UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Vice-Chancellor has, in exercise of the powers vested in him under Section 15(3) of the University of the Punjab Act, 1973 and in anticipation of approval of the relevant bodies, approved the recommendations of the Director, Institute of Applied Psychology and Dean, Faculty of Behavioral & Social Sciences regarding approval of Syllabus/Courses alongwith Eligibility Criteria for BS 5th to 8th Semester in Applied Psychology Program (in replacement of M.Sc.) w.e.f. the Academic Session 2022 at the Institute of Applied Psychology

The Syllabus/Courses alongwith Eligibility Criteria for BS 5th to 8th Semester are attached herewith, vide Annexure 'A' & 'B'.

Sd/-
Muhammad Rauf Nawaz
Registrar

Admin. Block,
Quaid-i-Azam Campus,
Lahore.

No. D/ 4639 /Acad.

Dated: 17-06-2022.

Copy of the above is forwarded to the following for information and further necessary action: -

1.   Pro. Chancellor
     Minister of Education, Govt. of Punjab, Lahore.
2.   Members of the Syndicate
3.   Dean, Behavioral & Social Sciences
4.   Director, Institute of Applied Psychology
5.   Controller of Examinations
6.   Director, IT
7.   Secretary to the Vice-Chancellor
8.   Secretary to the Pro-Vice-Chancellor
9.   Secretary to the Registrar
10. Admin Officer Syndicate (with File)

Nazhar
Assistant Registrar (Academic)
for Registrar

Program Title: BS (5th Semester) Applied Psychology Program (2021-22 and Onwards) (for the Institute of Applied Psychology, University of the Punjab and Affiliated Colleges)

Department: Institute of Applied Psychology

Faculty: Faculty of Behavioral and Social Sciences

1. Department Mission

The mission of the Institute of Psychology is to uphold the commitment to academic excellence by indulging in psychological research, excellent teaching and unconditional community services. The passion is to accentuate collated efforts to discover, synthesize, and transmit knowledge. Our aim is to inspire students, change lives and collaborate efforts to produce thriving psychologists who could contribute in community's welfare. The Institute expanded its' horizon and degree programs diversified into BS (4-Years), MSc, M.Phil Applied Psychology, MS Health Psychology and PhD Applied Psychology Program, calibrated in alignment to international standards.

2. Introduction

The Institute expanded its' horizon and degree programs diversified into BS (4-Years), MSc, M.Phil Applied Psychology, MS Health Psychology and PhD Applied Psychology Program, calibrated in alignment to international standards. Due to wider popularity of IAP, huge number of admission request are received, authenticating it as most preferred Institute for Psychology studies in Pakistan. The Institute of Applied Psychology is located alongside the beautiful Lahore Canal, in the Quaid-e-Azam Campus of the University of the Punjab. The Institute of Applied Psychology extends scenic view and immaculate sight to feast the eyes of eager learners of psychology.

3. Program Introduction

The BS [5th Semester (2 Years)] Applied Psychology (Regular/Self Supporting) program is a specialized degree in Applied Psychology which gives students knowledge and practical exposure related to theory of psychology, research in psychology, applied areas of psychology with specialization in one of the areas, practical exposure and skills related to theory, research and practice of psychology in various domains of human behavior.

4. Program Objectives

The objectives of this program are to provide the students with wide-ranging theoretical, practical and methodological competencies in the field of psychology that would enable them to
- understand the concept, theories and methods of psychology
- develop the ability to understand human behavior, thought processes, developmental processes, and predict them
- develop a knowledge base of human behavior across the broad areas of psychology.
- become aware of the applications of psychology in the professions associated with psychology.
- be equipped with research methods and techniques to plan and conduct basic/applied research within the domain of psychology
- continue higher education and advance the basic knowledge of psychology studied at associate degree level and get a degree equivalent to four years BS program
- be prepared as professionals in teaching, research and helping others within the fields of clinical, counseling, organizational, forensic and so on.

5.   Market Need / Rationale of the Program
This program is intended to replace the old MSc Applied Psychology Program and will be offered for the students who have completed their 14 years of education from a college/institute with psychology as an elective subject/major/specialization. These students can join in 5th Semester of the BS Program and will study the courses at par with regular BS (4-Years) Applied Psychology program last two years. This program will help students earn a degree in the field of psychology and will deepen their understanding of human behavior, enhance their career in helping and developing others and will develop a strong research background and understanding of the scientific foundation of psychology with strong applicability for personal life, society and employment.

a) **Potential Students for the program**
   The candidates having studied first two years of their associate degree with psychology as major in colleges with minimum marks/CGPA and age as per university's admission policy.

b) **Potential Employers**
   The potential employers of the BS Applied Psychology program are government departments including health sector (psychologists in hospitals/clinics/community centers/rehabilitation centers), education sector (including teaching positions, student counselors/psychologists for schools, colleges and HEIs), armed forces selection/training centres, police and forensic department, human resource management departments, private sector industries and organizations, NGOs working for special populations/rehabilitation/ policy making etc., and other private sector organizations.

c) **Academic Projections**
   BS Applied Psychology is a nationally and internationally recognized degree with a clear cut scope and potential employability.

d) **Faculty**
   Institute of Applied Psychology, University of the Punjab has permanent faculty members with expertise in various fields within the discipline of psychology with qualifications from national and international reputed organizations and diverse and vast experience in teaching, research and practice of psychology. A detail of the faculty along with their areas of expertise is given below at point no. 12.

e) **Physical Facilities**
   Institute of Applied Psychology, University of the Punjab has large infrastructure and resources available to run the program. The institute was already offering MSc program for both Morning and Replica students; so the facilities will now be available to the BS 5th Semester students. These facilities include well equipped classrooms, library, computer lab, practical laboratories and testing/research labs. All classrooms have multimedia and other audio visual facilities. The computer lab has computers with required software, internet facility for all students, and trained IT staff. The library has a huge collection of books, journals and other digital resources. The institute has a large auditorium with 200+ seating capacity and separate conference room as well. A separate testing lab has a huge collection of standardized psychological tests for academic use.

6.   Admission Eligibility Criteria

The admission eligibility criteria for admission in BS (5th Semester) Applied Psychology Program is as under:

Eligibility:

B.A / B.Sc / Associate Degree with Psychology/Applied Psychology as an Elective Subject (200 Marks)

Admission Criteria: As per University rules. Basic + Marks in Applied Psychology / Psychology.

The students admitted against reserved seats must fulfill the requirement of having passed Applied Psychology/Psychology as an elective subject of 200 marks in B.A/B.Sc/ Associate Degree.

Hafiz-e-Quran: 20 Marks
Merit Formula:
Academic Record: 100%

7.   Duration of the Program

2-Years (4 Semesters).

8.   Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category (Credit Hours)					
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	Semester Load
5	9	4		4		1	**20**
6	8	4		3		1	**18**
7	8	2		3	2	1	**16**
8	7	2		3	1	1	**18**
PU							
HEC Guidelines							
Difference (HEC & PU)							

9. **SCHEME OF STUDIES / SYLLABI / SEMESTER-WISE WORKLOAD**
    BS (5th Semester) Applied Psychology Program (2021-22 and Onwards)

Sr. #	Code	Course Title	Course Type	Credit Hours
5th SEMESTER				
1.	HQ-005	Translation of Holy Quran	Compulsory	0
2.	APSY-351	Psycho-Pathology	Foundation	3
3.	APSY-352	Schools and Perspectives in Psychology	Foundation	3
4.	APSY-353	Psychological Assessment	Foundation	3
5.	APSY-354	Psychological Assessment (Practical)	Foundation	1
6.	APSY-355	Research Methods-I	Major	3
7.	APSY-356	Research Methods-I (Practical)	Major	1
8.	APSY-357	Statistics in Psychology	Major	3
9.	APSY-358	Developmental Psychology	Major	3
Total Credit Hours				**20**
Sr. #	**Code**	**Course Title**	**Course Type**	**Credit Hours**
6th SEMESTER				
1.	HQ-006	Translation of Holy Quran	Compulsory	1
2.	APSY-361	Research Methods-II	Major	3
3.	APSY-362	Research Methods-II (Practical)	Major	1
4.	APSY-363	Personality and Individual Differences	Foundation	3
5.	APSY-364	Biological Basis of Behavior	Foundation	3
6.	APSY-365	Biological Basis of Behavior (Practical)	Foundation	1
7.	APSY-366	Quantitative Data Analysis	Major	3
8.	APSY-367	Introduction to Social Psychology	Foundation	3
Total Credit Hours				**18**
Sr. #	**Code**	**Course Title**	**Course Type**	**Credit Hours**
7th SEMESTER				
1.	HQ-007	Translation of Holy Quran	Compulsory	0
2.	APSY-471	Health Psychology	Major	3
3.	APSY-472	Experimental Psychology	Foundation	3
4.	APSY-473	Lab Experiments	Foundation	1
5.	*APSY-474	Elective-I	Elective	3
6.	*APSY-475	Elective-II (Practicum/Case Reports)	Elective	3
7.	**APSY-476	Research Thesis	Major	4
8.	APSY-477	Educational Psychology	Major	3
Total Credit Hours				**16**
Sr. #	**Code**	**Course Title**	**Course Type**	**Credit Hours**
8th SEMESTER				
1.	HQ-008	Translation of Holy Quran	Compulsory	1
2.	APSY-481	Positive Psychology	Major	3
3.	APSY-482	Peace Psychology	Major	3
4.	*APSY-483	Elective-III	Elective	3
5.	*APSY-484	Elective-IV (Practicum/Case Reports)	Elective	3
6.	APSY-485	Active Citizenship/Voluntary Work/ Community Work	Foundation	1
7.	**APSY-476	Research Thesis	Major	4
Total Credit Hours				**18**

Total Course Credit Hrs.: 72

* Elective Courses within the Major:
1. Clinical Psychology
2. Counseling Psychology
3. Organizational Psychology
4. Forensic Psychology
5. Neuropsychology
6. Psychology of Aging
7. Human Resource Management
8. Sports Psychology
9. Military Psychology
10. Disaster and Trauma Management
11. Family Psychology

**Carried over from Semester-VII to Semester-VIII; therefore, credit hours deducted from the credit hours of Semester-VII.

Total Course Credit Hrs.: 72

10. **Award of Degree**
    Degree awarding criteria stating:
    CGPA percentage required to Qualify:

    As per University Semester Rules a student must have obtained a minimum Cumulative Grade Point Average of 2.00.

    Thesis/ Project / Internship:
    Thesis Compulsory

    Any other requirement, e.g. Comprehensive examination (if applicable):
    Comprehensive Examination not applicable.

11. **NOC from Professional Councils (if applicable)**
    Not applicable.

12. **Faculty Strength**

Degree	Area/Specialization	Total
Ph.D		**11**
1. Prof. Dr. Rafia Rafique	Health Psychology & Clinical Psychology	
2. Prof. Dr. Farah Malik	Clinical Psychology & Forensic Psychology	
3. Prof. Dr. Najma Najam (*Professor Emeritus*)	Neuropsychology & Applied Psychology	
4. Dr. Iram Fatima	Social Psychology & Clinical Psychology	
5. Dr. Fatima Kamran	Health Psychology & Clinical Psychology	
6. Dr. Saima Ghazal	Decision Making & Organizational Psychology	
7. Dr. Afsheen Masood	Child Psychology & Developmental Psychology	
8. Dr. Omama Tariq	Health Behavior & Clinical Psychology	
9. Dr. Mujeeba Ashraf	Social Psychology & Clinical Psychology	
10. Dr. Afifa Anjum	Positive Psychology & Counseling Psychology	
11. Dr. Tahira Mubashar	Organizational Psychology	
MS/M.Phil		**01**
1. Ms. Shazia Qayyum	Organizational Psychology, Experimental Psychology	
M.Sc		**01**
1. Mr. Faiz Younas	Gender Psychology & Social Psychology	
Total		

13. **Present Student Teacher Ratio in the Department**

Total Student	Total Teacher	Ratio
310	13	24/1 for Regular Program

5th Semester   **Credit Hours: 20**

Course Code: HQ-005   **Credit Hours: 0**
Course Title: Translation of Holy Quran   **(Compulsory Course)**

Contents:

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Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Course Code: APSY- 351   **Credit Hours: 3**
Course Title: Psycho-Pathology   **(Foundation Course)**

Introduction
The course provides an overview of the nature and history of abnormal behaviour and includes the predominant models underlying our understanding of abnormality. Detailed descriptions and empirical research relating to a range of clinical problems, specifically enlisted in Diagnostic and Statistical Manual of Mental Disorders (DSM-V) form the core of the course. Presentations of clinical problems are supported by outside speakers or video based illustrations. There is an emphasis upon empirical evidence relating to the epidemiology, aetiology, and treatment of the clinical problems covered during the course.

Course Objectives
1. This course aims to familiarize the students with the basic concepts of Abnormal Psychology; about historical developments and current status of Abnormal Psychology; main systems of classification and diagnosis, symptomatology, diagnostic criteria and etiological factors of different psychological disorders.

Learning Outcomes
On completion of the course, the students will be able to:
1. Become acquainted with the use of the DSM 5- based diagnosis and students will also be able to learn differential diagnosis with the knack of identifying the clinical features of the disorder.
2. Examine clinical manifestations, epidemiology, etiology, treatment, course and prognosis of selected disorders.
3. Identify physical / organic problems that can cause or exacerbate emotional and interpersonal problems.

Contents

Unit-I

1.1   Introduction to Abnormal Psychology
1.1.1   Criteria of normality and abnormality
1.1.2   Diagnostic classification system-DSM & ICD: Different editions and revisions

Unit-II

2.1   History of Abnormal Psychology
2.1.1   Dark ages &demonology; Greeks, Romans and Middle ages
2.1.2   Nineteenth & twentieth centuries: Current status and controversies

Unit-III

3.1   Psychopathology
3.1.1   Schizophrenia spectrum and other psychotic disorders
3.1.2   Bipolar and related disorders
3.1.3   Depressive disorders
3.1.4   Anxiety disorders
3.1.5   Obsessive compulsive and related disorders
3.1.6   Trauma and stressor related disorders
3.1.7   Dissociative disorder
3.1.8   Somatic symptoms and related disorders

3.1.9   Gender dysphoria
3.1.10 Substance related and addictive disorders
3.1.11 Personality disorders

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books:**

American Psychological Association. (2010). *Diagnostic and statistical manual of mental disorders 5*. Author.
Barlow, D. H. (2012).*Abnormal psychology* (6th ed.). Australia: Wadsworth.
Barlow, D. H. (2010).*Textbook of abnormal psychology.* Australia: Cengage Learning.
Barlow, D.H. (2001).*Abnormal psychology: An integrative approach* (3rd ed.). USA: Wadsworth Publishing.
Blaney, M. T. & Davis, P. H.(1999). Oxford *textbook of psychopathology*. Open University press.
Butcher, J., Mineka, S., Hooley, J.M. (2003).*Abnormal psychology*. (12th ed.). USA: Pearson Allyn& Bacon.
Carlson, R. C, Butcher, J. N. & Mineka, S. (1998). *Abnormal psychology and modern life*. USA: Pearson Allyn & Bacon.
Comer, R. J. (2011). *Fundamentals of abnormal psychology,* (6th ed.). New York. Wards Worth Publishers.
Davison, G. C & Neale, J. M.(2001). *Abnormal psychology*, (8th ed.). UK: John Wiley and Sons.
Durand, V. M. (2010). *Essentials of abnormal psychology* (5th ed.). Australia: Wadsworth.
Isabel, A. J. (2013). *Textbook of Abnormal Psychology.* New Delhi: Random Export.
Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.
Levak, R. W. (2011). *Therapeutic feedback with the MMPI-2*. NY: Routledge.
Mash, E. J. (2010). *Abnormal child psychology* (4th ed.). Australia: Wadsworth.

- **Journal Articles / Reports**

Luyten, P., Campbell, C., Allison, E., & Fonagy, P. (2020). The mentalizing approach to psychopathology: State of the art and future directions. *Annual review of clinical psychology*, *16*, 297-325.

Smoller, J. W., Andreassen, O. A., Edenberg, H. J., Faraone, S. V., Glatt, S. J., & Kendler, K. S. (2019). Psychiatric genetics and the structure of psychopathology. *Molecular psychiatry*, *24*(3), 409-420.

Sydnor, V. J., Larsen, B., Bassett, D. S., Alexander-Bloch, A., Fair, D. A., Liston, C., ... & Satterthwaite, T. D. (2021). Neurodevelopment of the association cortices: Patterns, mechanisms, and implications for psychopathology. *Neuron*, *109*(18), 2820-2846.

Widiger, T. A., Sellbom, M., Chmielewski, M., Clark, L. A., DeYoung, C. G., Kotov, R., ... & Wright, A. G. (2019). Personality in a hierarchical model of psychopathology. *Clinical Psychological Science*, *7*(1), 77-92.

Wright, A. G., & Woods, W. C. (2020). Personalized models of psychopathology. *Annual review of clinical psychology*, *16*, 49-74.

Zelazo, P. D. (2020). Executive function and psychopathology: A neurodevelopmental perspective. *Annual Review of Clinical Psychology*, *16*, 431-454.

