3											
3	PSYC2010	Biological Foundations of Behavior	3					3									TBD
4	PSYC2020	Research Methods in Psychology	3					3									TBD
5	PSYC2030	Social Psychology	3						3								TBD

No.	Course Code	Course Name	Number of Credits	Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2	Summer	Pre-requisites
					Year 1			**Year 2**			**Year 3**			**Year 4**			
6	PSYC2040	Developmental Psychology	3						3								TBD
7	PSYC2050	Cognitive Psychology	3						3								TBD
8	PSYC3010	Forensic Psychology	3								3						TBD
9	PSYC3020	Cross-Culture Psychology	3								3						TBD
10	PSYC3030	Psychology of Personality	3								3						TBD
III.3		**Area of Focus** - Students to choose 1 of the 2 focuses as below	18														
		A. Education Psychology Focus	18														
1	PSYC3040	Introduction to School Psychology	3									3					TBD
2	PSYC3060	Child and Adolescent Psychopathology	3									3					TBD
3	PSYC3080	Theories of counseling and Psychotherapy	3									3					TBD
4	PSYC4010	Child Observation and Assessment	3											3			TBD
5	PSYC4030	Learning Disabilities	3											3			TBD
6	PSYC4050	School Consultation	3											3			TBD
		B. Business – Organization Psychology Focus	18														
1	PSYC3050	Organizational Psychology	3									3					TBD
2	PSYC3070	Psychology of Work Motivation	3									3					TBD
3	MARK3010	Consumer Behavior	3									3					TBD
4	PSYC4020	Group Dynamics	3											3			TBD
5	PSYC4040	Employee Stress, Wellbeing and Safety	3											3			TBD
6	PSYC4060	Psychological Assessment at Work	3											3			TBD
III.4		**University Electives/ Minor**	20														
III.5		**Internship/ Capstone Project**	12														
1	PSYC1871 / PSYC1872 / PSYC1873 / PSYC2871 / PSYC2872 / PSYC2873 / PSYC3872	Internship	6														
2	PSYC4890	Capstone Project	6												6		
Total			**120**														

7.3. Short Description of Courses

7.3.1. General Education Courses

In General Education courses students work alongside other students from different programs in the university on individual and group assignments.

ENGL1011 – Fundamentals of Academic Writing

3 Credits

Pre-requisite: None

The course aims at refining students' language, communication, academic- literacies, and critical thinking skills. Although this course covers arrange of communication genres, there is a particular focus on formal academic writing to equip students with-strategies for long-term success in university-level course- work. The course will give students an abundance of guided practice and independent production in following a process writing approach, which includes investigating, shaping, drafting, peer and teacher feedback, reflection, revision, and final product. This foundational framework will be adapted to the various types of academic writing functions. In addition to this, students will work in interdisciplinary groups on an extended group project throughout the course to discover more about authentic communication types which students will encounter at university. This project will focus on analyzing their purpose, audience, tone, and linguistic features and presenting their findings to peers.

ENTR1020 – Agile Innovation and Entrepreneurship

3 Credits

Pre-requisite: None

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovation mindset and provide students the opportunity to learn about and develop skills and behaviors correlated with impactful- entrepreneurs and innovators. Skills to be developed–through lecturing and in-class discussions, plus coaching on assignments and in-class exercises–include observation of real-world facts, identifying status-quos or problems, identifying core causes leading to status-quos, and to discover original way store move causes or to solve problems; networking with people to identify technological contributions, optimizing creativity, seeking feedback, and pro to typing or mock up design. The pedagogical outcomes of this course include (i) development of creativity & out-of-the-box thinking, (ii) critical thinking through observation and abstractions, (iii) entrepreneurial mindset and (iv) teamwork on a social or environmental issue. As part of the course all students will engage in a 2-day hackathon to present and discuss optimization of team's solution to a real-world social or environmental problem. The course is intended for a mix of students from various academic disciplines, such as medicine, nursing, engineering, business, real estate, and hospitality.

LEAD1031 – Leadership and Teambuilding Bootcamp

2 Credits

Pre-requisites: None

This course is designed as a required course for freshmen to help the students' leadership development by introducing the basic concepts of leadership and organizational behavior. This course has one big goal for you: to practice and apply concepts and techniques learned in the class and your life to various scenarios. This course is also intended to provide an overview of leadership trends rather than to emphasize every detail and in-depth review of academic studies. Understanding a landscape of leadership will be possible under the structure of four modules: (1) Leader as a decision-maker, (2) Leader as a problem solver, (3) Leader as a designer, and (4) Leader as a game-changer. A leader in this turbulent world is expected to be a final decision-maker to find a creative solution for difficult challenges and will need to organize a group of people with a form a land informal system. Leadership Development offers a safe place for your learning of leadership. Practice, try, fail, and try again! This is the philosophy of this course. The Boot Camp instills foundational leadership values and skills into students, while bringing the class together, building lasting cohesion, and creating esprit de corps. Students will earn and apply basic leadership concepts and skills through hands-on and experiential learning. Organized into individual and team-based events, the students will have to work individually and together to solve complex and dynamic problems taken from- the military, government, and business sectors. This includes but is not limited to: conducting long distance land navigation, negotiating- physical obstacle courses, analyzing leadership case studies, and much more. From developing self-awareness and thinking critically to innovating ideas and displaying resilience, students will earn critical elements of Self, Interpersonal, and Team Leadership. Following this course, students will gain a foundational understanding of key elements of leadership and better understand their strengths and how to effectively work in- teams and organizations.

