



BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-481	Positive Psychology (Revised)	3	VIII
Year	Discipline		
4	Applied Psychology		

Course Objectives

- To highlight and discuss the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness.
- To discuss how positive changes can be made in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- To gain a deeper insight in the current research focused on pleasure, joy, creativity, self-efficacy, flow, well-being, etc.

Course Outcome

At the completion of the course the student will be able to:

- Understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.
- Understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.
- Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- identify and use positive emotions and strengths to spark personal growth.

Course Contents

Overview of Positive Psychology

Introduction

Positive Psychology in historical context

Dimensions of subjective well-being: Happiness, Life satisfaction

Traits of Happy People

Classification and measurement of human strengths

Moving from the classification of Illness to 21st century classification of human strengths

The Gallup Themes of Talent

The Values in Action (VIA)

The Search Institution's 40 Developmental Assets

Self-report measures of well-being

Positive Emotional States and Processes

Positive Emotions

Importance of positive emotions

Determinants of well-being, e.g., age, gender, money, work satisfaction, social support, faith, self-esteem, etc.

Positive Emotions and physical health

Expanding the Repertoire of Pleasure
Broad and built theory of positive emotions

Using emotions for coping

Adaptive Potential of Emotion-Focused Coping
Functions of Emotional Approach
Neurobiological Basis of Emotional Responses

Emotional Intelligence (EI)

Importance of EI
Perceiving, understanding and managing emotions
EI and positive outcomes
Can EI be taught?

Positive Cognitive States and Processes

Self-Efficacy: Self-Efficacy and developmental antecedents, Neurobiology of self-efficacy,
Scales: Measuring self-efficacy

Optimism: Neurobiology of optimism and pessimism, Learning optimism (study of Scheier and Craver), Measuring Learned Optimism

Hope: Characteristics and childhood antecedents, Neurobiology of hope

Wisdom: Implicit and explicit theories of wisdom, Relation between Wisdom and Intelligence

Courage: Theories, Physical Courage, Moral Courage, Psychological courage,
Vital courage, Learning and measuring courage, Fear and Courage

Flow: Flow theory, Dynamics of flow experience, Fostering Flow

Pro-social Behavior

Religiosity/Spirituality

Purpose and pathways to Spirituality
Research on Religiosity and Health

Altruism: Genetic and Neural Foundations of Empathy, The Empathy-Altruism Hypothesis,
Cultivating altruism

Gratitude: Gratitude as viewed in Islam, Cultivating gratitude, Measuring gratitude
The psychophysiological underpinnings of gratitude

Forgiveness: The evolutionary and neurological basis of forgiveness, Forgiveness in Islam,
Measuring and cultivating forgiveness

Attachment: Attachment as an adaptive response, Neurobiology of interpersonal connection,
Parent-child attachment, Attachment styles & later adult relationships
Research on attachment styles, Building a mindful relationship connection

Positive environments: Positive parenting, Positive schooling, Good work, Positive
communities, Positive ageing

Recommended Books

- Baumgardner, S. R., & Crother, M. K. (2009). *Positive Psychology*. Pearson Education.
- Corer, L., Keyes, M., & Handit, J. (Eds.), (2002). *Flourishing – Positive psychology and the life*. Washington: APA Publication
- Edi, S. I. D. (2011). *Applied positive psychology*. Taylor and Francis: New York.
- Seligman, M. E. P. (2002). *Authentic happiness*. Free Press.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths* (2nd ed.). USA: SAGE Publications, Inc.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology*. London: Sage Publications.
- Swinson, J. (2012). *Positive psychology for teachers*. London: Routledge.
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BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-482	Peace Psychology (Revised)	3	VIII
Year	Discipline		
4	Applied Psychology		

Course Description

This course examines the key concepts, themes, theories, and practices involved in peace psychology. The students will be introduced to the issues of peace and conflict across a wide range of interpersonal, community, national and international contexts.

Course Objectives

- To become more knowledgeable concerning the core concepts and methods involved in peace psychology.
- To become familiar with various forms of direct violence ranging from intimate violence to mass violence and war.
- To have understanding of the concept of structural violence and its impact on individuals, groups, and communities.
- To become familiar with the importance of and the strategies involved in understanding of the various aspects of conflict including partisan perceptions.

Course Outcome

At the completion of this course the student will be able to:

- become more knowledgeable and familiar with the core concepts and methods involved in peace psychology.
- Understand the importance of the strategies involved in understanding of various aspects of conflict and conflict resolution including the psychological dimensions associated with peacekeeping and peacemaking.
- examine psychological aspects of peace building as individuals, groups, and communities.