Course Code: APSY-352   **Credit Hours: 3**
Course Title: Schools and Perspectives in Psychology   **(Foundation Course)**

Introduction
This module is designed to help students reflect on their studies of psychology by focusing on the historical foundations of the psychology and familiarize them with different schools and perspectives of psychology that offer basis for the modern approaches in psychology. Students will examine the scientific and conceptual underpinnings of psychology, tackling questions about the nature of scientific investigation and other fundamental debates through the history of psychology such as the relation of the mind to body, or how humans flourish.

Course Objectives
The main objectives of this course are to:
1. familiarize the students with history and foundations of psychology and also to familiarize them with different perspectives in Psychology.
2. provide students a comprehensive understanding of theoretical basis of human behavior i.e. basic concepts and application of major perspectives: Psychodynamic, Behavioristic, Cognitive, Humanistic, Existential, Gestalt and Islamic.

Learning Outcomes
Upon completion of this course, the students will be able to:
1. understand the basic concepts and application of different perspectives enabling them better understand explanation of human behavior as proposed by different perspectives.
2. apply theoretical knowledge about human behavior in the context of general and in their area of specialization in particular.
3. apply theoretical framework in their research projects.

Contents

Unit-I

1.1   Schools of Psychology
1.1.1   Brief history of psychology
1.1.2   Structuralism
1.1.3   Functionalism
1.1.4   Greek contribution/ Significant Philosophers

Unit-II

2.1   Introduction to Perspectives
2.1.1   Major assumptions, major contributors and basic concepts

Unit-III

3.1   Biological Perspective
3.1.1   Heredity
3.1.2   Genes and chromosomes
3.1.3   Endocrine glands

Unit-IV

4.1   Psychodynamic Perspective
4.1.1   Classical psychoanalysis (Sigmund Freud)
4.1.2   Neo-Freudians (Jung, Adler, Horney, Erickson)

Unit-V

5.1   Behavioristic Perspective
5.1.1   Classical conditioning (Pavlov)
5.1.2   Operant conditioning (Skinner)
5.1.3   Social learning (Bandura)

Unit-VI

6.1   Cognitive Perspective
6.1.1   Cognitive perspective by Aaron Beck
6.1.2   Cognitive perspective by Albert Ellis
6.1.3   Cognitive perspective of appraisal and coping
6.1.4   Cognitive and behavioral model

Unit-VII

7.1   Humanistic Perspective
7.1.1   Abraham Maslow
7.1.2   Carl Rogers

Unit-VIII

8.1   Existential Perspective
8.1.1   Thomas Szaz
8.1.2   Victor Frankel

Unit-IX

9.1   Gestalt Perspective
9.1.1   Fritz Perls

Unit-X

10.1   Socio-Cultural Perspective

Unit-XI

11.1   Islamic Perspective in the light of teachings of Quran & Sunnah
11.1.1 IbnSina, Al-Ghazali, Ashraf Ali Thanvi

Unit-XII

12.1   Current Trends

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books:**

Brennan, F. J. (2003). *History and system of psychology*. USA: Prentice Hall.

Campo, J. E. (2009). *Encyclopedia of Islam*. USA: Info base Publishing

Hergenhahn, B. R. (2008). *An Introduction to the history of psychology*. (5th ed.). UK: Cengage Learning

Leahy, T. A. (1998). *History of modern psychology*. (2nd ed.). New Jersey: Prentice Hall.

Pervin, L.A. (2003). *The science of personality*. (2nd ed.). UK: Oxford University press.

Schultz, D.P. & Schultz, S. E. (2007).*A history of modern psychology*. Orlando, USA: Harcourt Brace College press.

Sharif, M. M. (1983). *A history of Muslim philosophy*. Germany: Alinger Hcmalrerlag, New York: Harcourt Press.

Tavris, C. & Wade, C. (2001). *Psychology in perspective.*(3rd ed.). USA*:* Prentice Hall
    Ymey, W. & King, D. B. (2003). *A history of psychology: Ideas and context* (3rd ed.). Boston: Harcourt Press.

- **Journal Articles / Reports:**

DeRobertis, E. M., & Bland, A. M. (2020). Lifespan human development and "the humanistic perspective": A contribution toward inclusion. *The Humanistic Psychologist*, *48*(1), 3.

Feest, U. (2021). Gestalt psychology, frontloading phenomenology, and psychophysics. *Synthese*, *198*(9), 2153-2173.

Novick, J. M., Bunting, M. F., Engle, R. W., & Dougherty, M. R. (Eds.). (2019). *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development*. Oxford University Press, USA.

Pill, S., & Hyndman, B. (2018). Gestalt psychological principles in developing meaningful understanding of games and sport in physical education. *Journal of Teaching in Physical Education*, *37*(4), 322-329.

Strle, G. (2021). Realist and Cognitive Perspectives on Meaning and Semantics. *Traditiones*, *50*(2), 17-34.

Tan, H. S. G., & House, J. (2018). Consumer acceptance of insects as food: Integrating psychological and socio-cultural perspectives. In *Edible insects in sustainable food systems* (pp. 375-386). Springer, Cham.

Wong, P. T. (2020). Existential positive psychology and integrative meaning therapy. *International Review of Psychiatry*, *32*(7-8), 565-578.

Course Code: APSY- 353   **Credit Hours: 3**
Course Title: Psychological Assessment   **(Foundation Course)**

Introduction
This course aims to introduce students to the principles and practice of psychological assessment. Students will become familiar with the uses, applications, strengths and limitations of a variety of assessment instruments and methods and will learn rules in both assessment planning and administration. The course will focus on a number of widely used assessment techniques and tests of intellectual ability, work aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment. Students will also learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations.

Course Objectives
The objective of this course is to:
1. provide students' knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests.
2. enable students understand rational, administration, scoring and interpretation of psychological tests.

Learning Outcomes
Upon completion of this course the students will be able to:
1. demonstrate theoretical and practical knowledge of psychological testing and test construction.
2. administer, score and interpret results of different psychological tests.

Contents

Unit-I

1.1   Psychological Test
1.1.1   Definition and nature of psychological test; Uses and types of psychological test
1.1.2   Psychological testing and assessment; Ethical, legal and professional issues in assessment

Unit-II

2.1   Test Construction and Standardization
2.1.1   Different taxonomies of test development; Types of items; General guidelines for writing items
2.1.2   Item writing and item analysis; Approaches of item writing; Types of item analysis
2.1.3   Item difficulty index, item discrimination index; Item response theory, item characteristics curve

Unit-III

3.1   Characteristics of a Test

3.1.1   **Reliability**
Concept of reliability; Types and measurement of reliability; Standard error of measurement
3.1.2   **Validity**
Meaning and purpose; Types and assessment of validity; Standard error of estimate

3.1.3 Test Norms
Definition and types of norms; Development of norms; Within group norms; Norm referenced test vs. criterion reference tests

Unit-IV

4.1 Types of Testing
4.1.1 Ability Testing
Intelligence – Nature and meaning/different viewpoints; types of intelligence tests:
Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale; Raven' Progressive matrices
4.1.2 Aptitude tests
4.1.3 Personality Testing
4.1.5 Objective Personality Testing
Minnesota Multiphase Personality Inventory (MMPI)
Sixteen Personality factors Questionnaire (16PF)
The Big Five Personality Traits
Eysenck Personality Questionnaire
4.1.6 Projective Techniques
Thematic Apperception Test (TAT), Rorschach Inkblot Test
House Tree Person (HTP), Sentence Completion Tests
4.1.7 Neuropsychological and Diagnostic Testing
Introduction to neuropsychological assessment
Types of neuropsychological tests: Halsted Battery, Luria Nebraska Battery, Dysexecutive Functioning test, Neurological Functioning inventory, Wisconsin Card sorting technique.
Assessing psychiatric conditions, anxiety, depression, OCD

Unit-V

5.1 Application of Testing

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books:**

Aiken, L. R. & Groth-Marnat, G. (2006).*Psychological testing and assessment*. UK: Allyn & Bacon, Inc.

Anastasi, A. (2010). *Psychological testing* (7th ed.). New Delhi: PHI Learning.

Cohen, R.J., & Swerdlik, M.E. (2005).*Psychological testing and assessment*. (6th ed.). New York: McGraw-Hill.

DeGregorio, R.A. (2007). *New developments in psychological testing*. NY: Nova Publishers

Domino, G. & Domino, M.L. (2006). *Psychological testing: An introduction*. (2nded.). UK: Cambridge University Press.

Edward,S.N. & Fawcet, C.R. (2010).*Essentials of testing &assessment.* USA: Brooks /Cole.

Goldfinger, K. (2010). *Psychological assessment and report writing*. Los Angeles: Sage.

Groth-Marnat, G. (2003). *Handbook of psychological assessment*. UK: John Wiley & Sons.

Loewenthal, K. M. (2001). *An introduction to psychological tests and scales*. USA: Psychology Press.

Neukrug, E. S. (2010). *Essentials of testing and assessment* (2nd ed.). Australia: Brooks/Cole.

Teglasi, H. (2010). *Essentials of TAT and other storytelling assessments* (2nd ed.). NJ: John Wiley and Sons.

Hogan, T. P. (2019). *Psychological testing: A practical introduction*. John Wiley & Sons.

Miller, L. A., & Lovler, R. L. (2018). *Foundations of psychological testing: A practical approach*. Sage publications.

- **Journal Articles / Reports**

Barkley, R. A. (2019). Neuropsychological testing is not useful in the diagnosis of ADHD: Stop it (or prove it)!. *The ADHD Report*, *27*(2), 1-8.

Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological assessment*, *31*(12), 1412.

Kyriazos, T. A., & Stalikas, A. (2018). Applied psychometrics: the steps of scale development and standardization process. *Psychology*, *9*(11), 2531.

Melson-Silimon, A., Harris, A. M., Shoenfelt, E. L., Miller, J. D., & Carter, N. T. (2019). Personality testing and the Americans with Disabilities Act: Cause for concern as normal and abnormal personality models are integrated. *Industrial and Organizational Psychology*, *12*(2), 119-132.

Plieninger, H., & Heck, D. W. (2018). A new model for acquiescence at the interface of psychometrics and cognitive psychology. *Multivariate behavioral research*, *53*(5), 633-654.

Watters, C. A., & Bagby, R. M. (2018). A meta-analysis of the five-factor internal structure of the Personality Inventory for DSM–5. *Psychological Assessment*, *30*(9), 1255.

Course Code: APSY-354   **Credit Hour: 1**
Course Title: Psychological Assessment (Practical)   **(Foundation Course)**

Introduction

This course aims to provide the students with opportunities for learning test development and administration along with report writing. The students will be provided hands on experience of constructing a test, and determine its psychometric properties. The course also aims to provide students practical experience of administration of psychological tests from different domains such as personality testing, intelligence testing, aptitude testing etc, scoring, interpreting and writing report following code of ethics.

Course Objectives

1. This course will provide hand on experience of constructing an achievement test, and determine its psychometric properties.
2. The course also aims to provide students practical experience of administration, scoring, interpreting and writing report following code of ethics.

Learning Outcomes

Upon completion of this course the student will be able to:
1. develop a test, standardize it and to determine its psychometric properties.
2. prepare complete profile of self and of another individual after administrating a complete test battery.
3. consult test manuals and follow instructions for administration, scoring and report writing.

Contents

Unit-I

1.1   Construction of an achievement test (objective type, MCQs): school level.

Unit-II

2.1   Administration of one test from each category i.e. aptitude, personality, ability, adjustment (self and other).

Unit-III

3.1   Writing report.

Assessment and Evaluation

Total Marks: 100
Each student will prepare a portfolio of the above and assessment and evaluation will be carried out by an external examiner on the basis of portfolio and viva voce.

Suggested Readings:

- **Books:**

Aiken, L. R. & Groth-Marnat, G. (2006).*Psychological testing and assessment*. UK: Allyn & Bacon, Inc.
Anastasi, A. (2010). *Psychological testing* (7th ed.). New Delhi: PHI Learning.
Cohen, R.J., & Swerdlik, M.E. (2005).*Psychological testing and assessment*. (6thed.). New York: McGraw-Hill.

DeGregorio, R.A. (2007). *New developments in psychological testing*. NY: Nova Publishers.

Domino, G. & Domino, M.L. (2006). *Psychological testing: An introduction*. (2nded.). UK: Cambridge University Press.

Edward,S.N. & Fawcet, C.R. (2010). *Essentials of testing &assessment.* USA: Brooks /Cole.

Goldfinger, K. (2010). *Psychological assessment and report writing*. Los Angeles: Sage.

Groth-Marnat, G. (2003). *Handbook of psychological assessment*. UK: John Wiley & Sons.

Loewenthal, K. M. (2001). *An introduction to psychological tests and scales*. USA: Psychology Press.

Neukrug, E. S. (2010). *Essentials of testing and assessment* (2nd ed.). Australia: Brooks /Cole.

Teglasi, H. (2010). *Essentials of TAT and other storytelling assessments* (2nd ed.). NJ: John Wiley and Sons.

- **Journal Articles / Reports**

Canivez, G. L. (2019). Evidence-based assessment for school psychology: Research, training, and clinical practice. *Contemporary School Psychology*, *23*(2), 194-200.

Corey, D. M., & Ben-Porath, Y. S. (2020). Practical guidance on the use of the MMPI instruments in remote psychological testing. *Professional Psychology: Research and Practice*, *51*(3), 199.

Duffy, R. D., Gensmer, N., Allan, B. A., Kim, H. J., Douglass, R. P., England, J. W., ... & Blustein, D. L. (2019). Developing, validating, and testing improved measures within the Psychology of Working Theory. *Journal of Vocational Behavior*, *112*, 199-215.

McCord, J. L., Harman, J. L., & Purl, J. (2019). Game-like personality testing: An emerging mode of personality assessment. *Personality and Individual Differences*, *143*, 95-102.

Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). The problem of bias in psychological assessment. In *Mastering Modern Psychological Testing* (pp. 573-613). Springer, Cham.

Rozgonjuk, D., Schmitz, F., Kannen, C., & Montag, C. (2021). Cognitive ability and personality: Testing broad to nuanced associations with a smartphone app. *Intelligence*, *88*, 101578.

Woldeab, D., & Brothen, T. (2019). 21st Century assessment: Online proctoring, test anxiety, and student performance.

Course Code: APSY-355   **Credit Hours: 3**
Course Title: Research Methods-I   **(Major Course)**

Introduction

This course introduces students to the basic principles of research methods in Psychology. The focus of the course is on students learning how to plan research in psychology, with an emphasis on student-centered activities and problem solving. Students will learn about such key concepts as the scientific method, conceptualizing research, operationalizing constructs, developing hypotheses, sampling and data collection techniques, non-experimental quantitative research designs and the ethics of research.

Course Objectives

This course aims to:

1. familiarize students with major concepts of research methodology i.e. from generating research idea to data collection, analysis and interpretation of findings.
2. the course aims to develop scientific reasoning and understanding of link between theory and empirical investigation.
3. equip them with expertise of examining strengths and weaknesses of methodologies drawn from qualitative and quantitative traditions.
4. enable students make choices of appropriate methods to plan and execute research projects.

Learning Outcomes

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

1. knowledge of research concepts and processes and they will be able to critically evaluate different research methods.
2. make decisions and follow steps involved in designing and executing a research plan.
3. design, conduct, analyze and interpret findings of an empirical investigation.
4. read through and evaluate research papers in scientific journals.
5. identify ethical concerns in a research study.

Contents

Unit-I

1.1 Introduction
1.1.1 Goals and Assumption of Scientific Methods; Salient features of scientific method
1.1.2 Limitations of the use of Scientific Method in Psychology; Types of Research: Basic
1.1.3 Applied: Qualitative & Quantitative; From theory to testable hypothesis; Variables and measurement

Unit-II

2.1 Sources of Research Ideas
2.1.1 Observation, Theory, Searching the literature, Personal Interest

Unit-III

3.1 How to Conduct Literature Review
3.1.1 Professional review, Literature review, online literature search: Science Direct, Ebscohost,
3.1.2 Blackwell-Synergy, Psychinfo, Psycharticle, Medical Index, and other related data bases

Unit-IV

4.1 Formulation of a Hypothesis
4.1.1 Importance of Hypothesis; Types of Hypothesis; Formulation of Hypothesis
4.1.2 Characteristics of a good Hypothesis

Unit-V

5.1 Research Process/Steps in Research
5.1.1 Formulating Problems Statement; Operational Definitions of Concepts, Variables and Constructs
5.1.2 Variables and Types of variables; Introduction and Review of Research Literature
5.1.3 Theoretical Framework

Unit-VI

6.1 Sampling Methods
6.1.1 Selecting Research Participants; Sample Planning; Defining the population and sample;
6.1.2 Probability Sampling Methods: Simple random sampling; Systematic random sampling Stratified random sampling; Cluster sampling
6.1.3 Non-probability Sampling Methods: Quota sampling; Snow ball sampling; Purposive sampling
6.1.4 Convenience sampling

Unit-VII

7.1 Ethics in Psychological Research
7.1.1 APA Ethical Guidelines for Research with Humans; Ethics in planning research
7.1.2 Ethics in execution of research: Informed consent, Deception, Coercion, Anonymity, Risk assessment, Debriefing Ethics in Writing and Publishing: Plagiarism, reporting results, credit of authorship, Copyrights

Unit-VIII

8.1 Research Design and Quantitative Research
8.1.1 What is research design? Purpose of research design; Descriptive and Correlational research designs: Archival Research; Survey Research: Nature, goals, and basic steps
8.1.2 Types of Survey method: Mail survey, personal interviews, telephone survey.
8.1.3 Correlational research design types: Cross- sectional; longitudinal and Cross sequential research design

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.

| 2. | Formative Assessment | 25% | It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc. |
| 3. | Final Assessment | 40% | It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books:**

Breakwell, G. M. (2012). *Research methods in psychology* (4th ed.). Los Angeles: Sage.

Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.

Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.

Cooper, H. (2010). *Research synthesis and meta analysis* (4th ed.). Los Angeles: Sage.

Devellis, R. F. (2012). *Scale development* (3rd ed.). Los Angeles: Sage.

Evans, A. N. (2011). *Methods in psychological research* (2nd ed.). Los Angeles: Sage.

Flick, U. (2011).*Introducing research methodology*. Los Angeles: Sage.

Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.

Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.

Malhomes, V. (2010).*Applied research in child and adolescent development*. NY: Psychology Press.

Mcbride, D. M. (2013).*The process of research in psychology* (2nd ed.). Los Angeles: Sage.

McBurney, D. H. (1998). *Research methods* (4th ed.). Pacific Grove: Brooks/Cole Publishing Company.

Mook, D. G. (2001).*Psychological research: The ideas behind the methods*. New York. John Wiley & Sons.

Nestor, P. G. (2012). *Research methods in psychology*. Los Angless: Sage

Nestor,P., & Schutt, R. (2012).*Research methods in psychology: Investigating human behavior*. USA: Sage Publication.

Ray, W. J. (2000). *Methods toward a science of behavior and experience* (6th ed.). U.S.A: Wadsworth Thomson Learning.

Reis, H. T. & Judd, C. M.(2000). *Handbook of research methods in social and personality psychology*. United Kingdom: Cambridge University Press.

Shaughnessy, J. J., Zechmeister,E. B., & Zechmeister, J. S. (2005*).Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

Silverman, D. (2011). *Interpreting qualitative data* (4th ed.). Los Angeles: Sage.

Silverman, D. (2011). *Qualitative research* (3rd ed.). Los Angeles: Sage.

Stangor, C. (2011). *Research methods for the behavioral sciences* (4th ed.). Australia: WADSWORTH.

Willig, C. (2010). *Introducing qualitative research in psychology* (2nd ed.). New Delhi: Tata McGraw Hill

Frost, N. (2021). *Qualitative Research Methods in Psychology: Combining Core Approaches 2e*. McGraw-Hill Education (UK).

Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice*. Pearson UK.

Jhangiani, R. S., Chiang, I. C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology*. Kwantlen Polytechnic University.

- **Journal Articles / Reports**

Da Silva Frost, A., & Ledgerwood, A. (2020). Calibrate your confidence in research findings: A tutorial on improving research methods and practices. *Journal of Pacific Rim Psychology*, *14*.

Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, *22*(4), 969-1006.

Gibson, S., & Sullivan, C. (2018). A changing culture? Qualitative methods teaching in UK psychology. *Qualitative Psychology*, *5*(2), 197.

Goode, C. T., Lamoreaux, M., Atchison, K. J., Jeffress, E. C., Lynch, H. L., & Sheehan, E. (2018). Quantitative skills, critical thinking, and writing mechanics in blended versus face-to-face versions of a research methods and statistics course. *Teaching of Psychology*, *45*(2), 124-131.

Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S. (2018). The use of sampling methods in advertising research: A gap between theory and practice. *International Journal of Advertising*, *37*(4), 650-663.

Sassenberg, K., & Ditrich, L. (2019). Research in social psychology changed between 2011 and 2016: Larger sample sizes, more self-report measures, and more online studies. *Advances in Methods and Practices in Psychological Science*, *2*(2), 107-114.

Course Code: APSY-356   **Credit Hours: 1**
Course Title: Research Methods-I (Practical)   **(Major Course)**

Introduction
This course will develop the skills and knowledge required to understand and carry out research in psychology and the behavioural sciences. Students will have hands on experience on how to plan and carry out research in order to learn about out quantitative, qualitative, and mixed methodologies, how to sensibly formulate and investigate various kinds of research questions and how to interpret the findings of research.

Course Objectives
This course aims to:
1. familiarize students with major concepts of research methodology i.e. from generating research idea to data collection, analysis and interpretation of findings.
2. the course aims to develop scientific reasoning and understanding of link between theory and empirical investigation.
3. equip them with expertise of examining strengths and weaknesses of methodologies drawn from qualitative and quantitative traditions.
4. enable students make choices of appropriate methods to plan and execute research projects.

Learning Outcomes
At the completion of the course the student will be able to:
1. knowledge of research concepts and processes and they will be able to critically evaluate different research methods.
2. make decisions and follow steps involved in designing and executing a research plan.
3. design, conduct, analyze and interpret findings of an empirical investigation.
4. read through and evaluate research papers in scientific journals.
5. identify ethical concerns in a research study.

Contents

Unit-I

1.1   Mini Research Project
        A group of 3 to 5 students will conduct a mini research project based on quantitative method of investigation.

Teaching-learning Strategies
Assigned supervisor will meet the groups of students and explain them the method to conduct research and to write report on it according to APA.

Assessment and Evaluation
Total Marks: 100
Each student will prepare a research report and assessment and evaluation will be carried out by an external examiner on the basis of research report and viva voce.

Suggested Readings:

- **Books:**
Breakwell, G. M. (2012). *Research methods in psychology* (4th ed.). Los Angeles: Sage.
Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.
Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.

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Malhomes, V. (2010).*Applied research in child and adolescent development*. NY: Psychology Press.

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McBurney, D. H. (1998). *Research methods* (4th ed.). Pacific Grove: Brooks/Cole Publishing Company.

Mook, D. G. (2001).*Psychological research: The ideas behind the methods*. New York. John Wiley & Sons.

Nestor, P. G. (2012). *Research methods in psychology*. Los Angless: Sage

Nestor,P., & Schutt, R. (2012).*Research methods in psychology: Investigating human behavior.* USA: Sage Publication.

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Reis, H. T. & Judd, C. M.(2000). *Handbook of research methods in social and   personality psychology*. United Kingdom: Cambridge University Press.

Shaughnessy, J. J.,Zechmeister,E. B., & Zechmeister, J. S. (2005*).Research methods in psychology*. (5th ed.). Singapore: McGraw-Hill.

Silverman, D. (2011). *Interpreting qualitative data* (4th ed.). Los Angeles: Sage.

Silverman, D. (2011). *Qualitative research* (3rd ed.). Los Angeles: Sage.

Stangor, C. (2011). *Research methods for the behavioral sciences* (4th ed.). Australia: WADSWORTH.

Willig, C. (2010). *Introducing qualitative research in psychology* (2nd ed.). New Delhi: Tata McGraw Hill

Frost, N. (2021). *Qualitative Research Methods in Psychology: Combining Core Approaches 2e*. McGraw-Hill Education (UK).

Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice*. Pearson UK.

Jhangiani, R. S., Chiang, I. C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology*. Kwantlen Polytechnic University.

- **Journal Articles / Reports**

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Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, *22*(4), 969-1006.

Gibson, S., & Sullivan, C. (2018). A changing culture? Qualitative methods teaching in UK psychology. *Qualitative Psychology*, *5*(2), 197.

Goode, C. T., Lamoreaux, M., Atchison, K. J., Jeffress, E. C., Lynch, H. L., & Sheehan, E. (2018). Quantitative skills, critical thinking, and writing mechanics in blended versus face-to-face versions of a research methods and statistics course. *Teaching of Psychology*, *45*(2), 124-131.

Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S. (2018). The use of sampling methods in advertising research: A gap between theory and practice. *International Journal of Advertising*, *37*(4), 650-663.

Sassenberg, K., & Ditrich, L. (2019). Research in social psychology changed between 2011 and 2016: Larger sample sizes, more self-report measures, and more online studies. *Advances in Methods and Practices in Psychological Science*, *2*(2), 107-114.

Course Code: APSY-357　　　　　　　　　　　　　　　　**Credit Hours: 3**
Course Title: Statistics in Psychology　　　　　　　　　　**(Major Course)**

Introduction
The course is designed to help students develop the conceptual background and practical skills necessary to critically evaluate the statistics encountered in their coursework and in everyday life, and to begin conducting statistical analysis of empirical data. The goal will be to go beyond rote memorization of abstract formulas and for students to develop an appreciation for the critical role that statistics plays in psychological science, both research and practice.

Course Objectives
1. This course is designed to train the students in theoretical as well as applied statistics with particular reference of issues in psychological research. The statistical analysis is pivotal part of psychological research and students need to have a grasp over the concepts, theoretical rational of use of certain statistical analysis and also to learn to carry out these analyses.

Learning Outcomes
Upon completion of this course the student will be able to:
1. understand types of statistics and apply appropriate statistics keeping in view the type of data
2. apply statistical techniques for data analysis in accordance with objectives and hypotheses being formulated in research.

Contents

Unit-I

1.1　　Introduction
1.1.1　Defining statistics; Importance of statistics in Psychology; Descriptive statistics and graphic representation of data; Data: Types of data; Frequency distribution: Cumulative frequency distribution; Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart; Measures of central tendency; Measures of dispersion: Mean, Mode, and Median: Range, Mean Deviation, Quartile Deviation, Variance, and Standard Deviation

Unit-II

2.1　　Normal & Binomial Distribution
2.1.1　Normal distribution: Its properties and application: Binomial distribution: Its properties and application.

Unit-III

3.1　　Sampling Distributions and related concepts
3.1.1　Introduction, sample design and sampling frame, bias, sampling and non-sampling errors, sampling with and without replacement, Determining sample size, Sampling distributions for single mean and proportion, Difference of means and proportions.

Unit-IV

4.1　　　Testing Hypotheses

Unit-V

5.1 Inferential Statistics
5.1.1 Basic assumptions / rationale and when to use which inferential statistic
5.1.2 Critical Region, One Tailed & Two Tailed Tests
5.1.3 Type One and Type Two (I & II) Errors, Level of Significance: concept of alpha and P value

Unit-VI

6.1 Parametric Statistics
6.1.1 Rationale and basic considerations/ assumptions
6.1.2 t-test analysis: Independent sample, paired sample, one sample
6.1.3 Analysis of Variance: One way ANOVA, Two Way ANOVA
6.1.4 Correlation, Regression: Linear Regression, Multiple Regression
6.1.5 Correlation & Causation, Pearson Product moment Correlation, Z – Test

Unit-VII

7.1 Non Parametric Statistics
7.1.1 Rationale and basic considerations/ assumptions
7.1.2 Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)
7.1.3 Yates Correction, Non Parametric tests, Wilcoxan test, Mann Whitney test, Sign test, Kruskal Wallis

Teaching Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Alder, H.L. & Accsstes, E.B. (1999). *Introduction to probability and statistics*. San Francisco: Froeman and Company.

Boslaugh, S., & Watters, P. A. (2008). *Statistics in a nutshell: A desktop quick reference*. UK: O'Reilly Media.

Casella, G., & Berger, R. L. (2002). *Statistical inferences* (2nd ed.). Australia: Thomson Learning

Corder, G. W. (2009). *Nonparametric statistics for non-statisticians*. London: Wiley.

Downic, N. M. & Heath, R.W. (1990). *Basic statistical methods*. New York: Harcourt Brace & Jakanovich

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Los Angeles: Sage.

Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.

Gravetter, F. J., & Walliam, L. B. (2000).*Statistics for the behavioral sciences* (5th ed.). Australia: Wadsworth Thomson Learning

Gupta, S. (2009). *Business statistics*. India: Biyani Shikshan Samiti Retrieved from http://www.gurukpo.com/ADMIN/Bookpdf/23.pdf

Howell, D.(2002). *Statistical methods for psychology* (5th ed.). Singapore: Luxury Press.

King, B.M., *Minimum,* E.W. (2009). *Statistical reasoning in psychology and education* (3rd *ed.).* New York: John Wiley & Sons, Inc.

Klotz, J. H. (2006). *A computational approach to statistics*. UK: Wisconsin

Mangel, S. K. (2004). *Statistics in psychology and education* (2nd ed.). India; Prentice-Hall of India Pvt. Limited

McClane, J. T. (2000). *A first course in statistics* (7th ed.). USA: Prentice Hall

Moore, D. S., & McCabe, G. P. (1998).*Introduction to the practice of statistics* (3rd ed.). New York: Longmans.

Muhammad, F. (2005). *Statistical methods and data analysis*. Pakistan: Kitab Markaz

Neave, H. R. (2011). *Statistical tables: For mathematicians, engineers, economists, and the behavioral and management sciences* (2nd ed.). New York: George Allen & Unwin

Pelosi, M. K., & Sandifer, T. M. (2003). *Elementary statistics*. USA: John Wiley & Sons, Inc.

Sinha, B. J. (2000). *Encyclopedia of statistics, psychology and education*. New Jersey: Anmol Terry Sircich Upper Saddle River

Tabachnick, B. G. (2013). *Using multivariate statistics* (6th ed.). Boston: Pearson.

Weiers, R. M. (2011). *Introduction to business statistics* (7th ed.).USA: South Western Cengage Learning.

Winer, S.B. (1990). *Statistical principles in experimental design*. NY: McGraw Hill Book Company.

- **Journal Articles / Reports**

MacRae, A. W. (2019). Descriptive and inferential statistics. In *Companion Encyclopedia of Psychology* (pp. 1099-1121). Routledge.

Ferrari, C., Macis, A., Rossi, R., & Cameletti, M. (2018). Multivariate Statistical Techniques to Manage Multiple Data in Psychology. *OA J Behavioural Sci Psych*, *1*(2), 180006.

Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2018). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV Full Test Battery: Implications for CHC application in school psychology. *School Psychology Quarterly*, *33*(2), 235.

Peneva, I., & Yordzhev, K. Study on: Essence and Conditions for Application of Parametric and Nonparametric Statistical Methods. *Recent Advances in Science and Technology Research*, 115.

Myers, N. D., Ntoumanis, N., Gunnell, K. E., Gucciardi, D. F., & Lee, S. (2018). A review of some emergent quantitative analyses in sport and exercise psychology. *International Review of Sport and Exercise Psychology*, *11*(1), 70-100.

Kelter, R. (2021). Analysis of type I and II error rates of Bayesian and frequentist parametric and nonparametric two-sample hypothesis tests under preliminary assessment of normality. *Computational Statistics*, *36*(2), 1263-1288.

Howard, G. S. (2019). The present and future of methodology and statistics in psychology. *The Humanistic Psychologist*, *47*(1), 26.

Amrhein, V., Trafimow, D., & Greenland, S. (2019). Inferential statistics as descriptive statistics: There is no replication crisis if we don't expect replication. *The American Statistician*, *73*(sup1), 262-270.

Trafimow, D., & MacDonald, J. A. (2017). Performing inferential statistics prior to data collection. *Educational and Psychological Measurement*, *77*(2), 204-219.

MacRae, A. W. (2019). Descriptive and inferential statistics. In *Companion Encyclopedia of Psychology* (pp. 1099-1121). Routledge.

Pek, J., Wong, O., & Wong, A. (2018). How to address non-normality: A taxonomy of approaches, reviewed, and illustrated. *Frontiers in psychology*, *9*, 2104.

Course Code: APSY- 358   **Credit Hours: 3**
Course Title: Developmental Psychology   **(Major Course)**

Introduction
This course is the study of human development throughout life span, starting from prenatal development to the geriatric changes and challenges. The course covers nature and scope of developmental psychology, research methods and ethical issues related to the lifespan development, theoretical issues related to physical, psychological, moral, cognitive and social development, role of important socio-environmental factors like parenting, family, social occupational contexts, and problematic behaviors/disorders during lifespan.

Course Objectives
1. The course will provide students insight about the major developmental mile stones and stages of development.
2. This course will enable students to think critically about the developmental issues such as parenting styles, identity crisis, family& culture.
3. It would also help develop an understanding of Developmental theories and their application in the Pakistani cultural context.

Learning Outcomes
Upon completion of this course the student will be able to:
1. identify major developmental milestones.
2. think critically about the developmental issues.
3. apply knowledge from Development theories in the Pakistani cultural context.