THINK1010 – Critical and Creative Thinking

2 Credits

Pre-requisites: None

Developing your own ideas in a logical and critical manner is an essential part of being a student in higher education. In this course you will learn about the nature of argumentation, how to evaluate arguments, uncover hidden premises, and sharpen your own thinking skills. We will start by looking at the difference between arguments and non-arguments and why being able to present an argument is such an important skill. Then we will look at different kinds of arguments, such as deduction, induction, and arguments from inference to the best explanation. Not all arguments are made equal. Some arguments are irrefutable – others barely convincing - and others still completely misleading. We will look at how you can assess the quality of an argument and avoid common logical pitfalls. Finally, we will finish by looking at some philosophical puzzles and paradoxes involving logic and reasoning including Hume's notorious problem of induction and the Sorites paradox.

HASS1070 – Cross Cultural Navigation

2 Credits

Pre-requisite: None

This course aims to equip students an understanding of one aspect of the so-called "global experience" and/or inter-cultural sensitivity, so that students can become knowledgeable 10 about the ways in which individual identities, values, and perceptions and biases are shaped by cultures across the continentals through acquiring knowledge of theories practice related to the impact of culture in our daily ecologies in local and global contexts. In the end, students can identify and understand the inter-sectional of one's own and others' cultural identities in order to reflect on how various cultural concepts apply to your own life, communication and various areas of study.

VCOR1021/22 – Healthy Lifestyle 1,2

Non-credit, required min 45 hours across Year 1

Pre-requisite: None

"Healthy Lifestyle" is a mandatory and non-credit bearing course of the General Education Program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and are expected to complete it by the end of their first-year study. This course provides the essential knowledge, skills, and practicum lessons (exercise/sport classes), whereby students are able to develop a suitable approach in attaining a physically, mentally, socially and spiritually healthy lifestyle.

Specifically, this course provides students with the knowledge to make better choices during their daily routines to build a healthy lifestyle. A healthy lifestyle includes physical wellbeing, psychosocial, and spiritual health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Components of a healthy lifestyle will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their goals for overall wellbeing. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Having a healthy mind, healthy body, clarity of thought and the ability to effectively process information are key trademarks of a healthy lifestyle.

This course emphasizes practical application of the learned concepts in order to integrate subject matter into students' current daily routines and throughout life. The majority of coursework will be held in different environments and venues in order to expose students to the many varieties of fitness tools and resources to maintain a healthy foundation.

HASS1010 – Marxism-Leninism Philosophy (Philosophy Science and Society)

3 Credits

Pre-requisite: None

Philosophy Science and Society is one of four courses in the General Education Program forming the ideology/national education component required for higher

education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. As these courses will be taught in English to students for whom English is mainly a second language at VinUniversity, each course is designed to be delivered in the spirit of content-based language learning approach to help students both develop English language competency (focusing on speaking, listening and reading) and basic understanding of the content. Philosophy, Science & Society (PSS) provides students with a broad survey of key ideas in Philosophy, its relevance to society and the way we think we understand the world, or to put it broadly, "science." We begin the course with an overview of the role of Philosophy and Metaphysics as we embark on this journey of critically re-examining the way we look at our world. In the second part of the course, we take a deep dive into questions of Epistemology, based on which students can orient and develop their creative thinking, philosophy of humanity and action. We follow up with an exploration of trends that came into being with the "social turn" of epistemology found in the critical works of Thomas Kuhn and later in the burgeoning body of works clustered as Sociology of Science. Following this radical re-thinking, we return to the fundamental questions about humanity posed in Social Philosophy and Ethics, to round up our critical inquiry of the complex relationship among philosophy, science and society.

