



BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 471	Experimental Psychology	3	VII
Year	Discipline		
4	Applied Psychology		

Course Objectives

- to provide conceptual understanding of experimental psychology and acquaint them with latest research in the areas of learning, perception, and memory; to develop an experimental/investigative approach among students

Course Outcome

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

- design, conduct and report lab experiments both on human participants.

Course Contents

Introduction to Experimental Psychology

An overview of experimental psychology

Experimental report writing

Psychophysics

Importance of psychophysics

Psychophysical methods

Theory of signal detection

Sensation

The five senses: vision, hearing and other senses.

Psychophysics: Absolute threshold, signal detection theory, just noticeable differences and sensory adaptation.

Methods of measurement

Perception

Definition of perception, relationship of perception and sensation, learning and socio cultural factors in perception.

Perceptual organization, the Gestalt Laws of organization

Depth perception, perception of movement

Perceptual illusions. Perception of time

Cognitive processes/ Thinking

Reasoning & decision-making

Problem solving & creative thinking

Information processing, executive functioning, multi-tasking

Learning and Conditioning

Definition of learning, Difference between learning, instinctive behavior, habituation and sensitization

Classical conditioning: Pavlovian or Classical Conditioning: the nature and acquisition of classically conditioned responses (CR), Maintenance and extinction of classically conditioned responses, Factors in classical conditioning, theories of conditioning, Secondary conditioning, generalization, Application of classical conditioning.

Operant conditioning: Thorndike's law of effect, the basis of operant conditioning: acquisition, nature and schedules of reinforcement, generalization and discrimination, extinction & Partial Reinforcement Effect (PRE)

Factors, theories, and application of operant conditioning

Memory

Defining memory, Sensory memory, short-term memory, long-term memory, measurement of memory and forgetting

Current Research on memory

Reconstruction of memory

Motivation

Theories of motivation by Helson and Atkinson

Designing an Experiment

Recommended Books

Boring, E. (2007). *History of experimental psychology*. India: Cosmo Publications

Broadbent, D. E (1998). *Perception and communication*. (2nd ed.). London: Pergamon press.

Carter, P. & Russell, K. (2012). *Ultimate IQ tests* (2nd ed.). USA: Viva Books

Chance, P. (2003). *Learning and behavior* (5th ed.). Belmont, CA: Thomson Wadsworth.

Goldstein, F. (1995). *Sensation and perception*. NY: McGraw Hill..

Kimble, G. (1994). A new formula for behaviorism. *Psychological Review*, 1994, 101, 254-258.

Leahay, J. (1998). *Learning and cognition*. New York: Willey series in psychology.

Matlin, P. (1998). *Cognition*. UK: Routledge and Kagan Paul.

Osgood, C. F. (1995). *Methods and theory in experimental psychology*. New York: Oxford. University Press.

Postman, L. & Egan, J.P. (2007). *Experimental psychology: An introduction*. India: CBS Publishers & Distributors.

Stevens, S. S. (1998). *Handbook of experimental psychology*. London: John Wiley.

Watson, J. B. (1994). Reprint of psychology as behaviorist views it. *Psychological Review*, 101, 248-253.



BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-472	Lab Experiments	2	VII
Year	Discipline		
4	Applied Psychology		

Course Objective

To train students in designing, conducting and reporting lab experiments both on human and animal subjects;

Course Contents

The students should be required to do at least 10 experiments. New experiments can be designed as new evidence from research comes in. Classical experiments can be replicated.

Conditioning Experiments with Pigeons

Shaping

Discrimination

Schedules of reinforcement

Extinction and spontaneous recovery

Rate of responding as a function of motivation

Human learning, memory and Cognition

Learned helplessness

Encoding techniques/Mnemonics

Emotional conditioning

Problem solving

Hearing/auditory threshold

Reaction time

Taste and smell (experiments should be designed by the instructor)

Cutaneous senses (two-point touch threshold)

Weber's Law

Auditory memory span for digits

Level of aspiration as a result of achievement

Zeigarnik effect(with non-sense syllables)

Incidental learning versus intentional learning (with non-sense syllables)



BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-473	Clinical Psychology-I	3	VII
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

Introduction

Historical background

Allied fields: Counseling, Health Psychology, Neuropsychology

Characteristics of a clinical psychologist

Research in Clinical Psychology

Design in Clinical Research

Ethics in Clinical research

On Becoming a Clinical Psychologist

Characteristics of effective clinical psychologist

Role & responsibilities of a clinical psychologist

Personal values of clinical psychologist

Professional Ethics

Assessment in Clinical Settings

How to conduct clinical interview/ case history

Mental Status Examination

Diagnostic assessment: Use of tests, scales and inventories

Behavior Therapy

Introduction to behavior therapy

Operationally defining, observing and recording behavior

Functional analysis/ABC model

Introduction, rationale, procedure, clinical applications and demonstration of behavior techniques: Reinforcement, Differential reinforcement, Chaining, Shaping, Prompting and fading, Modeling, Extinction, Punishment, Stimulus control / discrimination and

generalization; Token economy; activity schedule / mastery & pleasure/graded task assignment, Relaxation exercise, Thought stopping, systematic desensitization, Assertiveness training, Exposure therapy, Covert assertion, Covert sensitization

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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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.