Contents

Unit-I

1.1   Introduction
1.1.1   Nature and scope of developmental psychology
1.1.2   Historical perspective of developmental psychology
1.1.3   Research methods for studying developmental changes
1.1.4   Ethical issues in research on developmental psychology

Unit-II

2.1   Theories of Development
2.1.1   Freud's psychoanalytic theory
2.1.2   Erik Erikson's psychosocial stages of development
2.1.3   Piaget's theory of cognitive development
2.1.4   Vygotsky's socio cognitive cultural theory
2.1.5   Kohlberg's theory of moral development

Unit-III

3.1   Prenatal Development
3.1.1   Prenatal development phases
3.1.2   Genetic influences in development
3.1.3   Prenatal environmental influences

Unit-IV

4.1 Infancy
4.1.1 Physical development
4.1.2 Cognitive development in infancy with reference to Piaget's theory
4.1.3 Language development in infancy
4.1.4 Socio emotional development in infancy

Unit-V

5.1 Childhood
5.1.1 Early, Middle and Late Childhood with reference to Physical development, Emotional development, Cognitive development in childhood with reference to Piaget's theory and Personality development (role of familial and extra familial influences)

Unit-VI

6.1 Adolescence
6.1.1 Physical development, Emotional development, Cognitive development in adolescence with reference to Piaget's theory, Social, emotional and Personality development, Identity formation in adolescence; Problems and disturbances in adolescence

Unit-VII

7.1 Early Adulthood
7.1.1 Physical development
7.1.2 Occupational adjustments
7.1.3 Family adjustments

Unit-VIII

8.1 Middle Adulthood
8.1.1 Physical changes
8.1.2 Social adjustments
8.1.3 Occupational adjustments
8.1.4 Familial adjustments

Unit-IX

9.1 Gerontology
9.1.1 Physical changes
9.1.2 Challenges faced by the elderly; Old age Disorders
9.1.3 The elderly and death

Unit-X

10.1 Developmental Psychopathology
10.1.1 Neurodevelopmental disorders
10.1.2 Disorder of Childhood

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual

information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Berger, K. S. (2012). *The developing person through the life span.* New York: Worth Publishing Company.

Brofenbrenner, V. (1972).*Influences on human development*. The Dresden Press, Inc.

Craig, J. G. (1996). *Human development* (7th ed.). New Jersey: Prentice Hall Publishing Co.

Crain, W. (2011).*Theories of development* (6th ed.). Boston: Prentice Hall.

Crain, W. (2010).*Theories of development: Concepts and applications*. (6th ed.). New York: Pearson Higher Education Inc.

Dacey, J. S., & Travers, J. F. (2004). *Human development*. (5th ed.). Boston: McGraw-Hill

Dehn, M. J. (2010). *Long term memory problems in children and adolescents*. New Jersey: John Wily and Sons.

Feldman, R. (2003). *Development across the life span* (3rd ed.).New York: Prentice Hall Publishers.

Freiberg, K. L. (1992). *Human development*. (4th ed.). London: Jones & Bartlett Publishers.

Kail, R. V. (2013).*Human development*. (6th ed.). Australia: Wadsworth.

Malhomes, V. (2010).*Applied research in child and adolescent development*. NY: Psychology Press.

Moshman, D. (2011). *Adolescent rationality and development* (3rd ed.). NY: Psychology Press.

Rathus, S. A. (2011). *Childhood and adolescence* (4th ed.). Australia: Wadsworth.

Rice, P. F. (1998). *Human development: A life span approach.* (3rd ed.). New Jersey: Prentice Hall Inc.

Santrock, J. W. (2002). *Life span development.* New York: McGraw Hill Inc.

Santrock,J. W. (2010). *Life span development.*(13th ed.).New York: McGraw Hill Inc.

Wear, C. (1994). *Developmental psychopathology* (3rd ed.). NY: McGraw Hill.

Sandmen, W. J. (1997).*Human development* (6th ed.). New York: McGraw Hills Co.

- **Journal Articles / Reports**

Beauchaine, T. P., Constantino, J. N., & Hayden, E. P. (2018). Psychiatry and developmental psychopathology: Unifying themes and future directions. *Comprehensive Psychiatry*, *87*, 143-152

Dimitrova, R., Fernandes, D., Malik, S., Suryani, A., Musso, P., & Wiium, N. (2021). The 7Cs and developmental assets models of positive youth development in India, Indonesia and Pakistan. In *Handbook of Positive Youth Development* (pp. 17-33). Springer, Cham.

Kline, M. A., Shamsudheen, R., & Broesch, T. (2018). Variation is the universal: Making cultural evolution work in developmental psychology. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *373*(1743), 20170059.

Orth, U., & Robins, R. W. (2019). Development of self-esteem across the lifespan.

Richardson, P. W., & Watt, H. M. (2018). Teacher professional identity and career motivation: A lifespan perspective. In *Research on teacher identity* (pp. 37-48). Springer, Cham.

Smolak, L., & Levine, M. P. (2019). Critical issues in the developmental psychopathology of eating disorders. In *Understanding eating disorders* (pp. 37-60). Taylor & Francis.

Terrie, E. M. (2018). Adolescence-limited and life-course-persistent offending: A complementary pair of developmental theories. In *Developmental theories of crime and delinquency* (pp. 11-54). Routledge.

Tucker-Drob, E. M. (2019). Cognitive aging and dementia: a life-span perspective. *Annual review of developmental psychology*, *1*, 177-196.

6th Semester   **Credit Hours: 18**

Course Code: HQ-006   **Credit Hours: 1**
Course Title: Translation of Holy Quran   **(Compulsory Course)**

Contents:

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Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Course Code: APSY- 361 **Credit Hours: 3**
Course Title: Research Methods-II **(Major Course)**

Introduction

This course combines lectures from Research Methods in Psychology-I with a focus on advancing of knowledge through designing research plans. The focus is on students learning how to do research in psychology, with an emphasis on different forms of quantitative experimental research designs and qualitative research designs. The students will also learn about principles of scientific research report writing and publishing.

Course Objectives

1. The main objective of this course is to cover research designs, methodologies and measurement strategies. The course will also include report writing as per APA format.

Learning Outcomes

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

1. apply theoretical knowledge to select appropriate research design to plan and execute research project.
2. write research proposal and research thesis keeping in mind APA format.

Contents

Unit-I

1.1 Experimental Research Designs
1.1.1 Experimental method: Control and variability, logic, characteristics.
1.1.2 Independent measures designs/ between group design
1.1.3 Alternative independent group design
1.1.4 Methodological issues: Individual differences; assigning conditions
1.1.5 Repeated measures designs/ within group design

Unit-II

2.1 Quasi – Experimental designs
2.1.1 Brief overview of Retrospective/ Ex Post Facto Design; Prospective Quasi- Experimental design
2.1.2 Time Series Designs; Event- Specific Alignment Designs; Twin Studies and Adoption Studies

Unit-III

3.1 Factorial Research Designs
3.1.1 Small N Designs; Classical, After- Only, Before- After No Control Group, Crossover, Solomon Four-group research design

Unit-IV

4.1 Qualitative Research Methods
4.1.1 Introduction to Ethnography
4.1.2 Introduction to Phenomenology
4.1.3 Introduction to Grounded Theory

Unit-V

5.1   Research Report Writing & Publishing Research
5.1.1   The structure of a research report based on APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citation

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.
Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Creswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approach.*UK: Sage Publications

Edmonds, W.,& Kennedy, T. (2013).*An applied reference guide to research designs: Quantitative, qualitative, and mixed methods*. UK: Sage Publications

Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.

Mook, D.G. (2001). Psychological Research: The Ideas behind the Methods. New York.

Nachmias, C.F. & Nachmias, D. (1992).Research Methods in the social sciences (4th ed.). London: St. Martin's Press, Inc.

Ray, W. J. (2000). Methods toward a Science of Behavior and Experience (6[th]ed), U.S.A: Wadsworth Thomson Learning.

Reis, H. T. & Judd, C.M.(2000). Handbook of Research Methods in Social and Personality Psychology. United Kingdom, Cambridge University Press.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005).*Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

- **Journal Articles / Reports**

Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist*, *73*(7), 899.

Kemp, A. H., & Fisher, Z. (2021). Application of Single-Case Research Designs in Undergraduate Student Reports: An Example From Wellbeing Science. *Teaching of Psychology*, 00986283211029929.

Ledford, J. R., Barton, E. E., Severini, K. E., & Zimmerman, K. N. (2019). A primer on single-case research designs: Contemporary use and analysis. *American journal on intellectual and developmental disabilities*, *124*(1), 35-56.

Larkin, M., Shaw, R., & Flowers, P. (2019). Multiperspectival designs and processes in interpretative phenomenological analysis research. *Qualitative Research in Psychology*, *16*(2), 182-198.

McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*, *57*, 1-8.

Nahum-Shani, I., & Dziak, J. J. (2018). Multilevel factorial designs in intervention development. *Optimization of Behavioral, Biobehavioral, and Biomedical Interventions*, 47-87.

Possi, M. (2020). Analysis of Single-Subject Research Designs in Special Needs Education: Some Examples for Application. *Papers in Education and Development*, *37*(1).

Willig, C. (2019). What can qualitative psychology contribute to psychological knowledge? *Psychological Methods*, *24*(6), 796.

Course Code: APSY- 362   **Credit Hours: 1**
Course Title: Research Methods-II (Practical)   **(Major Course)**

Introduction

The aim of this course is to develop student skills in research methods through the extension and application of skills developed in the research methods courses. Students will be taught to apply their emerging research skills to practical research problems. Important skills will include developing research problems, data collection, being able to and apply appropriate statistical methods; and extension exercises in which students have to demonstrate their ability to learn new techniques not previously taught. An important element of this course will be a project that requires the formal involvement in a research process.

Course Objectives

1. The main objective of this course is to cover research designs, methodologies and measurement strategies. The course will also include report writing as per APA format.

Learning Outcomes

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

1. apply theoretical knowledge to select appropriate research design to plan and execute research project.
2. write research proposal and research thesis keeping in mind APA format.

Contents

Unit-I

1.1   Mini Research Project

A group of 3 to 5 students will conduct a mini research project based on quantitative method of investigation.

Teaching-learning Strategies

Assigned supervisor will meet the groups of students and explain them the method to conduct research and to write report on it according to APA format.

Assessment and Examinations:

Total Marks: 100
Each student will prepare a research report and assessment and evaluation will be carried out by an external examiner on the basis of research report and viva voce

Suggested Readings:

- **Books**

Creswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approach.*UK: Sage Publications

Edmonds, W.,& Kennedy, T. (2013).*An applied reference guide to research designs: Quantitative, qualitative, and mixed methods*. UK: Sage Publications

Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.

Mook, D.G. (2001). Psychological Research: The Ideas behind the Methods. New York.

Nachmias, C.F. & Nachmias, D. (1992).Research Methods in the social sciences (4th ed.). London: St. Martin's Press, Inc.

Ray, W. J. (2000). Methods toward a Science of Behavior and Experience (6[th]ed), U.S.A: Wadsworth Thomson Learning.

Reis, H. T. & Judd, C.M.(2000). Handbook of Research Methods in Social and Personality Psychology. United Kingdom, Cambridge University Press.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005).*Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

- **Journal Articles / Reports**

Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist*, *73*(7), 899.

Kemp, A. H., & Fisher, Z. (2021). Application of Single-Case Research Designs in Undergraduate Student Reports: An Example From Wellbeing Science. *Teaching of Psychology*, 00986283211029929.

Ledford, J. R., Barton, E. E., Severini, K. E., & Zimmerman, K. N. (2019). A primer on single-case research designs: Contemporary use and analysis. *American journal on intellectual and developmental disabilities*, *124*(1), 35-56.

Larkin, M., Shaw, R., & Flowers, P. (2019). Multiperspectival designs and processes in interpretative phenomenological analysis research. *Qualitative Research in Psychology*, *16*(2), 182-198.

McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*, *57*, 1-8.

Nahum-Shani, I., & Dziak, J. J. (2018). Multilevel factorial designs in intervention development. *Optimization of Behavioral, Biobehavioral, and Biomedical Interventions*, 47-87.

Possi, M. (2020). Analysis of Single-Subject Research Designs in Special Needs Education: Some Examples for Application. *Papers in Education and Development*, *37*(1).

Willig, C. (2019). What can qualitative psychology contribute to psychological knowledge?. *Psychological Methods*, *24*(6), 796.

Course Code: APSY-363   **Credit Hours: 3**
Course Title: Personality and Individual Difference   **(Foundation Course)**

Introduction
This course is an introduction to the theoretical approaches to understanding personality. The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Students will understand examine key theorists and theories including psychoanalytic, neopsychoanalytic, humanistic, trait, biological, behaviorist, and social-cognitive approaches. Perspectives on personality are applied to personal and social issues.

Course Objectives
This course aims to:
1. cover different perspectives and theories explaining personality. Main concepts and principles, explanation of personality development, assessment, and proposed interventions will be covered in this course.
2. application of personality theories to understand individual differences (nomothetic and idiographic patterns of behaviors).

Learning Outcomes
Upon successful completion of this course, the student is expected to:
1. Comprehend classical theories, their major postulates, concepts, assessment and interventions proposed by different theorists. They will be able to make compare different theories and be able to comprehend human personality in the light of different perspectives.
2. explain how key aspects of personality and individual differences contribute to understanding human behaviour.

Contents

Unit-I

1.1   Introduction to Personality
1.1.1   Definition and meanings of personality
1.1.2   Components of a personality theory
1.1.3   Objective and projective tests of personality and their use
1.1.4   Interviewing
1.1.5   Issues in measurement, such as reliability and validity

Unit-II

2.1   The Psychoanalytic Perspective
2.1.1   Basic Assumptions and main Proponents

Unit-III

3.1   Sigmund Freud
        Basic concepts: Personality structure: Three interacting systems; Personality development: Stages of Development; Personality dynamics and Defense mechanisms; Application of psychoanalytic theory: Assessment and Intervention; Critical Assessment and Examinations:
3.1.1   **Carl Jung**
        Basic concepts: Conscious and unconscious; Archetypes, personality typology, personality development; Assessment and Intervention; Critical Assessment and Examinations:

3.1.2 **Alfred Adler**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.3 **Karen Horney**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.4 **Erik Erikson**
Basic Concepts; Psycho-social stages of personality development; Assessment and Intervention
Identity crises
3.1.5 **Behaviourist, social learning, and cognitive approaches**
Major assumptions and main Proponents
3.1.6 **Skinner**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.7 **Bandura**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.8 **Aaron Beck**
Basic concepts; Assessment and Intervention; Critical Assessment and Examinations:
3.1.9 **Albert Ellis**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.10 **George Kelly**
Basic concepts; Personality as a system of constructs; Personality Development
Critical Assessment and Examinations:
3.1.11 **Dispositional and Trait Theories**
Major Assumptions and main Proponents
3.1.12 **Gordon Allport**
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
3.1.13 **Raymond Cattell**
Basic concepts; Assessment and Interventions; Critical Assessment and Examinations:
3.1.14 **Humanistic and Existentialist Approach**
Major Assumptions and main Proponents
3.1.15 **Rollo May**
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
3.1.16 **Abraham Maslow**
Basic concepts; Five basic human needs; Assessment and Interventions; Critical Assessment and Examinations:
3.1.17 **Carl Rogers**
Basic concepts; Personality development; Assessment and Intervention; Critical Assessment and Examinations:
3.1.18 **Biological Approach**
Major Assumptions and main Proponents
3.1.19 **Eysenck**
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:
3.1.20 **McCrae and Costa**
Basic Concepts; Personality traits; Assessment and Interventions; Critical Assessment and Examinations:

Unit-IV

4.1 **Individual Differences**
4.1.1 Individual differences in curiosity, sensation seeking and creativity

4.1.2   Individual differences in motivation
4.1.3   Individual differences in cognition
4.1.4   Individual differences in emotion
4.1.5   Individual differences in behaviour

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Allen, B. P. (1997). *Personality theories: Development, growth and diversity*. (2nd ed.). Boston: Allyn & Bacon.
Buss, D. M. (2004).*Evolutionary psychology: The science of mind* (2nd ed.). Boston: Allyn & Bacon.
Edi, P. R. S. (2011). *Human aggression and violence*. Washington: American Psychological Association.
Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.). New Jersey: Lawrence Erlbaum Associate Publishers.
Feist, J. (1985).*Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
Guindon, M. H. (2010). *Self esteem*. NY: Routledge.
Larsen, R. J. (2008). *Personality psychology* (3rd ed.). Boston: McGraw Hill.
Pervin, L. A., Cervone, D., & John, O. P. (2005).*Personality theory and research* (9th ed.). New York: John Wiley & Sons.

- **Journal Articles / Reports**

Antoine, P., Dauvier, B., Andreotti, E., & Congard, A. (2018). Individual differences in the effects of a positive psychology intervention: Applied psychology. *Personality and Individual Differences*, *122*, 140-147.

Boogert, N. J., Madden, J. R., Morand-Ferron, J., & Thornton, A. (2018). Measuring and understanding individual differences in cognition. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *373*(1756), 20170280.

Szalma, J. L. (2018). Individual differences in stress reaction. In *Performance under stress* (pp. 339-374). CRC Press.

Takahashi, T., Kawashima, I., Nitta, Y., & Kumano, H. (2020). Dispositional mindfulness mediates the relationship between sensory-processing sensitivity and trait anxiety, well-being, and psychosomatic symptoms. *Psychological reports*, *123*(4), 1083-1098.

Whiten, A., & van de Waal, E. (2018). The pervasive role of social learning in primate lifetime development. *Behavioral Ecology and Sociobiology*, *72*(5), 1-16.

Zacher, H., & Rudolph, C. W. (2021). Individual differences and changes in subjective wellbeing during the early stages of the COVID-19 pandemic. *American Psychologist*, *76*(1), 50.