HASS1020 – Marxism-Leninism Political Economy (Global Political Economy)

2 Credits

Pre-requisite: None

Global Political Economy: Vietnam-Region-The World is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. This course is designed to help students develop a critical lens to understand social reality and social issues, including pressing questions, such as: What is Vietnam's place in the world? What are the opportunities and challenges for Vietnam in the current configuration of the global political economy? To do so, we begin with a brief introduction to the study of political economy, informed by different persuasions in Marx-Leninism, political science, economics, sociology, anthropology and history. Students will gain a nuanced understanding of this interdisciplinary field through hands-on workshops and exercises on the principles of scientific and logical arguments. The second part of this course will focus on specific issues related to globalization and international integration. In particular, we focus on the role of development, modernization, and regional development in Vietnam's prospects in the world. Our case studies pay special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. In the third and final part of this course, we examine the expressions of global inequality and consider how individuals and communities within Vietnam can move forward in an ever-globalizing world.

HASS1030 – Scientific Socialism (Politics and Social Change)

2 Credits

Pre-requisite: None

Assuming a basic, strong, and even pivotal relationship between society and politics, the course Politics and Social Change will guide participants to a deep understanding of that relationship in Vietnam and the wider Asian region in the 20th and 21st centuries. The course explores key concepts of politics and social change, and in explication of those concepts, examine the dynamics of politics and social change in concrete terms.

What can be learned?

Students at the end of course will become familiar with the concepts of politics and social change of Vietnam. Students will also understand and compare Vietnam with national development efforts elsewhere in Asia. Finally, they will become familiar with major political and international relations developments from the 20th century.

The medium of instruction helps students to both develop English language competency (focusing on speaking, and articulation, reading) and discourse skills through continuous practice with classmates and instructor.

Broad outlines

The course begins with a basic appreciation of the concepts of politics and social change, moving into Marxism-Leninism and its application to understanding politics & social change, and extending into how Ho Chi Minh Thought applies Marxism-Leninism and also stands apart as a set of national and contextual ideas and practices. The processes of politics and social change of other countries in the Asia-Pacific are then explored for comparison and contrast.

Medium of learning

The guiding principle for learning at the Vin Uni is active learning. This approach engages students to be active in the learning process with methods that are more than, not without, the traditional base of lectures and tutorials. The instructor or teacher plays the role of facilitator and provides an environment where students responsibly and actively acquire as much as possible, rather than passively given, the learning points that the course desires.

Participants in this course will learn and share through a mix of lectures, tutorials, nonjudgmental journal writing, presentations, and learning to collaborate with others through group projects. The learning environment should be safe, frank, friendly, collaborative, and enlightening.

The weekly lists of readings are divided into two types. Basic readings are recommended, and students should at least complete one for each week. Students who wish to do more can pick up the other basic and optional/additional readings.

HASS1041/1042 – Ho Chi Minh Ideology (Vietnam: History and Culture II)

2 Credits

Pre-requisite: None

Vietnam History and Culture since 1858 is continuation of the first period (from ancient time to 1858) and covers the period from 1858 until today.

The main objective of the course is to analyze the development of Vietnam and its people from 1858 when France attacked and colonized VN through two Indochina wars (1946- 1965) and (1954-1975) until today as Vietnam reunified and reformed and integrated into international system.

Due to its strategic geopolitical position, Vietnam has long been a global crossroads. So, this course tries to show as much as possible the parallels, interactions between Vietnam history and events and that happened in the world's stage.

The course also aims to reflect Vietnam history and culture through the central figure of Ho Chi Minh (1890-1969), the most famous Vietnamese during this period. His life and career reflected the development of the very period of Vietnam history.

Students are encouraged to do research themselves to have a broader view, discover new historical details.

HASS1050 – History of the Communist Party (Vietnam: History and Culture I)

2 Credits

Pre-requisite: None

The great American humorist and writer Mark Twain once said, "History doesn't repeat itself, but it often rhymes." This course takes as its point of departure the possibility of using those rhymes of the past to better help us navigate our present and future. What lessons can we draw? As future businesspeople, health care professionals, engineers, and computer scientists, these lessons have far more relevance than you may imagine.

Vietnam History and Culture (I) examines Vietnamese history and cultural production from its early origins to 1858 and the French Colonial project. The curriculum is divided into five units. We begin the curriculum by considering the study of both history and culture from theoretical perspectives and consider what these mean in the Vietnamese context. Just what are "History" and "culture"? What does it mean to be Vietnamese? In the second unit, we 14 consider the ancient construction of Vietnamese history and cultural production. The third portion of the course examines the Lý and Trần dynasties as well as the Ming Occupation. Fourth, we explore the movement of Vietnamese people southward and the Tây Sơn Rebellion. And finally, fifth, we assess the unification of Vietnam under the Nguyễn and what is to come.

Too often Vietnamese are portrayed in history as vessels upon which events happen to them. This course treats the Vietnamese as agents of their history, grappling with big questions and great problems. We also explore the Vietnamese people's historical willingness to learn from and integrate foreign ideas and instruments to further develop the Vietnamese culture. To this end, we will wrestle with questions such as: What are the forces that have shaped Vietnamese identity? What drives the worldview(s) of Vietnamese? How has it been transformed over time?