Course Contents

Introduction to Peace Psychology

Chronology of peace psychology

Core concepts

Psychological causes and effects of violence and non-violence

Nature of human aggression/ emotion

Cycle of violence

Roots of hate and prejudice

Cognitive/affective perspectives of world views

Emotional intelligence

Learning theories on violence and peace

Types of Violence

Direct Violence: Domestic /Intimate Violence, Violence against Minorities, War, Homicide, Genocide and Democide, Terrorism

Structural Violence: Poverty, Unemployment, Corruption, Social injustice

Remedies of Structural Violence

Social Justice

Women and Children

Globalism and Human Rights

Negative and Positive Peace

The psychology of peacekeeping and peacemaking

Conflict Resolution

Types of conflict

Theoretical and practical concerns

Methods used to resolve conflict

Peace-building

Interpersonal psychological strategies for peace making/building

Role of psychologist in peace building

Reconciliation and issues of forgiveness

Peace building personally, socially, globally and environmentally

Psychologists making a difference

Reducing trauma

Peace practices

Peace Psychology in Asia

How Asia can contribute to world peace psychology

Future of peace psychology in Asia with special reference to Pakistan

Recommended Books

Abrahams, N. (2001). *Intimate violence*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century*. Upper Saddle Creek, NJ: Prentice-Hall.

Borris, E., & Diehl, P. F. (1998). *Forgiveness, reconciliation, and the contribution to international peacekeeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping*. Westport, CT: Praeger Publishers.

Christie, D. J., Wagner, R. V., & Winter, D. (2001). *Introduction to peace psychology*. In D. J. Christie, R. V. Wagner, & D. Winter (Eds.), *Peace, conflict, and violence: Peace psychology in the 21st century* (pp. 1-13). Upper Saddle Creek, NJ: Prentice-Hall.

Fisher, R., Schneider, A. K., Borgwardt, E., & Ganson, B. (1997). *Coping with international conflict*. Upper Saddle River, N.J.: Prentice-Hall.

Langholtz, H. J. (1998). *The evolving psychology of peacekeeping*. In H. J. Langholtz (Ed.). *The psychology of peacekeeping* (pp. 3-16). Westport, CT: Praeger Publishers.



BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-483	Clinical Psychology-II	3	VIII
Year	Discipline		
	Applied Psychology		

Course Objectives

- To provide students an opportunity to have theoretical as well as practical knowledge of Clinical Psychology
- To help students gain an understanding of the diagnostic and assessment procedures in Clinical Psychology
- To help students understand models and intervention techniques of Clinical Psychology

Course Outcome

At the completion of the course, the student will be able to:

- differentiate Clinical Psychology with other fields
- understand the diagnostic and assessment procedures in Clinical Psychology
- understand models and intervention techniques used by a Clinical Psychologist

Course Contents

Cognitive Behaviour Therapy

Introduction to cognitive behaviour therapy
Basic principles in cognitive behavior therapy
Techniques of cognitive behaviour therapy

Rational Emotive Behaviour Therapy

Introduction to Rational Emotive Behavior Therapy
Healthy and unhealthy negative feelings in REBT
Cognitive techniques in REBT: Disputing and its types, Rational Coping Statements, Modeling, Referenting, Cognitive Homework, Proselytizing, Reframing, Stop and Monitor
Emotive/Experiential techniques in REBT: Rational Emotive Imagery, Forceful Coping Statements, Role Playing and Reverse Role Playing, Humor, Encounter Exercises
Behavioral techniques in REBT: Reinforcements and Penalties, Shame Attacking Exercises, Skill Training, Paradoxical Homework, Relapse Prevention, In Vivo Desensitization

Recommended Books

- Edelstein, M. R. & Steele, D. R. (1997). *Three minute therapy: Change your thinking, change your life*. UK: Sussex Publishers.
- Edi, G. M. R. (2010). *Clinician's guide to posttraumatic stress disorder*. NJ: Wiley.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology*. UK: Oxford University Press.
- Edi, N. K. (2010). *Cognitive and behavioral theories in clinical practice*. NY: The Guilford Press.
- Ellis, A., & Maclaren, C., (1998). *Rational emotive behavior therapy: A therapist's guide*. USA: Impact Publishers.
- Ellis, A., & Becker, M.I. (1982). *A guide to personal happiness*. USA: Melvin Powers.
- Falender, C. A. (2012). *Getting the most out of clinical training and supervision*. Washington: American Psychological Association.

- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). UK: Wiley Blackwell.
- Jongsma, A. E. & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner (Practice Planners)*. NJ: Wiley.
- Kewley, G. (2011). *Attention deficit hyperactivity disorder* (3rd ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2008). *Introduction to clinical psychology* (7th ed.). NY: Prentice Hall.
- Miltenberger, R. (1997). *Behavior modification: Principles and procedures*. U.S.A: Brooks/Cole publishing Company
- Shorvon, S. (2010). *Handbook of epilepsy treatment* (3rd ed.). UK: Wiley-Blackwell.
- Sink, C. (2011). *Mental health interventions for school counselor*. Australia: Brooks/Cole.
- Spiegler, M. D. & Guevremont, D. C. (1998). *Contemporary behavior therapy* (3rd ed.). USA: Brooks/Cole Publishing Company
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