Course Code: APSY-364 **Credit Hours: 3**
Course Title: Biological Basis of Behavior **(Foundation Course)**

Introduction
Biological Basis of Behavior is an advanced course in psychology that concerns with the relationship between the nervous system and behaviour. The goal of this course is to describe how psychological functioning is implemented in the nervous system. In this course, students will gain basic knowledge of the nervous system, be able to map psychological experience of both basic and complex behaviour underlying brain structure and neurotransmission, learn how the brain relies on chemicals and how subtle imbalance can result in psychiatric illness.

Course Objectives
1. This course will cover the underlying biological basis of human behavior including brain and glands.
2. It is designed to be an introductory course focusing on the relationship between the nervous system, structure and function of brain, glandular system and human behavior as well as implications of glands and nervous system in psychiatric disorders.

Learning Outcomes
It is expected that after completion of this course:
1. The student will possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, hormones.
2. The students will be able to understand the link between biological factors underlying human behavior and disorders.
3. It is designed to be an introductory course focusing on the relationship between the nervous system and behavior.

Contents

Unit-I

1.1 Introduction
1.1.1 Brief historical background, Current trends in the field of Behavioral neuroscience
1.1.2 Contribution of various areas and related disciplines

Unit-II

2.1 Structure and Function of Nervous System
2.1.1 Neurons and Glial cells: The neuron**:** neuronal characteristics, types, transmission and communication systems; Neuro anatomical directional terms and planes of reference
2.1.2 Structures of Nervous System, their functions and connections

Unit-III

3.1 Methods of studying the nervous system
3.1.1 Neurophysiological and Behavioral research methods of biopsychology

Unit-IV

4.1 Glands
4.1.1 Endocrine glands: type, functions and effects of hormones as produced by various glands in human body

Unit-V

5.1 The central nervous system
5.1.1 Fore brain, mid brain, hind brain; Spinal cord, peripheral nervous system; Autonomic nervous system

Unit-VI

6.1 Brain Damage & Neurological Disorders
Causes of brain damage: CVA, Head injury, Infections; Psychological implications of brain damage; Cerebrovascular Disorders, Tumors; Parkinson, Alzheimer, dementia, Epilepsy, Cerebral Palsy, Multiple Sclerosis etc. Chromosomal abnormalities; Psychiatric disorders with organic/ biochemical etiology: Mood Disorder, Anxiety Disorders, and Schizophrenia, Mental Retardation.

Unit-VII

7.1 Neurochemistry
7.1.1 Characteristics of neurotransmitters, neuromodulators and neuro-Hormones; Major neurotransmitters; Dopamine; Nor epinephrine; Serotonin; Acetylcholine; GABA
7.1.2 Glycine; Peptides (opiates); Introduction to Psychopharmacology

Unit-VIII

8.1 Brain and Behaviour

Unit-IX

9.1 Motivation and Emotions
9.1.1 Homeostasis; Involvement of brain and neurotransmitters in motivational behavior Aggression; Sleep and circadian rhythms (types and basic function); Injestive behaviors: eating and drinking.
9.1.2 **Emotions:** Hormonal changes in emotion; Involvement of brain regions and neurotransmitters in emotions

Unit-X

10.1 Learning, Memory and Amnesia
Involvement of brain regions and neurotransmitters in learning and memory; Memory disorders (Korsakov, Alzheimer's, Parkinson diseases etc)

Unit-XI

11.1 Neurophysiology of Speech
Factors in the development of speech; brain regions involved in speech; Speech abnormalities and speech disorders

Unit-XII

12.1 Neurophysiology of Addiction

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Beatty, J. (2000). *The human brain-essentials of behavioral neuroscience.* University of California: Sage Publications, Inc.
Beaumont, G. (1990). Understanding Neuropsychology, OUP.
Carlson, N. R. (2005). *Foundation of physiological psychology* (6th ed.). UK: Allyn and Bacon.
Greenwood. (1997). Neuro-psychological rehabilitation, USA: Psychology Press.
Kalat, J. W. (2001). *Biological psychology* (7th ed.).USA: Woodsworth.
Pinel, J. (1997). Bio-Psychology, 3rd Edition, Allyn& Bacon.
Pinel, J. P. (2006). *Biopsychology* (6th ed.). UK: Allyn and Bacon.
Smock, T. (1999). Physiological psychology. USA: Prentice-Hall.
Squire, L. (1990).Neuropsychology of Memory, Guilford Press, USA.
Watson, N.V.et al (2007).*Biological psychology*. (5th ed.). UK: Sinaver Associates.
Wilson, B. (1999). Neuropsychological rehabilitation. UK: Oxford University Press.

- **Journal Articles / Reports**

Espay, A. J., Aybek, S., Carson, A., Edwards, M. J., Goldstein, L. H., Hallett, M., ... & Morgante, F. (2018). Current concepts in diagnosis and treatment of functional neurological disorders. *JAMA neurology*, *75*(9), 1132-1141.
Keynejad, R. C., Frodl, T., Kanaan, R., Pariante, C., Reuber, M., & Nicholson, T. R. (2019). Stress and functional neurological disorders: mechanistic insights. *Journal of Neurology, Neurosurgery & Psychiatry*, *90*(7), 813-821.
Kirkland, A. E., Sarlo, G. L., & Holton, K. F. (2018). The role of magnesium in neurological disorders. *Nutrients*, *10*(6), 730.
Liang, S., Wu, X., & Jin, F. (2018). Gut-brain psychology: rethinking psychology from the microbiota–gut–brain axis. *Frontiers in integrative neuroscience*, *12*, 33.

Monje, M. (2018). Myelin plasticity and nervous system function. *Annual review of neuroscience*, *41*, 61-76.

Wagner, N. J., & Waller, R. (2020). Leveraging parasympathetic nervous system activity to study risk for psychopathology: The special case of callous-unemotional traits. *Neuroscience & Biobehavioral Reviews*.

Course Code: APSY-365   **Credit Hour: 1**
Course Title: Biological Basis of Behaviour (Practical)   **(Foundation Course)**

Introduction

This course focuses on the link between neuroscience and psychological functioning. This course is practical demonstration of the theory of Brain and behavior. The students will perform practicals to understand brain structure, functioning in normal individuals and how it is affected in case of disorders.

Course Objectives

1. This course will cover the underlying biological basis of human behavior.
2. It is designed to be a practical course focusing on the relationship between the nervous system, structure and function of brain, glandular system and human behavior as well as implications of glands and nervous system in psychiatric disorders.

Learning Outcomes

It is expected that after completion of this course:

1. The student will possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, hormones.
2. The students will be able to understand the link between biological factors underlying human behavior and disorders. It is designed to be an introductory course focusing on the relationship between the nervous system and behavior.

Contents

Unit-I

1.1.1   Basic neuro-anatomical directional terms and planes of reference
1.1.2   Dissection of Ruminant Brain
1.1.3   Physiological changes during stress
1.1.4   Administration of neuropsychological tests such as BGT, BVRT, NFI, Stroop test etc. and report writing of at least three patients suffering from Psycho-Physiological and Neurological disorders
1.1.5   Test report for each test should include one on a normal person and another on a patient suffering from any neurological disorder: Brain Tumor, Epilepsy, Cerebral Palsy, Mental Retardation etc.

Assessment and Evaluation:

Total Marks: 100
Each student will prepare a report and assessment and evaluation will be carried out by an external examiner on the basis of report and viva voce.

Suggested Readings:

- **Books**

Beatty, J. (2000). ***The human brain-essentials of behavioral neuroscience.*** University of California: Sage Publications, Inc.
Beaumont, G. (1990). Understanding Neuropsychology, OUP.
Carlson, N. R. (2005). *Foundation of physiological psychology* (6th ed.). UK: Allyn and Bacon.
Greenwood. (1997). Neuro-psychological rehabilitation, USA: Psychology Press.
Kalat, J. W. (2001). *Biological psychology* (7th ed.).USA: Woodsworth.
Pinel, J. (1997). Bio-Psychology, 3rd Edition, Allyn& Bacon.

Pinel, J. P. (2006). *Biopsychology* (6th ed.). UK: Allyn and Bacon.

Smock, T. (1999). Physiological psychology. USA: Prentice-Hall.

Squire, L. (1990).Neuropsychology of Memory, Guilford Press, USA.

Watson, N.V.et al (2007).*Biological psychology*. (5th ed.). UK: Sinaver Associates.

Wilson, B. (1999). Neuropsychological rehabilitation. UK: Oxford University Press.

- **Journal Articles / Reports**

Daniel, F., & Kapoula, Z. (2019). Induced vergence-accommodation conflict reduces cognitive performance in the Stroop test. *Scientific reports*, *9*(1), 1-13.

Erdodi, L. A., Sagar, S., Seke, K., Zuccato, B. G., Schwartz, E. S., & Roth, R. M. (2018). The Stroop test as a measure of performance validity in adults clinically referred for neuropsychological assessment. *Psychological Assessment*, *30*(6), 755.

Glees, P. (2019). Embryological and neuro-anatomical aspects of the cranio-cervical region. In *Diseases in the cranio-cervical junction* (pp. 13-26). De Gruyter.

Segabinazi, J. D., Pawlowski, J., Zanini, A. M., Wagner, G. P., Sbicigo, J. B., Trentini, C. M., ... & Bandeira, D. R. (2020). Age, education and intellectual quotient influences: Structural equation modeling on the study of benton visual retention test (BVRT). *The Spanish Journal of Psychology*, *23*.

Shakeri, S., Bidaki, R., Mirhosseini, H., & Kiani, M. (2021). The Comparing Bender-Gestalt Test and Quantitative Electroencephalography for Brain Trauma Diagnosis in Depressive and Attention Deficit Hyperactivity Disorders. *International Clinical Neuroscience Journal*, *8*(3), 144-148.

Van den Boogert, T., van Hoof, M., Handschuh, S., Glueckert, R., Guinand, N., Guyot, J. P., ... & Van De Berg, R. (2018). Optimization of 3D-visualization of micro-anatomical structures of the human inner ear in osmium tetroxide contrast enhanced micro-CT scans. *Frontiers in neuroanatomy*, *12*, 41.

Course Code: APSY-366 **Credit Hours: 3**
Course Title: Quantitative Data Analysis **(Major Course)**

Introduction
This course is basically quantitative data analysis through Statistical Package for Social Sciences (SPSS). This course aims to develop understanding of quantitative data analysis techniques commonly used and applicable to research hypotheses in the field of psychology, their applicability and how to run these analyses using SPSS. This will also cover basic features of SPSS and their step-by-step application and uses. This course will equip students with the ability to independently run the analysis appropriate for their research.

Course Objectives
1. The statistical analysis is an essential part of psychological research and students need to have a grasp over the concepts, theoretical rational to use certain statistical analysis and also to learn the procedure to carry out these analyses.
2. This course is designed to enhance their competence in using SPSS for data processing, entry, analysis and interpretation of output files and also to select and report analysis in form of table and be able to interpret the findings.

Learning Outcomes
After completion of the course the student will be able to:
1. Process research data, prepare variable view file, enter data, and select appropriate analysis as per type of data and hypotheses been formulated.
2. Interpret analysis output file, report results in form of tables and graphic form and interpret results in qualitative form in their research report, thesis and research article.

Contents

Unit-I

1.1   Introduction to Statistical Package for Social Sciences (SPSS)

Unit-II

2.1   Basic features of SPSS: Preparing Data for entering in SPSS; Preparing variable view file Entering statistical data in data view file; Computing and recoding techniques

Unit-III

3.1   Calculating descriptive statistics (Including Mean, Median, Mode and Standard deviation)

Unit-IV

4.1   Computing differences between two Means by t-test (Independent and matched samples)

Unit-V

5.1   Computing differences between Multiple Group using F-test (One-Way ANOVA)

Unit-VI

6.1 Computing relationship between variables (Correlation)

Unit-VII

7.1 Regression Analysis

Unit-VIII

8.1 Non parametric statistics
Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)
Yates Correction, Wilcoxan test, Mann Whitney -U test, Sign Rank test, Krushkal Wallis

Unit-IX

9.1 The process and interpretation of SPSS output in form of table and graphical form per APA format.

Teaching Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bryman, A. (2011). *Quantitative data analysis with IBM SPSS 17, 18 and 19*. London: Routledge.
Coakes, S. J. (2010). *SPSS version 17.0 for windows*. Australia: John Wiley & Sons.
Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Los Angeles: Sage.
Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.
Kinnear, P. R. (2010). *IBM SPSS statistics 18 made simple*. New York: Psychology press.

Maran, R. (1995).*Windows 95 simplified*. Foster City, C.A: IDG Books Worldwide, Inc.

Maran, R., & Wing, K. (1997). *Teach yourself word 97.* Foster City, C.A: IDG Books worldwide, Inc.

Nelson, K.Y. (1996*). Windows 95 is driving me crazy.* Berkeley, CA: Peach pit Press.

Person, R. (1993).*Using excel version 5 for windows.* Indianapolis: Que Corporation.

Rajathi, A., & Chandren, P. (2010). *SPSS for you.* India: MJM Publisher.

- **Journal Articles / Reports**

Durbarry, R. (2017). Analysing quantitative data using SPSS. In *Research Methods for Tourism Students* (pp. 219-248). Routledge.

Kafle, S. C. (2019). Correlation and Regression Analysis Using SPSS. *Management, Technology & Social Sciences*, 126.

Ong, M. H. A., & Puteh, F. (2017). Quantitative data analysis: Choosing between SPSS, PLS, and AMOS in social science research. *International Interdisciplinary Journal of Scientific Research*, *3*(1), 14-25.

Purwanto, A., Asbari, M., Santoso, T. I., Paramarta, V., & Sunarsi, D. (2020). Social and Management Research Quantitative Analysis for Medium Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik*, *10*(2), 518-532.

Deng, S., Dull, J., Finn, J., & Khair, S. (2019). SPSS Data Curation Primer. *Data Curation Network*. Retrieved from https://conservancy.umn.edu/handle/11299/202812

Koshmak, V., Hvatcev, A., Astahova, I., & Zuev, A. (2019, May). SAMPLES DISTINCTION BY PARAMETRIC AND NONPARAMETRIC STATISTICS IN SPSS. In *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference* (Vol. 5, pp. 374-382).

Course Code: APSY-367   **Credit Hours: 3**
Course Title: Introduction to Social Psychology   **(Foundation Course)**

Introduction

Social Psychology is the specialized branch of psychology. It studies the individuals and their interaction with the group. The basic purpose of this course is to introduce current concepts and theories that attempt to explain the behavior of the individual in society. Major topics include self in social world, social perceptions and roles, attitudes, social cognition, prejudice, aggression, and conformity and conflict resolution. Understanding of psychosocial theories and their implications is the core target of this course.

Course Objectives

1. The course will develop an insight in students about how people think, perceive and relate to others.
2. This will help in developing an understanding of the concepts related to self and how self-functions in social world.
3. This will also enable students to think critically about social processes, influences, relations and attitudes.
4. The course emphasizes on the understanding of application of Social Psychology concepts in the real life settings.

Learning Outcomes

After completion of the course the student will be able to:
1. Think critically about social processes, influences, relations and attitudes.
2. Understand the application of Social Psychology concepts in the real world.

Contents

Unit-I

1.1   Nature and Scope of Social Psychology
1.1.1   What is social psychology?
1.1.2   Social psychology and allied disciplines
1.1.3   Brief history of social psychology
1.1.4   Revisiting of Classical Experiments in social psychology

Unit-II

2.1   Research in Social Psychology
2.1.1   Correlational research
2.1.2   Experimental research
2.1.3   Surveys

Unit-III

3.1   Self in a Social World
3.1.1   Concept of self in social psychology
3.1.2   Components of self
3.1.3   Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions, guilt, shame and embarrassment

Unit-IV

4.1   Social Perception
4.1.1   Social cognition; person schemas, roles and scripts
4.1.2   Impression formation
4.1.3   Attribution; Bias in attribution, Research in attribution

Unit-V

5.1   Altruism and Aggression
5.1.1   Altruism: The motivation to help
5.1.2   Factors, rewards and costs of helping
5.1.3   Aggression: The motivation to harm
5.1.4   Frustration and aggression: Other views
5.1.5   Non-aggressive ways of conflict resolution

Unit-VI

6.1   Behavior and Attitudes
6.1.1   Attitude formation
6.1.2   Attitude change
6.1.3   Cognitive dissonance
6.1.4   Persuasive communication
6.1.5   Measurement of attitudes
6.1.6   Prejudice, stereotypes and discrimination

Unit-VII

7.1   Social Influence and Group Behavior
7.1.1   Nature of groups, group polarization
7.1.2   De-individuation, group cohesiveness, productivity and decision making,
7.1.3   Conformity, obedience and deviance, cultural and social norms
7.1.4   Leadership: Effective leadership
7.1.5   Theories of Leadership

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.

3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Baron ,R. A., & Byrne, D. (1997). *Social psychology*.(12th ed.). Boston: Allyn & Bacon

Baron, R. A., Branscombe, N. R., & Byrne, D. (2009).*Social psychology* (12th ed.). Boston, MA: Pearson/Allyn and Bacon.

Baumeister, R. F. (1999). *Self in social psychology*. USA: Taylor & Francis.

Crisp, R. J. (2010). *Essential social psychology* (2nd ed.). Los Angeles: Sage.

Edi., D. C. (2011). *Theories in social psychology*. UK: Wiley-Blackwell.

Edi., R. F. B. (2010). *Advanced social psychology*   NY: Oxford University Press.