ARTS1010 – Arts Appreciation

1 Credit

Pre-requisite: None

Art Appreciation is a one-credit elective course that provides a general introduction to the visual arts, media, techniques, and history. This course takes on interdisciplinary approaches to equip students with a broad knowledge of the historical, practical, philosophical, cultural, and social contexts of the arts in order to help students gain the ability to articulate their understanding and interpretation of the arts. This course introduces students to aspects of arts research and curation, as well as elements, media, and methods used in creative processes. The application of the arts, especially visual arts in daily life and in the field of business, technology, and medicine is explored in this course. This course also aims to develop students' appreciation for Vietnam arts and visual art forms by providing them with opportunities to explore the diversity and richness of what Vietnam has to offer in terms of the arts.

This course offers students opportunities to learn about how art is created and how it evolves over time; it would cultivate and enrich students' artistic senses, experience, and enjoyment of different forms of arts even if the student is not an artist or does not have an ability to draw/paint. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

This course does not require students to have any prerequisite experience in art theory or practice. Rather, it is a beginning-level course to help students familiarize themselves with the different types of arts, as well as learn how to observe, appreciate, speak, and write intellectually about art. Furthermore, the course helps students to think about how art can be integrated and applied in their daily lives and their own fields of interest.

MUSI1010 - Music Appreciation

1 Credit

Pre-requisite: None

This course offers students opportunities to learn about how music is created and how it evolves over time; it would enrich students' musical sense, experience, and enjoyment of all types of music even if the student is not a musician. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

Specifically, students taking this course will have the opportunity to explore the history of music, from the primitive musical forms through contemporary pieces around the world. Forms and genres of music include classical, jazz, theatrical music, gospel, folk, soul, blues, Latin rhythms, country, rock & roll, and hip hop. Various arrays of Vietnamese music (traditional, contemporary, theatrical, V-pop) are also discussed in this course. The course explores the relationship between music and people's everyday life and social movements, and its cultural significance. Digital music and the evolution of the Internet and AI impacting the music industry, music distribution, and global music access are also an important part of this course.

This course does not require students to have any prerequisite experience in musical theory or performance, i.e., students are not required to be able to sight-read sheet music or play any musical instrument. Rather, it helps students become active and intellectual

music listeners, as well as it helps students to think further on how music can be integrated and applied in their daily lives and their own fields of interest. This course is delivered in class and outside class environment if appropriate.

VCOR1012A/B – OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)

Non-credit

Pre-requisite: None

OASIS, which stands for Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward, is an integral, non-credit-bearing mandatory component of the Co-curriculum Program and plays an important role as one of the graduation criteria. OASIS is a distinctive signature program of VinUni that holds a registered trademark. Its primary objective is to cultivate a self-leadership mindset and equips students with essential skills, facilitating their transformation from high school students into effective university scholars, responsible global citizens, and be ready for future career. OASIS is implemented in the first 4 years of bachelor's degree to ensure there is enough time for students to reflect and practice their own self-leadership development, especially in developing essential qualities for work and life, including self-confidence, self-esteem, self-determination, and self-control.

COSL1010 – Community Service Learning

Credits: 3

Pre-requisite: None

VinUniversity aims to nurture students to become both competent professionals and responsible citizens making contributions to their professions and the community. Community Service Learning (CSL) provides students with the opportunities to serve the community and to learn how to apply their professional knowledge in bettering the lives of the public. As part of CSL, students must take the 1 credit Introduction to Service-Learning course (equivalent to 15 hours) and fulfill the remaining 30 hours of CSL doing independent volunteer work. CSL is increasingly recognized as a method for educating students to become socially responsible citizens. Many universities over the world have incorporated CSL in their academic undergraduate programs to varying degrees and in a variety of forms. CSL can be a differentiating factor for VinUni students as they become global citizens. "Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired academic learning outcomes" (Service-Learning Essentials, Jacoby 2014; pg.2). Note: Activities must primarily take place off VinUni campus and within the community. All undergraduate students are required to first take the 1-credit bearing course entitled: Introduction to Service Learning and then do volunteer work or continuing education/ independent study to complete 30+ hours of an independent CSL activity (i.e., volunteer with a local NGO).

7.3.2. College Core Courses

LAW1010 – Introduction to Law

2 Credits

Pre-requisites: None

This course is an introduction to the concept and role of law which considers the nature of the rule of law and its relationship with morality, ethics, politics, and human rights. It provides students with general knowledge of the law that will serve as a helpful foundation for understanding how the law interacts with other disciplines that they study and pursue in the future. The course covers various aspects from legal theory including the notions of law, rules, and legal systems to comparative legal analysis between different bodies of law, branches of international law as well as different means of settling disputes, either at municipal courts or other international forums worldwide. All the topics combine legal understanding and practical issues in both the Vietnamese context and a wide diversity of international legal backgrounds to help students gain familiarity with basic concepts of national law and be aware of international fundamental legal standards. Throughout the course, students develop critical analysis and problem solving, work-in-group and presentation skills, research literacy in law through theoretical lectures, case law analysis, individual and team assignments.