Franzoi, S. L. (2008). *Social psychology* (5th ed.). New York: McGraw-Hill.

Healey, J. F. (2010). *Exploring social issues*. Los Angeles: Sage.

Horowitz, L. M. (2011). *Handbook of interpersonal psychology*. UK: John Wiley & Sons.

Kassin, S. (2011).*Social psychology* (8th ed.). Wadsworth: Wadsworth.

Knapp, H. (2010). *Introduction to social work practice*. Los Angeles: Sage.

Myers, D. G. (1996). *Social psychology.* NewYork: McGraw Hill Book Company.

Myers, D. G. (2012). *Social psychology* (11th ed.). New York: McGraw-Hill.

Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006).*Social psychology* (12th ed.). Englewood Cliffs, NJ: Prentice Hall.

- **Journal Articles / Reports**

Bergagna, E., & Tartaglia, S. (2018). Self-esteem, social comparison, and Facebook use. *Europe's journal of psychology*, *14*(4), 831.

Dang, J., & Hagger, M. S. (2019). Time to set a new research agenda for ego depletion and self-control. *Social Psychology*.

Doliński, D. (2018). Is psychology still a science of behaviour?. *Social Psychological Bulletin*, *13*(2), 1-14.

Karpen, S. C. (2018). The social psychology of biased self-assessment. *American journal of pharmaceutical education*, *82*(5).

Pellencin, E., Paladino, M. P., Herbelin, B., & Serino, A. (2018). Social perception of others shapes one's own multisensory peripersonal space. *Cortex*, *104*, 163-179.

Muldoon, O. T., Haslam, S. A., Haslam, C., Cruwys, T., Kearns, M., & Jetten, J. (2019). The social psychology of responses to trauma: Social identity pathways associated with divergent traumatic responses. *European Review of Social Psychology*, *30*(1), 311-348.

Whitt, S., Wilson, R. K., & Mironova, V. (2021). Inter-group contact and out-group altruism after violence. *Journal of Economic Psychology*, *86*, 102420.

7th Semester   **Credit Hours: 16**

Course Code: HQ-007   **Credit Hours: 0**
Course Title: Translation of Holy Quran   **(Compulsory Course)**

Contents:

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Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Course Code: APSY-471   **Credit Hours: 3**
Course Title: Health Psychology   **(Major Course)**

Introduction

This course is designed to equip students to start taking a more whole-person approach to understanding health and illness, studying social issues and aspects such as obesity, lifestyle and stress, relationship between behavior, psychological variables, and physical illness and health. A strong emphasis is placed on health psychology theory, research and applications focused on wellness promotion and the prevention and behavioral treatment of illness.

Course Objectives

1. To introduce the students to a new emerging branch of Psychology.
2. To introduce students to the basic terminology, avenues of research, and theoretical models in Health Psychology.
3. To develop an understanding of the application of principles of Psychology in learning and developing healthy and unhealthy behaviors.
4. To develop an understanding of the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement.

Learning Outcomes

Upon completion of this course the students will be able to:

1. understand health psychology concept and apply principles of Health Psychology in learning and developing healthy and unhealthy behaviors.
2. understand the psychological interventions appropriate for managing health conditions, for disease prevention, promoting health behaviors, and health enhancement.

Contents

Unit-I

1.1 Historical Background
1.1.1 Definition, development, and scope of Health Psychology; The modern concept of health and illness

Unit-II

2.1 Theoretical Models in Health Psychology
2.1.1 The Bio-Psychosocial Model; The Health Belief Model; Theory of Planned Behavior/ Reasoned Action; Trans theoretical Models/ Theories of behavior change; Psychoneuroimmunology model (PNI)

Unit-III

3.1 The Psychology of Health and Illness
3.1.1 **A brief introduction to:**
Psychophysiological Disorders; The immune system & Stress
3.1.2 **Psychological Factors Influencing Physical Health**
Illness Perceptions, Health Beliefs; Health Locus of Control; Doctor – patient communication; Compliance and Medication Adherence; Personality type & Health (The Big Five Traits and Health & Illness); Health beliefs, locus of control and self-efficacy

3.1.3 **Stress, Coping, and Health**
Models of stress: Seyle, Mason, and Lazarus; Stress and illness (Assessment of stress and identification of stressors); Stress management

3.1.4 **Application of Health Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles**
Risk factors, prevention, rehabilitation, and psychological interventions: Overview of common diseases such as Coronary heart disease (CHD), Cancer, Pain, AIDS, Diabetes Mellitus, Obesity and eating disorders: Bulimia and Anorexia Nervosa, Substance abuse disorders: Smoking and drinking, Arthritis

Unit-IV

4.1 Grief and Bereavement
4.1.1 Acceptance, adjustment and coping with chronic and terminal illnesses.

Unit-V

5.1 Working with the Community
5.1.1 Health promotion programs for public awareness and disease prevention

Unit-VI

6.1 Psychological Interventions in Health Psychology
6.1.1 In order to develop health promoting behaviors and adjustment to chronic physical conditions
6.1.2 Cognitive Behavior Therapy; and Counseling in Health Psychology set ups

<u>Teaching-learning Strategies</u>
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

<u>Assessment and Examinations:</u>

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

<u>Suggested Readings:</u>

- **Books:**

Bernard, L.C. & Krupat, E. (1994).*Health psychology: Biopsychological factors in health and illness*. New York; Harcourt Brace College Publishers.

Brannon, L. & Feist, J. (2004, 2010).*Health psychology: An introduction to behavior and health.* (5th ed.). USA: Wadsworth.

Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice – Hall.

Ewles. L. & Simnett, I. (1989). *Promoting health*: *A practical guide to health education*. Chichester: John Wiley & Sons.

Forshaw, M. (2002).*Essential health psychology*. London: Arnold.

Ogden, J. (2005) A Text book of Health Psychology.(6thed.).Open University Press

Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine.* Oxford: BPS Books.

Sanderson, C. A. (2004). *Health psychology*. USA: Wiley

Sanders, G. S., & Suls, J. (Eds.).(1982). *Social psychology of health and illness.* Hillsdale; Lawrance Erlbaum Associates Publishers.

Spacapan, S., & Oskamp, S. (Eds.). (1988). *The Social psychology of health and illness*. London: SAGE Publication.

- **Journal Articles / Reports**

Arden, M. A., & Chilcot, J. (2020). Health psychology and the coronavirus (COVID-19) global pandemic: A call for research. *British journal of health psychology*.

Dunne, S., Sheffield, D., & Chilcot, J. (2018). Brief report: Self-compassion, physical health and the mediating role of health-promoting behaviours. *Journal of health psychology*, *23*(7), 993-999.

Jennings, V., & Bamkole, O. (2019). The relationship between social cohesion and urban green space: An avenue for health promotion. *International journal of environmental research and public health*, *16*(3), 452.

Kokou-Kpolou, C. K., Fernández-Alcántara, M., & Cénat, J. M. (2020). Prolonged grief related to COVID-19 deaths: Do we have to fear a steep rise in traumatic and disenfranchised griefs?. *Psychological Trauma: Theory, Research, Practice, and Policy*, *12*(S1), S94.

McNeil, M. J., Baker, J. N., Snyder, I., Rosenberg, A. R., & Kaye, E. C. (2021). Grief and bereavement in fathers after the death of a child: A systematic review. *Pediatrics*, *147*(4).

Shaw, R. L., Bishop, F. L., Horwood, J., Chilcot, J., & Arden, M. (2019). Enhancing the quality and transparency of qualitative research methods in health psychology. *British journal of health psychology*, *24*(4), 739-745.

Course Code: APSY- 472   **Credit Hours: 3**
Course Title: Experimental Psychology   **(Major Course)**

Introduction

This course is designed to provide students with knowledge and conceptual understanding of experimental psychology. The course will equip students with understanding of historical developments in the field of experimental psychology, psychophysical methods, and important areas including sensation and perception, learning and memory, cognitive processes and motivation.

Course Objectives

1. To provide conceptual understanding of experimental psychology and acquaint them with latest research in the areas of learning, perception, and memory
2. To develop an experimental/investigative approach among students.

Learning Outcomes

1. Upon completion of the course the student will be able to understand and implement principles of psychophysics, and different human processes including sensation, perception, learning etc for understanding of human behavior
2. To design research to test the laws and relationships through experiments

Contents

Unit-I

1.1   Introduction to Experimental Psychology
1.1.1   An overview of experimental psychology; Key elements in Experimental report writing

Unit-II

2.1   Psychophysics
2.1.1   Importance of psychophysics; Psychophysical methods; Theory of signal detection

Unit-III

3.1   Sensation
3.1.1   The five senses: vision, hearing and other senses; Psychophysics: Absolute threshold, signal detection theory, just noticeable differences and sensory adaptation; Methods of measurement

Unit-IV

4.1   Perception
4.1.1   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

Unit-V

5.1   Cognitive processes/ Thinking
5.1.1   Reasoning & decision-making; Problem solving & creative thinking; Information processing, executive functioning, multi-tasking

Unit-VI

6.1   Learning and Conditioning
6.1.1   Definition of learning, Difference between learning, instinctive behavior, habituation and sensitization; Classical conditioning: Important explanation in Pavlovian or Classical Conditioning; Factors in classical conditioning; theories of conditioning; Secondary conditioning, generalization, Operant conditioning: Thorndike's law of effect, the basis of operant conditioning: acquisition, nature and schedules of reinforcement, generalization and discrimination, extinction; Factors, theories; application of classical and operant conditioning

Unit-VII

7.1   Memory
7.1.1   Defining memory, Sensory memory, short-term memory, long-term memory, measurement of memory and forgetting; Current Research on memory; Reconstruction of memory

Unit-VIII

8.1   Motivation
8.1.1   Leading Theories of motivation

Unit-IX

9.1   Designing an Experiment

<u>Teaching-learning Strategies</u>
Lectures, tutorials and semester work
<u>Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation</u>
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

<u>Assessment and Examinations:</u>

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **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.

- **Journal Articles / Reports**

De Gelder, B., Kätsyri, J., & de Borst, A. W. (2018). Virtual reality and the new psychophysics. *British Journal of Psychology*, *109*(3), 421-426.

Feest, U. (2021). Gestalt psychology, frontloading phenomenology, and psychophysics. *Synthese*, *198*(9), 2153-2173.

Flach, J. M., & Warren, R. (2018). Active psychophysics: The relation between mind and what matters. In *Global perspectives on the ecology of human-machine systems* (pp. 189-209). CRC Press.

Gaschler, R., Katsarava, M., & Kubik, V. (2020). Sensation and perception. *International Handbook of Psychology Learning and Teaching*, 1-26.

Sartori, R., & Costantini, A. (2020). From sensation to cognition: a perception-based training intervention for the development of relational competences in young Italian apprentices. *European Journal of Training and Development*.

Shiffrin, R. M. (2018). Short-term store: The basis for a memory system. In *Cognitive theory* (pp. 193-218). Psychology Press.

Wang, Q. (2021). The cultural foundation of human memory. *Annual review of Psychology*, *72*, 151-179.

Course Code: APSY-473   **Credit Hour: 1**
Course Title: Lab Experiments   **(Foundation Course)**

Introduction

A laboratory-based introduction to experimental methods used in psychological research, upon successful completion of this course, students will know how to formulate a hypothesis, design and conduct an experiment, analyze data using statistical methods, communicate the results of a scientific study through oral presentation and written manuscript, and carry out research studies under ethical guidelines. Students will be prepared to engage in advance research in fields including, but not limited to cognition, learning, perception and memory.

Course Objective

1. This course targets to train students in designing, conducting and reporting lab experiments both on human and animal subjects.

Learning Outcomes

Upon completion of the course the student will be able to
1. understand and implement principles of psychophysics, and different human processes including sensation, perception, learning etc for understanding of human behavior
2. design and conduct experiments to test the laws and relationships related to the above areas

Contents

Unit-I

1.1   Experiments
The students would 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.

Unit-II

2.1   Conditioning Experiments with Pigeons
2.1.1   Shaping, Discrimination, Schedules of reinforcement, Extinction and spontaneous recovery
2.1.2   Rate of responding as a function of motivation

Unit-III

3.1   Human learning, memory and Cognition
3.1.1   Learned helplessness; encoding techniques/Mnemonics; Emotional conditioning
3.1.2   Problem solving; Hearing/auditory threshold; Reaction time; Taste and smell (experiments should be designed by the instructor); Cutaneous senses (two-point touch threshold)
3.1.3   Weber's Law; Auditory memory span for digits; Level of aspiration as a result of achievement
3.1.4   Zeigarnik effect (with non-sense syllables); Incidental learning versus intentional learning (with non-sense syllables)

Assessment and Evaluation:

Total Marks: 100
Each student will prepare a report and assessment and evaluation will be carried out by an external examiner on the basis of report and viva voce.

Suggested Readings:

- **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.

- **Journal Articles / Reports**

Altmejd, A., Dreber, A., Forsell, E., Huber, J., Imai, T., Johannesson, M., ... & Camerer, C. (2019). Predicting the replicability of social science lab experiments. *PloS one*, *14*(12), e0225826.

Brenninkmeijer, J., Derksen, M., Rietzschel, E., Vazire, S., & Nuijten, M. (2019). Informal laboratory practices in psychology. *Collabra: Psychology*, *5*(1).

Honig, W. K. (2018). Studies of working memory in the pigeon. *Cognitive processes in animal behavior*, 211-248.

Igaki, T., Romanowich, P., & Sakagami, T. (2019). Experiments in psychology: Current issues in irrational choice behavior. In *Diversity of Experimental Methods in Economics* (pp. 79-115). Springer, Singapore.

Morehead, K., Dunlosky, J., Rawson, K. A., Blasiman, R., & Hollis, R. B. (2019). Note-taking habits of 21st century college students: implications for student learning, memory, and achievement. *Memory*, *27*(6), 807-819.

<u>Elective-I</u>

Course Code: APSY-474
Course Title: Clinical Psychology

Credit Hours: 3
(Elective Course)

<u>Introduction</u>
Clinical psychology is a field dealing with mental illnesses. This area encompasses assessment of psychopathologies, diagnosis using the framework of Diagnostic and Statistical Manual of Mental Disorders (DSM-V), understanding of different models explaining human behavior and mental illness and their application to psychological disorders and use of empirically validated treatments to alleviate suffering and to improve functioning.

<u>Course Objectives</u>
The main objectives of this course are:
1. To provide students an opportunity to have theoretical as well as practical knowledge of Clinical Psychology.
2. To help students gain an understanding of the diagnostic and assessment procedures in Clinical Psychology.
3. To help students understand models and intervention techniques of Clinical Psychology.

<u>Learning Outcomes</u>
Upon completion of the course, the student will be able to:
1. Differentiate Clinical Psychology from other fields of specializations.
2. Understand the diagnostic and assessment procedures in Clinical Psychology.
3. Understand models and intervention techniques used by a Clinical Psychologist.

<u>Contents</u>

Unit-I

1.1   Introduction
1.1.1   Historical background; Millstones Development in Clinical Psychology; Allied fields: Counseling, Health Psychology, Neuropsychology; Characteristics of a Clinical Psychologist

Unit-II

2.1   Research in Clinical Psychology
2.1.1   Research Designs in Clinical Research; Ethics in Clinical Psychology Research

Unit-III

3.1   On Becoming a Clinical Psychologist
3.1.1   Characteristics of effective clinical psychologist; Role & responsibilities of a clinical psychologist; Personal values of clinical psychologist; Professional Ethics

Unit-IV

4.1   Assessment in Clinical Settings
4.1.1   How to conduct clinical interview/ case history; Mental Status Examination; Mini Mental Status Examination; Diagnostic assessment: Use of tests, scales and inventories

Unit-V

5.1 Behavior Therapy

5.1.1 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

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **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* (3rded.).
USA: Brooks/Cole Publishing Company.

- **Journal Articles/Reports**

Bendig, E., Erb, B., Schulze-Thuesing, L., & Baumeister, H. (2019). The next generation: chatbots in clinical psychology and psychotherapy to foster mental health–a scoping review. *Verhaltenstherapie*, 1-13.

Falender, C. A. (2020). Ethics of Clinical Supervision: An International Lens. *Psychology in Russia: State of the Art*, *13*(1), 42-53.

Geach, N., Moghaddam, N. G., & De Boos, D. (2018). A systematic review of team formulation in clinical psychology practice: Definition, implementation, and outcomes. *Psychology and Psychotherapy: Theory, Research and Practice*, *91*(2), 186-215.

Hengartner, M. P. (2018). Raising awareness for the replication crisis in clinical psychology by focusing on inconsistencies in psychotherapy research: How much can we rely on published findings from efficacy trials?. *Frontiers in Psychology*, *9*, 256.

Kuehne, F., Ay, D. S., Otterbeck, M. J., & Weck, F. (2018). Standardized patients in clinical psychology and psychotherapy: a scoping review of barriers and facilitators for implementation. *Academic Psychiatry*, *42*(6), 773-781.

Piccirillo, M. L., & Rodebaugh, T. L. (2019). Foundations of idiographic methods in psychology and applications for psychotherapy. *Clinical Psychology Review*, *71*, 90-100.