CAS1010 – Big Ideas

2 Credits

Pre-requisites: None

Course Description:

This is a course on the greats: the great philosophical issues and the great thinkers who have addressed them. We will discuss perennial themes including the meaning of life, death and immortality, freedom and necessity, and the nature of a just society. By engaging with these gripping and fundamental issues, students will both broaden and deepen their thinking. They will also sharpen their critical thinking skills through in-class discussions and assignments.

CAS1020 – Global Perspectives

2 Credits

Pre-requisites: None

Course Description:

This course exposes and engages students with a variety of different global perspectives on important issues of the day. Each week the seminar will be led by a different faculty member or guest speaker who will choose a topic, assign pre-class reading, and organize the class activities. Potential contemporary issues include Chat GPT and AI, the aging crisis, immigration, globalization, the new space race, Industry 4.0, etc.

CAS2010 – Applied Ethics

2 Credits

Pre-requisites: None

Course Description:

We face moral decisions all the time and these decisions can be complex and difficult. This course is designed to give students the tools they need to think through moral issues in a wise, clear, and reasoned manner. We will do this by exploring some of the most pressing moral issues. By investigating these issues, students will become better at thinking morally: they will have a clear and critical understanding of different frameworks for ethical thinking and how these frameworks apply to real-world situations; they will be better able to provide reasons for their ethical beliefs; and they will acquire the necessary tools to think through moral issues by themselves.

CAS2020 – Logic and Scientific Method

2 Credits

Pre-requisites: None

Course Description:

This course introduces students to more advanced topics in reasoning, logic, and the topics of evidence and testing in science. In deductive reasoning students advance in topics in critical thinking to include first-order predicate calculus and modal logic. In statistical reasoning students learn the axioms of probability theory, Bayesian confirmation theory and issues in the confirmation of scientific theories including advanced topics from the Hypothetical-Deductive Method and Falsificationism.

CAS3010 – Global Development and Sustainability

2 Credits

Pre-requisites: None

Course Description:

This course introduces and elaborates on the concept of development and the role of sustainability. The course would engage the ideas of development from an interdisciplinary and multi-dimensional perspective. The course content aims to answer questions such as: what is development? How does development happen? What contributes to development? Why do the development stories differ at the country, regional, and global levels? Besides the theoretical explanation of development, practical insights would be provided via real-world exposure, case studies, contemporary reading material, and capstone projects. The course would focus on the interaction and interrelationship between environment and development by exploring the role of sustainability.

CAS3020 – Digital Arts and Sciences

2 Credits

Pre-requisites: None

Course Description:

As more information becomes digitized, researchers can use powerful AI tools to better analyze that data and visualize it for communication. This course introduces students to the main advances in digital humanities, how to code for basic research and scholarship

with an eye to potential application in the areas: communications, psychology and economics.

7.3.3. Major Core Courses

PSYC1010 – Introduction to Psychology

2 Credits

Pre-requisites: None

Course Description:

The goal of this course is to introduce students to the fascinating science of psychology. The field of psychology is incredibly broad, encompassing a wide variety of topics and perspectives, from evolution to morality. The common goal of all psychological science is to understand how the mind and brain interface with the external world to shape behavior. This course is designed to provide students with a basis for thinking about psychological questions and with an overview of the different specialized areas of psychology that students might choose to study in more depth in the future.

STAT1011 – Statistics for Social Sciences

 Pre-requisites: None

Course Description:

This course introduces the fundamental concepts and techniques of statistical analysis. The focus is on developing skills in descriptive and inferential statistics, including data collection and analysis, probability theory, hypothesis testing, and regression analysis. Students will also learn how to use statistical software to perform data analysis.

PSYC2010 – Biological Foundation of Behavior

3 Credits

Pre-requisites: TBD

Course Description:

This course is designed to provide students with a general introduction to the underlying biological principles and mechanisms that give rise to complex human behavior. Topics to be covered may include: the anatomical structure of nerve cells and how they communicate, properties of brain organization and function, processing in sensory systems, cognitive neuroscience, and neural and hormonal influences on health and emotion. This course will focus on how emerging methods and approaches are beginning to make it possible for psychologists, computer scientists, statisticians, engineers and biologists to gain an integrated understanding of complex behavior.