Rhodes, P., & Langtiw, C. (2018). Why Clinical Psychology Needs to Engage in Community-Based Approaches to Mental Health. *Australian psychologist*, *53*(5), 377-382.

Spencer, J., Goode, J., Penix, E. A., Trusty, W., & Swift, J. K. (2019). Developing a collaborative relationship with clients during the initial sessions of psychotherapy. *Psychotherapy*, *56*(1), 7.

<u>**Elective-I**</u>

Course Code: APSY-474   **Credit Hours: 3**
Course Title: Counseling Psychology   **(Elective Course)**

<u>**Introduction**</u>
This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, problems, change, and potential. This course is intended to provide students with an introduction to rudimentary counseling skills and practice, an overview of issues related to the practice of counseling (e.g., careers within counseling, ethics, and licensure) and different areas within the counseling framework such as mental health counseling, developmental counseling, career counseling, and so on. The subject matter covered in this course will help students begin to explore their interest in working with others to promote healthy change.

<u>**Course Objectives**</u>
This course aims to:
1. Provide Psychology students adequate knowledge of the concepts and theoretical models of Counseling Psychology, the course is designed in such a way as to help students learn major dimensions of Counseling Psychology within its ethical and legal framework.
2. To train students work in counseling settings by employing the principles of counseling and to provide understanding of interpersonal interaction in counseling and related issues

<u>**Learning Outcomes**</u>
Upon completion of this course, the student will be able to
1. Understand basic concepts and activities in the field of counseling
2. Use basic counseling concepts and professional ethics in real life setting
3. Apply theoretical approaches to practice of counseling

<u>**Contents**</u>

Unit-I

1.1   Introduction to Counseling
1.1.1   Definition of counseling; The development of counseling as a distinct profession
1.1.2   Goals of counseling; Currents trends and future directions; Distinction between guidance, counseling, psychotherapy, and allied fields

Unit-II

2.1   On Becoming a Counselor
2.1.1   Characteristics of effective counselors; Role &responsibilities of a counselor
2.1.2   Personal values in counseling; The basis and importance of theory in counseling

Unit-III

3.1   Building a Counseling Relationship
3.1.1   Definition and description of therapeutic alliance
3.1.2   Factors that influence the counseling process: Structure, Initiative, Physical setting, Client qualities; Counseling relationship: The core conditions, Genuineness, Unconditional positive regard, Empathic understanding, Concreteness

Unit-IV

4.1   Working in Counseling Relationship
4.1.1   Counselor skills in the understanding and action phases; Changing perceptions, Leading, Immediacy, Multi-focused responding, Accurate empathy, Self-disclosure, Humor, Confrontation, Transference and counter transference

Unit-V

5.1   Termination of Counseling Relationship
5.1.1   Function of termination: The process of termination, Timing of termination, Issues of termination

Unit-VI

6.1   Ethical and Legal aspects of Counseling
6.1.1   Ethics, morality and law; Professional code of ethics and standards; Making ethical decisions
6.1.2   Multiple relations in counseling; Working with a counselor engaged in unethical practices
6.1.3   Civil and criminal liability; Legal issues with minors; Client's rights and records
6.1.4   Counselor in court

Unit-VII

7.1   Core Counseling Activities
7.1.1   Groups in counseling; Consultation; Evaluation and research; Testing, assessment and diagnosis
7.1.2   The Nature and Importance of Assessment in Counseling
7.1.3   Why assessment; The process of assessment

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.

Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.

Capuzzi, D. & Gross, D. (1991).*Introduction to counseling perspectives for the 1990's*.USA: Allyn and Bacon.

Carroll, M., & Holloway, E. (1991).*Counseling supervision in context*. London: SAGE publication Inc.

Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.

Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.

Druden, W. (1992).*Hard-earned lessons from counseling in action*: UK: Sage Publications.

Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.

Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage. Gilliland, B. E., & James, R. K. (1998).*Theories and strategies in counseling and psychotherapy.* London: Allyn and Bacon.

Eisenbergy, S. & Delaney, D. (1978).*The counseling process*: Rand McNally Publications.

Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.

Gilliland, B. E., & James, R. K. (1998).*Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.

Goldenberg, H., & Goldenberg, I. (2002).*Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.

Hanser, J., Steric, R., &Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.

Hough, M. (2010).*Counseling skills and theory* (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books Company.

Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.

Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.

Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.

Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.

Palmer, S., & McMahon, G. (2000).*Handbook of counseling* (2nd ed.). New York: British Association for Counseling.

Synder, C. R. & Forsyth, D. (1991).*Handbook of clinical and social psychology*. USA: Pergamon Press.

Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.

Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.

- **Journal Articles / Reports**

Allen, L. R., & Dodd, C. G. (2018). Psychologists' responsibility to society: Public policy and the ethics of political action. *Journal of Theoretical and Philosophical Psychology*, *38*(1), 42.

Amari, N. (2021). Social justice in counseling psychology practice: Actualizing the ethics of compassion. *Journal of Humanistic Psychology*, 00221678211039968.

DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social justice in counseling psychology: Then, now, and looking forward. *The Counseling Psychologist*, *47*(6), 938-962.

Lester, J. N., Wong, Y. J., O'Reilly, M., & Kiyimba, N. (2018). Discursive psychology: Implications for counseling psychology. *The Counseling Psychologist*, *46*(5), 576-607.

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, *46*(1), 6-49.

Wright, A. J. (2021). A Practical Application of Self Psychology in Counseling. *Journal of Counselor Preparation and Supervision*, *14*(4), 13.

Watson, D. M. (2019). Counselor knows best: A grounded theory approach to understanding how working class, rural women experience the mental health counseling process. *Journal of Rural Mental Health*, *43*(4), 150.

Course Code: APSY-474   **Credit Hours: 3**
Course Title: Organizational Psychology   **(Elective Course)**

Introduction
This course applies the knowledge of psychological science to professional organizations. Organizational Psychology course focuses on workplace psychology, the study of how employees react to their work settings, study of human relations and its relationship to organizational effectiveness through planned change and technological development. Course in this concentration prepares students to survey employees, create a safer workplace environment, and improve productivity.

Course Objectives
This course aims to:
1. provide students adequate knowledge of the concepts and theoretical models of organizational psychology
2. help students learn major dimensions of organizational psychology quality of employee life, personal decisions, training, teamwork and leadership etc.within its ethical and legal framework.

Learning Outcomes
Upon completion of this course the student will be able to:
1. Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues.

Contents

Unit-I

1.1   Organization Psychology: An Introduction
1.1.1   Nature and scope; Historical and theoretical perspectives; Basic concepts of organization psychology (I-O): Entrepreneurship; Theories of Organizational Psychology
1.1.2   Organizational behaviour; Role of Psychologists in organization

Unit-II

2.1   Research Methods in Organizational Psychology
2.1.1   Important research designs and concepts; Measurement and analysis of Organizational research

Unit-III

3.1   Organizational Communication
3.1.1   Basic model of organizational communication; Forms of communication; Flow of communication; Effective communication strategies; Barriers to effective communication

Unit-IV

4.1   Organizational Culture
4.1.1   Structure of organizations; Psychological climate and work environment; Organizational motivation; Interpersonal relationships; Conflict resolution

Unit-V

5.1   Psychological and Social Factors
5.1.1   Motivation, morale, factors in job satisfaction; Measurement of attitude of workers
5.1.2   Industrial discontent, its causes and limitation;

<u>**Teaching-learning Strategies**</u>
Lectures, tutorials and semester work
<u>**Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation**</u>
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

<u>**Assessment and Examinations:**</u>

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

<u>**Suggested Readings:**</u>

- **Books**

Aamodt, M. G. (2004). *Applied industrial and organizational psychology.* Australia: Thomson

Duening, T. N. & Ivancevich, J. (2005).*Managing organizations.*(2nd ed.). California: Atomic Dog Publishing.

Gruneburg, M. M. & Oborone, D.J.(1981).*Psychology and industrial productivity.* Hong Kong: The Macmillan press Ltd.

Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.

Jed, S. M. (2002). *Organizational psychology.* New York: John Wiley and Sons.

Landy, F. J. (2004).*Work in 21st century: An introduction to industrial and organizational psychology.* Boston: McGraw Hill

Riggio, R. E. (2003). *Introduction to industrial organizational psychology.* (4th ed.). USA: Prentice Hall.

Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology.* Malden: Blackwell Publishing

Schultz, D.P. (2010). *Psychology and work today: An introduction.* New Delhi: Pearson

Schultz, S. E. (1984).*Psychology and work today.* (6th ed.). New York: Macmillan publishing Company.

Specto, P. E. (1996). *Industrial and organizational Psychology.* USA: John Wiley & sons, Inc.

- **Journal Articles/Reports**

Drenth, P. J., Thierry, H., & de Wolff, C. J. (2018). What is Work and Organizational Psychology?. In *Handbook of work and organizational psychology* (pp. 1-10). Psychology Press.

Ghislieri, C., Molino, M., & Cortese, C. G. (2018). Work and organizational psychology looks at the fourth industrial revolution: how to support workers and organizations?. *Frontiers in psychology*, *9*, 2365.

Hüffmeier, J., & Zacher, H. (2021). The basic income: Initiating the needed discussion in industrial, work, and organizational psychology. *Industrial and Organizational Psychology*, *14*(4), 531-562.

Lefkowitz, J. (2021). Forms of ethical dilemmas in industrial-organizational psychology. *Industrial and Organizational Psychology*, *14*(3), 297-319.

Rotolo, C. T., Church, A. H., Adler, S., Smither, J. W., Colquitt, A. L., Shull, A. C., ... & Foster, G. (2018). Putting an end to bad talent management: A call to action for the field of industrial and organizational psychology. *Industrial and Organizational Psychology*, *11*(2), 176-219.

Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. *Industrial and Organizational Psychology*, *14*(1-2), 1-35.

Elective-I

Course Code: APSY-474   **Credit Hours: 3**
Course Title: Forensic Psychology   **(Elective Course)**

Introduction
The course focuses on the application of psychological knowledge and methods to the tasks faced by the legal system. General areas to be covered include, but are not limited to, criminal psychology, crime and society, and violence and victimization. Students will acquire a broad foundation of knowledge around key theories and ideas of psychological science, critically analyse historic perspectives and contemporary issues, and explore the social nature of crime and deviance.

Course Objectives
Main objectives of this course are:
1. Understanding the difference between Forensic Science and Forensic Psychology and role and responsibilities of forensic psychologists in crime, social and family related issues like abuse, violence and juvenile delinquency etc.
2. Understanding the concept and theoretical perspectives of deviant behavior and its impact on society at large.

Learning Outcomes
Upon completion of the course, the student will be able to:
1. Understand the basic concepts of forensic psychology, role of forensic psychologists and will be able to apply assessment and investigative skills and assist legal system.
2. To apply principles of clinical / counseling psychology for the understanding of the causes of crime and related factors; formal assessment, treatment and rehabilitation of the victims and perpetrators in forensic settings.
3. To apply psychological principles to crime scenes, law and court system in Pakistan for understanding the psychology of evidence, witness competency and witness testimony, expert testimony etc.

Contents

Unit-I

1.1   Forensic Psychology: Introduction and Overview
1.1.1   What is Forensic Psychology?
1.1.2   Forensic Psychologists: Roles and responsibilities
1.1.3   History of Forensic Psychology
1.1.4   Ethical and Professional issues for forensic psychologists (APA's Division on Forensic psychology).

Unit-II

2.1   Criminal Psychology: Understanding Crime
2.1.1   Theories of crime and violent behavior
2.1.2   Mental disorders and crime
2.1.3   Media and crime: effects on children and youth

Unit-III

3.1 Crime and Society
3.1.1 Juvenile delinquency and crime
3.1.2 Bullying and Victimization
3.1.3 Harassments and Sexual Harassment: increased awareness and conceptualization
3.1.4 Rape trauma Syndrome: relationship of RTS to PTSD
3.1.5 Drug Abuse and related issues
3.1.6 Terrorism and related issues

Unit-IV

4.1 Violence, Abuse & Victimization in Family
4.1.1 Understanding crime and violence in the family
4.1.2 Domestic violence: violent victimization in family
4.1.3 Child abuse & Neglect: types and causes

Unit-V

5.1 Practicum
5.1.1 **Group Presentation**: On month Newspaper Survey for reported Crime e.g., cases of Child Abuse and Domestic Violence

Suggested Readings
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bartol, C. R. & Bartol, A. M. (2004). Introduction to Forensic Psychology. London: sage publications.

Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. London: sage publications.

Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley.

Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley.

Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: A handbook. Chichester: Wiley.

Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: a handbook. Chichester: Wiley.

Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.

Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.

Wrightsman, L. S. (2001). Forensic Psychology, London: Thomson-Wadsworth.

- **Journal Articles/ Reports**

Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.

Edens, J. F., DeMatteo, D., Kelley, S. E., & Arnold, S. (2018). Personality assessment in forensic psychology.

Hill, D., & Demetrioff, S. (2019). Clinical-forensic psychology in Canada: A survey of practitioner characteristics, attitudes, and psychological assessment practices. *Canadian Psychology/psychologie canadienne*, *60*(1), 55.

Hollin, C. R. (2019). Forensic (criminological) psychology. In *Companion encyclopedia of psychology* (pp. 1231-1253). Routledge.

Kopelovich, S. L., Piel, J., Michaelsen, K., Reynolds, S. E., & Cowley, D. (2020). Forensic psychology postdoctoral training in the United States: How do programs meet national guidelines and standards?. *Training and Education in Professional Psychology*, *14*(3), 185.

Neal, T. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. *American Psychologist*, *73*(5), 651.

Pirelli, G., Formon, D. L., & Maloney, K. (2020). Preventing vicarious trauma (VT), compassion fatigue (CF), and burnout (BO) in forensic mental health: Forensic psychology as exemplar. *Professional Psychology: Research and Practice*, *51*(5), 454.

Course Code: APSY 474   **Credit Hours: 3**
Course Title: Neuropsychology   **(Elective Course)**

Introduction

Neuropsychology is the study of how the brain and nervous system affect behavior. The course involves the study of psychology in relation to the science of the brain. By the end of the course the students will have a detailed understanding of the affective, behavioural and cognitive manifestations of diseases of the central nervous system, particularly those affecting the brain, in adults and children. They will have a comprehensive knowledge of neurological basis of behavior: central nervous system, in particular brain, its structure and function.

Course Objectives

The main objectives of this course are:
1. to equip students with the knowledge of neurological basis of behavior: central nervous system, in particular brain, its structure and function
2. students will be provided orientation in identification, assessment and intervention of neuropsychological disorders and neurological condition.

Learning Outcomes

At the completion of this course, the student will be able to:
1. Understand structure and functions of nervous system, specifically brain anatomy and localization of higher order mental processes.
2. Assess and identify neuropsychological deficits in patients with neurological and psychiatric conditions through neuropsychological assessment.
3. Understand neuropsychological basis of Psychological disorders (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder).

Contents

Unit-I

1.1   Introduction and Overview of Neuropsychology
1.1.1   Definition of neuropsychology, Scope of Neuropsychology
1.1.2   The practice of neuropsychology, assessment and diagnosis, treatment and rehabilitation
1.1.3   Status of Neuropsychology

Unit-II

2.1   Education and Training of the Neuropsychologist
2.1.1   Theoretical orientation required, training environment, consequence of insufficient experience with brain damaged patients, competence in the field of neuropsychology.
2.1.2   Comparison with other mental health professionals

Unit-III

3.1   Neuroanatomy of the Nervous System
3.1.1   Neurons, and synaptic transmission
3.1.2   Different brain areas and their functions

Unit-IV

4.1   Neurochemistry
4.1.1 Neuron and glial cells; types; functions mechanism of action; Action potential; neurotransmitters and corresponding behaviors

Unit-V

5.1   Cerebrovascular disorders; neurodevelopmental disorders

<u>**Teaching-learning Strategies**</u>
Lectures, tutorials and semester work
<u>Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation</u>
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

<u>**Assessment and Examinations:**</u>

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

<u>**Suggested Readings:**</u>

- **Books**

Baker, L. (2001). *Learning and behavior: Biological,   psychological   and   sociocultural perspectives.* Upper Saddle River, NJ: Prentice-Hall.
Bakker, D.J. (1990). *Neuropsychological treatment of dyslexia* .Oxford University Press.
Benson, D.F. (1994). *The neurology of thinking.* New York: Oxford University Press.
Ed, T. D. M. (2010). *Neuropsychology of everyday functioning* NY: The Guilford Press.
Edi, J. M. G. (2010). *Handbook of clinical neuropsychology* (2nd ed.). UK: Oxford University Press.
Dawson, G. & Fisher, K.W. (1994).*Human behavior and the developing brain*. New York: Guilford Press.
Doerr, H.O. & Carlin, A.S. (1991).*Forensic neuropsychology: Legal and scientific bases.* New York: Guilford Press.
Fletcher-Janzen, E., Strickland, T., & Reynolds, C. (2000).*Handbook of cross-cultural Neuropsychology.* New York: Kluwer Academic/Plenum Publishers.

Golden, C., Espe-Pfeifer, P., & Wachsler-Felder, J. (2000).*Neuropsychological interpretations of objective psychological tests.* New York: Kluwer Academic/Plenum Publishers.

Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). Wiley Blackwell: UK.