PSYC2020 – Research Methods in Psychology

3 Credits

Pre-requisites: TBD

Course Description:

Psychology is the scientific study of thoughts, feelings, and behaviors. In this course, students will learn the critical skills to evaluate others' research and conduct their own scientific research in psychology. This course is essential for becoming a wise consumer of information from sources such as the media, the government, and corporations. This course is also essential for becoming a wise producer of research in psychology. However, all of the material covered in this course applies beyond psychology and the university setting, so the course will improve your ability to think critically and logically about any topic that you may encounter in other courses, in job settings, and in your daily life.

PSYC2030 – Social Psychology

3 Credits

Pre-requisites: TBD

Course Description:

The goal of social psychology is to understand how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. At the heart of social psychology is the recognition that people are dramatically influenced by social situations. This course will provide students with an overview of research and theory in social psychology. Not only will students learn about interesting, relevant, and timely research findings, they ll also learn how social psychologists have discovered this evidence. What makes the social psychological approach to understanding human behavior different than, say, a philosophical or historical approach is that social psychology is a science. It applies the scientific method to the study of the human condition. In this course, students will learn about the psychological science of topics such as attitudes, persuasion, conformity, obedience, perceptions of others, stereotyping and discrimination, romantic relationships, aggression, and helping behavior. The course emphasizes an understanding of important scientific methods, findings, and principles in the field of social psychology, which then applies to everyday life and to broader societal problems.

PSYC2040 – Developmental Psychology

3 Credits

Pre-requisites: TBD

Course Description:

The focus of this course will be on individual development across life span. At a general level, the course will examine the genetic and biological contributions to individual development, the social contextual contributions, and the interaction between these two general sets of variables. Specific topics will include behavioral genetics, temperament, parent-child relations, sibling relations, peer relations, the self, intelligence, emotional development, and problems of social development (antisocial behavior, depression).

PSYC2050 – Cognitive Psychology

3 Credits

Pre-requisites: TBD

Course Description:

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. While the main purpose of this course is to introduce students to the scientific study of the mind, students will also begin to understand the central role cognition plays in our everyday lives. The course will proceed in three distinct modules: Attention and Perception, Learning and Memory, and Higher Cognitive Function.

PSYC3010 – Forensic Psychology

3 Credits

Pre-requisites: TBD

Course Description:

Forensic psychology is the application and practice of psychology in the legal system, relating to police/law enforcement, criminal and delinquent behavior, victimology and victim services, courtrooms, and correctional facilities and/or prisons. This course covers a broad spectrum of the various areas that involve law and psychology. The course will depict visual aids that may be graphic (gore, gruesome) in nature to demonstrate various crimes (i.e., rape, homicide, mutilation, and so forth) that a forensic psychologist/psychiatrist would encounter with their job function.

PSYC3020 – Cross-Culture Psychology

3 Credits

Pre-requisites: TBD

Course Description:

This course comprehensively reviews important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. This course examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. It will help students apply an awareness of global issues to consideration of individual or collective responsibilities within a global society. Students will learn to appreciate the ways in which one's behavior, thinking, emotion, language, health/ resilience, and development are cultural products.

PSYC3030 – Psychology of Personality

3 Credits

Pre-requisites: TBD

Course Description:

This course involves an introduction to the most important theories on personality to date. The existence of a variety of viewpoints indicates that there is no clear and

integrated theory that dominates the field. However, each of these theories can be evaluated according to conventional scientific criteria because all of them claim to be scientific in nature. Therefore, besides giving you an appreciation of the ways in which theorists have conceptualized human personality, the major objective of the course is to place students in a position to evaluate these theories and to decide which ones have merit and are worthy of continuing scientific investigations.

7.3.4. Area of Focus

A. Education Psychology Focus

PSYC3040 – Introduction to School Psychology

3 Credits

Pre-requisites: TBD

Course Description:

This course is designed to introduce students to the practice and profession of school psychology. Students explore the foundations of school psychology practice, including historical, legal, ethical, and multicultural foundations. They also explore career pathways in school psychology and gain an in-depth knowledge of training, credentialing, and employment contexts. Beyond these foundations, students learn about concepts in assessment and intervention in the academic, social, emotional, and behavioral domains. The course concludes with a discussion of systems-level reform and future directions for the profession. Overall, this course is designed to teach students about the historical and contemporary status of the field of school psychology. The course format will include a combination of lectures, discussions, video presentations, small and large group activities, and case studies to facilitate student learning.

PSYC3060 – Child and Adolescent Psychopathology

3 Credits

Pre-requisites: TBD

Course Description:

This course is designed to provide an introduction to abnormal child and adolescent psychology. In this course, students will study the causes, maintenance, and treatment of children's behavioral, socio-emotional, and cognitive disorders from a developmental perspective. This perspective examines the course of child and adolescent disorders over time, pays special attention to risk and protective factors, and examines child psychopathology in the context of normal child development.

PSYC3080 – Theories of counseling and Psychotherapy

3 Credits

Pre-requisites: TBD

Course Description:

This course provides an overview of major theories of counseling and psychotherapy. The goal of this course is for students to gain a working knowledge of major counseling

theories, including their central propositions, associated techniques, and applications. This course is designed to help students achieve two key learning goals. The first goal is for students to gain knowledge of major counseling theories. The second goal is for students to learn and practice applying relevant knowledge and skills to case conceptualization.

PSYC4010 – Child Observation and Assessment

3 Credits

Pre-requisites: TBD

Course Description:

In this course, students will learn how to implement a system of ongoing child assessment. Students will learn about and practice using methods of effective ongoing assessment to improve children's learning. Approaches to engaging children's families and working with colleagues in assessment efforts are also part of the course. This course will provide information and opportunities for individualizing ongoing assessment strategies for children who are dual language learners and children with special needs. Students will learn about tools for screening and understand the process for referrals for more comprehensive evaluations. Students will learn how to use assessment information to adjust teaching for more effective instruction and how to use aggregated data to evaluate and improve teaching for groups of children. Finally, students will learn strategies for continual improvement in the area of child assessment.

PSYC4030 – Learning Disabilities

3 Credits

Pre-requisites: TBD

Course Description:

This course provides an overview of the field of learning disabilities (LD). The focus of the course is on causes, characteristics, assessment, and instructional needs of students with LD. Topical coverage addresses cognitive characteristics that distinguish students with LD in areas of attention, memory, and organization, and the academic needs of students in writing, reading, and math, and social competence. The needs of students with LD across the continuum of educational placements will be examined. Ongoing developments in the field with changing conceptualizations of LD and alternative identification methods to IQ-achievement discrepancy (e.g., RTI) will be covered in depth.

PSYC4050 – School Consultation

3 Credits

Pre-requisites: TBD

Course Description:

Theory and practice of consultation is fundamental to the delivery of mental health services in schools. The course will include models of behavioral and instructional consultation in schools and with families. Assignments will support and facilitate

student's understanding of consultation in schools. Emphasis will be on identifying ways to work collaboratively in teams, assess and intervene in problematic behavioral and instructional situations. Issues of race, cultural, linguistic and diversity differences will also be interwoven throughout the course.

B. Business - Organization Psychology Focus

PSYC3050 – Organizational Psychology

3 Credits

Pre-requisites: TBD

Course Description:

This course is a graduate/advanced undergraduate level survey of topics relevant to the fields of organizational psychology (OP) and organizational behavior (OB). The objective of the course is to acquaint you with key concepts, theories, and substantive issues relevant to the study and understanding of OP/OB. Although the primary perspective is psychological in nature – that is, we assume that the basic behaving units are individuals – the course also incorporates a multilevel perspective.

PSYC3070– Psychology of Work Motivation

3 Credits

Pre-requisites: TBD

Course Description:

The course is meant to survey the main motivational theories and to examine the internal forces or influences that direct individual towards goal attainment at work. The focus will be on social-cognitive processes and how situational factors trigger various responses that can then drive behavior. The course explores theories on cognitive determinants of motivation (e.g., goal setting, mindsets, control beliefs), affect processes (e.g., emotions both giving rise to and arising from progress or hindrance in goal pursuit) and valuation mechanisms (e.g., values influence motivation via the processes of goal content, goal striving, and identity development). In addition, we investigate the sociocultural level of motivation. We expand the conceptualization of motivational drive to include external factors such as culturally based knowledge and social interaction as potential motivators.

MARK3010 – Consumer Behavior

3 Credits

Pre-requisites: TBD

Course Description:

Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, is a customer-driven function that begins and ends with the consumer—from recognizing his or her needs to ensuring post-purchase satisfaction. In this course students will enhance their understanding of how and why people choose, use, and evaluate goods and services the way they do. While all of us are consumers, our intuitions about our own behavior as well as that of others are often

inaccurate. In this class we will use theories developed in marketing, psychology, and other behavioral sciences to better predict how consumers will respond to different marketing activities.

PSYC4020 – Group Dynamics

3 Credits

Pre-requisites: TBD

Course Description:

This course is designed to provide students with an in-depth understanding of group dynamics and how they impact individual behavior and decision-making processes. The course will explore the fundamental concepts and theories of group dynamics, including group formation, communication patterns, roles, norms, cohesion, conflict, and leadership. Students will also examine the various factors that influence group behavior, such as culture, diversity, and power dynamics. Throughout the course, students will engage in a variety of learning activities, including readings, discussions, case studies, and experiential exercises. They will learn to apply their knowledge of group dynamics to real-world situations and develop practical skills to facilitate effective group processes. They will also learn to recognize and overcome barriers to effective communication and collaboration within groups. By the end of the course, students will have a comprehensive understanding of group dynamics and the ability to apply this knowledge to improve group performance and collaboration. They will also have developed critical thinking and problem-solving skills relevant to group processes and decision-making.

PSYC4040 – Employee Stress, Wellbeing and Safety

3 Credits

Pre-requisites: TBD

Course Description:

Organizations and businesses cannot be successful without ensuring the health and safety of their workforce. As employees' health and safety is interlinked with many factors in their work and nonwork environment, there are various approaches in studying and addressing employee stress, well-being, and safety issues (e.g., human factors, public health, counseling, law, etc.). This course will mainly use the "organizational psychology" approach focusing on important psychosocial factors in the workplace that affect employee stress, well-being, and safety. This focus is also intended to help students see the importance of good people management. By fulfilling the course requirements successfully, students obtain fundamental principles and up-to-date knowledge of how organizations can prevent and manage work stress, as well as enhance health and safety of their workforce. Students will also have a greater understanding of possible prevention and intervention strategies managers and HR professionals can use to minimize the impact of stressors and ensure healthy and safe work environments.

PSYC4060 – Psychological Assessment at Work

3 Credits

Pre-requisites: TBD

Course Description:

This course provides an overview of psychological assessment, including psychometrics, test construction, validation, clinical interviewing, and psychological tests. Specific categories of tests that may be covered include intelligence tests, achievement tests, neuropsychological tests, psychosocial and behavioral instruments, career inventories, positive psychological instruments, personality inventories, and projective tests.

PSYC1871 / 1872 / 1873 / 2871 / 2872 / 2873 / 3872 – Internship

6 credits

Description:

The Internship component is designed to be flexible for students to complete, which comprises of short internships of 1, 2, and 3 credits. Students are allowed to make a selection of internships of their choice to accumulate a minimum of 6 credits in total. There are:

- Two 1-credit internships coded PSYC1871 and PSYC2871;
- Three 2-credit internships coded PSYC1872, PSYC2872, and PSYC3872;
- Two 3-credit internships coded PSYC1873 and PSYC2873.

Students are encouraged to start doing internships as early as in summer of Year 1 or in Year 2.

The Internship is designed to provide students with practical experience in various settings related to the field of psychology. The course aims to help students apply their theoretical knowledge to real-world situations and gain skills in communication, problem-solving, and critical thinking. The internship is a six-credit course that requires a minimum of 180 hours of supervised work at an approved internship site. Students will work closely with a site supervisor and a faculty member to create learning objectives, complete tasks, and reflect on their experiences. During the internship, students will have the opportunity to explore different areas of psychology, such as clinical psychology, counseling psychology, organizational psychology, social psychology, and developmental psychology. They will also have the opportunity to interact with clients, colleagues, and other professionals in the field. By the end of the course, students will have gained valuable experience and skills that will prepare them for future careers in psychology. They will also have developed a better understanding of the role of psychology in various settings and the ethical considerations involved in working with clients.

PSYC4890 – Capstone Project

6 credits

Description:

The Graduation Thesis in Psychology is a capstone course designed to provide students with an opportunity to demonstrate their ability to conduct research in their field of study. The course aims to help students develop critical thinking, research skills, and the ability to communicate their findings effectively. The thesis is a six-credit course that requires students to conduct independent research on a topic related to psychology. Students will work closely with a faculty advisor to develop a research question, review relevant literature, design a study, collect and analyze data, and draw conclusions from their findings. The thesis must meet the standards of scientific research and demonstrate the student's ability to apply research methods and statistical analysis to their data. The written thesis should be well-organized, clearly written, and demonstrate a thorough understanding of the topic and relevant literature.

In addition, students will be required to present their research findings in a formal presentation to a panel of faculty members and peers. The presentation should be clear, concise, and demonstrate the student's ability to communicate their research findings effectively.

RELEVANT ELECTIVES

Credits from the following electives count towards the requirement for gaining the major in Psychology and may be substituted for any 3000 or 4000 course.

ECON3050 – Behavioral Economics

3 Credits

Pre-requisites: TBD

Course Description:

The course covers recent topics in behavioral economics, with an emphasis on applications to other fields of economics. Topics include deviations from the standard neoclassical model in terms of (i) preferences (time and risk preferences, reference dependence, and social preferences), (ii) beliefs and learning (overconfidence, projection bias, and attribution bias), and (iii) decision-making (cognition, attention, framing, and persuasion), as well as (iv) market reactions to such deviations. Applications will cover a wide range of fields, including labor and public economics, industrial organization, health economics, household finance, political economy, and development economics.

ECON3030 – Economic Applications of Game Theory

3 Credits

Pre-requisites: TBD

Course Description:

Game Theory, also known as Multiperson Decision Theory, is the analysis of situations in which the payoff of a decision maker depends not only on his own actions but also on those of others. Game Theory has applications in several fields, such as economics, politics, law, biology, and computer science. This course introduces the basic tools of game theoretic analysis, with some of the many applications of Game Theory, primarily in economics.