Johnson-Greene, D., Dehring, M., Adams, K.M., Miller, T., Arora, S., Beylin, A., & Drandon, R. (1997).Accuracy of self-reported educational attainment among diverse patient populations: A preliminary investigation. Archives of Clinical Neuropsychology: *Journal of the National Academy of Neuropsychology, 12, 635-643.*

Kolb, B. & Whishaw, I.Q. (1995).*Fundamentals of human neuropsychology.* (4thed.). New York: Freeman.

Lacks, P. (1999).*Bender Gestalt: Screening for brain dysfunction*. Wiley Press, New York.

Lezak, M.D. (1995). *Neuropsychological assessment*. (3rded.). New York: Oxford University Press.

Obrzut, J.E. & Hynd, G. W. (1991).*Neuropsychological foundations of learning disabilities: A handbook of issues, methods, and practice.* Orlando, FL: Academic Press.

Pennington, B.F. (1991). Diagnosing learning disorders: A neuropsychological framework: Guilford Press.

Sattler, J. (1998). *Clinical and forensic interviewing of children and families.* San Diego, CA: Sattler Publishing.

Sbordone, R.J., Saul, R. E., & Purisch, A.D. (2007).*Neuropsychology for psychologists, health care professionals and attorneys* (3rded.).USA: Taylor & Francis Group, LLC.

Wood, C., Maruff, P., Levy, F., Farrow, M., & Hay, D. (1999). Covert orienting of visual spatial attention in attention deficit hyperactivity disorder: Does comorbidity make a difference? Archives of Clinical Neuropsychology: *Journal of the National Academy of Neuropsychology,* 14, 179-189.

- **Journal Articles/ Reports**

Abraham, A. (2019). The neuropsychology of creativity. *Current Opinion in Behavioral Sciences*, *27*, 71-76.

Germine, L., Reinecke, K., & Chaytor, N. S. (2019). Digital neuropsychology: Challenges and opportunities at the intersection of science and software. *The Clinical Neuropsychologist*, *33*(2), 271-286.

Gravholt, C. H., Chang, S., Wallentin, M., Fedder, J., Moore, P., & Skakkebæk, A. (2018). Klinefelter syndrome: integrating genetics, neuropsychology, and endocrinology. *Endocrine Reviews*, *39*(4), 389-423.

Hewitt, K. C., & Loring, D. W. (2020). Emory university telehealth neuropsychology development and implementation in response to the COVID-19 pandemic. *The Clinical Neuropsychologist*, *34*(7-8), 1352-1366.

Hewitt, K. C., Rodgin, S., Loring, D. W., Pritchard, A. E., & Jacobson, L. A. (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. *The Clinical Neuropsychologist*, *34*(7-8), 1335-1351.

Parr, T., Rees, G., & Friston, K. J. (2018). Computational neuropsychology and Bayesian inference. *Frontiers in human neuroscience*, *12*, 61.

Shaw, S. D., & Bagozzi, R. P. (2018). The neuropsychology of consumer behavior and marketing. *Consumer Psychology Review*, *1*(1), 22-40.

Course Code: APSY-474 **Credit Hours: 3**
Course Title: Psychology of Ageing **(Elective Course)**

Introduction
In this course students will understand developmental psychology, working and caring for older adults, mental health & disabilities, and other psychological implications of aging. They will have a thorough understanding of psychology related to 'older age' (gerontology), understanding of memory-related issues, depression and loneliness etc. in older age and how to care for people in old age. The course will cover major behavioral, emotional and cognitive changes in elderly and their implications.

Course Objectives
The purpose of this course is to:
1. Provide a general introduction of the multi-disciplinary field of gerontology.
2. Focus on learning and memory, intellectual behaviors, personality, psychopathology and clinical intervention with specific reference to elderly.
3. To provide theoretical and empirical knowledge for understanding the aging process in experiential perspective.
4. Covers major behavioral, emotional and cognitive changes in elderly and their implications.

Learning Outcomes
Upon successful completion of this course, the student will be expected to:
1. Identify and assess age related behavioural, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality.
2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status.
3. Will have knowledge of various models of death and dying.

Contents

Unit-I

1.1 Introduction to Ageing/ Gerontology
1.1.1 Primary aging vs. secondary aging
1.1.2 Demographics of aging
1.1.3 The aging process: Physical, psychological and social
1.1.4 Cultural attitudes of aging
1.1.5 Services available to elderly

Unit-II

2.1 Models and theories of aging
2.1.1 The biopsychosocial model
2.1.2 Evolutionary theory, molecular theory, cellular theory, and systemic theory

Unit-III

3.1 Research Methods and Issues in Gerontology
3.1.1 The importance of "cohort"; Age differences vs. age changes.
3.1.2 Research designs to explore aging issues

3.1.3   Behavioral plasticity
3.1.4   Behavioral decline vs. behavioral dysfunction

Unit-IV

4.1   Psychological implications of ageing
4.1.1   Intelligence, personality and health
4.1.2   Continuity vs. discontinuity of behavior
4.1.3   Personality and aging: Change or stability?
4.1.4   The empty nest
4.1.5   Stages and traits: Reviewing the major studies
4.1.6   Charting the life course over generations

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Aldwin, C. M., Park, C. L., Spiro, A., Abeles, R. P. (2007). *Handbook of health psychology and aging. USA:* The Guilford Press.

Birren, J. E. & Schaie, K. W. (Eds.).(2005). *Handbook of the psychology of aging,* (6th ed.). UK: Academic Press.

Carr, D. C. & Komp, K. S. (2011). *Gerontology in the era of the third age implications and next steps.* UK: Springer Publishing Company

Cavanaugh, J. C., & Whitbourne, S. K. (1999). *Gerontology: An interdisciplinary perspective* (Eds.). USA: Oxford University Press.

Cruikshank, M. (2009).Learning to be old: Gender, culture, and aging USA: Rowman & Littlefield Publishers.

Demick, J. & Andreoletti, C. (2003). *Handbook of adult development in adulthood.* NY: Kluwer Academic/ Plenum Publisher.

Hillier, S. M. (2011).*Aging, the individual, and society* (9th ed.). Australia:Wadsworth

Nelson, T. (2004).*Ageism: Stereotyping and prejudice against older persons*. UK: Bradford Books.

Santrock, J. W. (2006). *Life-span development* (3rd ed.). India: Tata McGraw-Hill Education. Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. UK: Jessica Kingsley Publishers.

- **Journal Articles/ Reports**

Brinkmann, P., Rigoulot, S., Kadi, M., Schwartze, M., Kotz, S. A., & Dalla Bella, S. (2021). About time: Ageing influences neural markers of temporal predictability. *Biological Psychology*, 108135.

Klimecki, O., Marchant, N. L., Lutz, A., Poisnel, G., Chetelat, G., & Collette, F. (2019). The impact of meditation on healthy ageing—the current state of knowledge and a roadmap to future directions. *Current opinion in psychology*, *28*, 223-228.

Kuska, M. (2018). The Importance of Physical Activity in the Process of Successful Ageing-An Overview. *Central European Journal of Sport Sciences and Medicine*, *21*(1), 55-65.

Robitaille, A., & Terrera, G. M. (2020). Considerations when using longitudinal statistical models to study ageing. In *Researching Ageing* (pp. 118-131). Routledge.

Röcke, C., Guye, S., Girolami, M., & Kniestedt, I. (2021). Social Behaviour and Cognitive Monitoring in Healthy Ageing. In *Digital Health Technology for Better Aging* (pp. 103-114). Springer, Cham.

Tislenkova, I., Tikhaeva, V., Bgantseva, I., & Ionkina, E. (2020). Psycholinguistic and Sociolinguistic Parameters of Upper-Class Ageing Women's Speech. *Journal of psycholinguistic research*, *49*(2), 319-334.

Tully-Wilson, C., Bojack, R., Millear, P. M., Stallman, H. M., Allen, A., & Mason, J. (2021). Self-perceptions of ageing: A systematic review of longitudinal studies. *Psychology and aging*.

Elective-I

Course Code: APSY- 474   **Credit Hours: 3**
Course Title: Human Resource Management (HRM)   **(Elective Course)**

Introduction
It is the branch of psychology studying behavior and mental processes of the person in the course of management. Students will be taught different theoretical models of HRM that will enhance their understanding of human behavior in organizational set-up. By the end of the course, the student will be able to understand the role of psychologists in human resource management and organizational settings and in improving interpersonal interactions in the organizational context.

Course Objectives
1. To provide students understanding of main concepts of human resource management
2. To help students understand the role of psychologists in HRM

Learning Outcomes
At the completion of the course, the student will be able to
1. understand the role of psychologists in HRM and organizational settings
2. learn how psychological science is applied in improving interpersonal interactions in the organizational context.

Contents

Unit-I

1.1 Introduction
1.1.1 Historical perspective
1.1.2 HRM as a human capital
1.1.3 Strategic human resource management

Unit-II

2.1 Theoretical models of HRM
2.1.1 Integrative models
2.1.2 HERO Model

Unit-III

3.1 Job Analysis and Job Design
3.1.1 Strategic human resource planning
3.1.2 Job analysis and Job design: Techniques and strategies

Unit-IV

4.1 Recruitment, Selection & Placement
4.1.1 Human resource planning and recruitment (recruitment policies and practice)
4.1.2 Recruitment methods and their effectiveness
4.1.3 Personnel selection and placement (selection process, selection methods standards, types of selection methods)
4.1.4 Staff Counseling & Stress Management

Unit-V

5.1   Training and Developing Programs
5.1.1   Orientation to workplace training
5.1.2   Training needs assessment and methods of trainings (management and organizational development)
5.1.3   Evaluating training and performance
5.1.4   Developing and implementing training programs

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bayars, L. L. and Rue, L. W., (2000). *Human resource management*. Boston, MA; Irwin McGraw-Hill.
Bolander; G., Snell, C. and Sherman, A. (2001).*Managing human resourc*e. Cincinnati, OH: South – Western.
DeCenzo, D.A., & Robbins, S.P. (2002).*Human resource management.* New York; Wiley
Raymond, N. A., John, H. R., Barry, G.,& Patrick, W. M. (2003) *Human   resource management: Gaining a competitive advantage*.MA: Irwin McGraw-Hill.

- **Journal Articles/ Reports**

Cooper, B., Wang, J., Bartram, T., & Cooke, F. L. (2019). Well-being-oriented human resource management practices and employee performance in the Chinese banking sector: The role of social climate and resilience. *Human Resource Management*, *58*(1), 85-97.
Hewett, R., Shantz, A., Mundy, J., & Alfes, K. (2018). Attribution theories in human resource management research: A review and research agenda. *The International Journal of Human Resource Management*, *29*(1), 87-126.

Ju, B. (2019). The roles of the psychology, systems and economic theories in human resource development. *European Journal of Training and Development*.

Kaufman, B. E. (2020). The real problem: The deadly combination of psychologisation, scientism, and normative promotionalism takes strategic human resource management down a 30-year dead end. *Human Resource Management Journal*, *30*(1), 49-72.

Kiran, E. S., & Sandhya, K. ROLE OF PSYCHOLOGY IN HUMAN RESOURCE MANAGEMENT WITH EMPHASIS ON FACILITATING ORGANIZATIONAL CHANGE.

Muldoon, J. (2020). Organizational Psychology and the Rise of Human Resource Management. *The Palgrave Handbook of Management History*, 565-591.

Yüksel, M. (2019). RECENT TRENDS IN STRATEGIC HUMAN RESOURCE MANAGEMENT EDUCATION FROM THE PERSPECTIVE OF APPLIED POSITIVE PSYCHOLOGY. Iated-Int Assoc Technology Education & Development.

Course Code: APSY- 474   **Credit Hours: 3**
Course Title: Sports Psychology   **(Elective Course)**

Introduction
This course includes introduction and overview of the growing field of Sport Psychology and applying psychological principles to athletic performance. Topics will include theoretical foundations of behavior, psychological interventions for performance enhancement, adherence and maintenance of gains, and the impaired athlete. This course examines the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.

Course Objectives
The major aims of this course are to:
1. introduce the students to the emerging branch of Sports Psychology.
2. introduce students to the basic terminology, avenues of research, and theoretical models in Sport Psychology.
3. develop an understanding of the application of principles of Psychology to the field of Sport and sport performance.

Learning Outcomes
Upon completion of the course the student will be able to:
1. Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology.
2. Understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance.

Contents

Unit-I

1.1   Introduction to Sports Psychology
1.1.1   Historical background of sports psychology
1.1.2   Significance of sports and physical activity
1.1.3   Methods and measure of sports psychology

Unit-II

2.1   Theories and models of sports psychology
2.1.1   Hull's drive theory of motivation
2.1.2   Yerkes and Dodson's law
2.1.3   Atkinson's achievement motivation theory
2.1.4   Zajonc's drive theory
2.1.5   Neuromuscular theories of mental practice
2.1.6   Cognitive theories of mental practice
2.1.7   Bio-Informational theory of mental practice

Unit-III

3.1   Motivation
3.1.1   Introduction to Motives; Self-determination Theory; Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other; Integrated Model of youth sport participation and withdrawal; Sport commitment model

Unit-IV

4.1   Enhancing Concentration
4.1.1   Development: Enhancing concentration; Attention as a 'Filter'
4.1.2   Attention as a 'Zoom lens'; Attention as a 'resource; Assessment; Effective concentration;

Unit-V

5.1   Anxiety
5.1.1   Understanding anxiety
5.1.2   Arousal and stress relationships
5.1.3   Inverted-U theory and alternatives
5.1.4   Drive theory; Catastrophe theory; Processing efficiency theory
5.1.5   Conscious processing or 'reinvestment' hypothesis
5.1.6   Physiological measures; Self-report instruments; Physical relation techniques
5.1.7   Simulation training and choking under pressure

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*. Novato: New World
        Library.
Moran, A. (2012). Sport and exercise psychology: A Critical Introduction. (2nd ed.). USA:
        Routledge
Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*.
        Washington D. C.: American Psychological Association.

Lavallec, D., Kremer, J., Moran, A., & Williams. M. (2004).*Sports psychology*: *Contemporary themes*. New York: Palgrave Macmillan Publishers.

Weinberg, R., & Gould, D. (2010).*Foundations of sport and exercise psychology with web study Guide (5th ed.).*USA: Routledge.

- **Journal Articles/ Reports**

Barrogo, N. J. K., Garcia, C. P., & Lumba, L. M. MOTIVATIONAL STRATEGIES USED BY SPORTS COACHES: IMPLICATION TO SPORTS PSYCHOLOGY.

Bhadauriya, B., & Tripathi, R. (2018). Stress management technique for athletes during sports: a critical review. *Journal of Drug Delivery and Therapeutics*, *8*(5-s), 67-72.

Guo, J., Liu, S., & Liu, X. (2018). Construction of visual cognitive computation model for sports psychology based on knowledge atlas. *Cognitive Systems Research*, *52*, 521-530.

Khandare, R. B. Role of sports psychology in physical education. *International Journal of Health, Physical Education & Computer Science in Sports*, 55.

Reddy, G. V. Anxiety Levels In Male And Female Chess Players-A Comparative Study In Sports Psychology. *Indian Federation of Computer Science in sports www. ijhpecss. org and www. ifcss. in under the auspices of International Association of Computer Science*, 31.

Roebuck, G. S., Fitzgerald, P. B., Urquhart, D. M., Ng, S. K., Cicuttini, F. M., & Fitzgibbon, B. M. (2018). The psychology of ultra-marathon runners: A systematic review. *Psychology of Sport and Exercise*, *37*, 43-58.

<u>Elective-I</u>

Course Code: APSY- 474　　　　　　　　　　　　　　**Credit Hours: 3**
Course Title: Military Psychology　　　　　　　　　*(*Elective Course)

Introduction
The course is designed so that students will learn about fundamental research in contemporary military psychology. The course will train students to become socially responsible mental health professionals with specialized knowledge of military psychology. Graduates are equipped to work with the distinct needs and trauma experienced by military personnel, retirees, veterans, and their families; and are prepared for positions in research, education, medical facilities, military institutions, veteran support organizations, and government agencies.

Course Objectives
1. The course on *Military Psychology* has been designed to provide the systematic view of group dynamics to learners to reach out all the organizational goals and   consequently to learn effective command and control young mil leaders in future.
2. Theoretical contents will   increase their practical vision producing group coherence and build their self-confidence to accomplish difficult tasks as commander.
3. Course will   enable them to understand, monitor and organize under commands' behavior and to solve interpersonal problems in field situations.

Learning Outcomes
At the completion of the course the student will be able to:
1. Have systematic view of group dynamics to reach out all the organizational goals and   will be able to command and control young military leaders in future.
2. Develop group coherence and self-confidence to accomplish difficult tasks as commander.
3. analyze objectively group conflicts of various natures with reference to social cultural background, internalized social norms and developmental factors.

Contents

Unit-I

1.1　　Introduction
1.1.1　History and scope of Military Psychology; fields of Psychology developed after World War I & II and up to present era and Psychological testing, Abnormal Psychology, organizational psychology etc.

Unit-II

2.1　　Theoretical perspectives of operational/combat psychology
2.1.1　Characteristics of behavior required in peace and war, effective model of training and learning under stressful conditions. Role of perception in war field; theories of camouflage. Model of motivation in war and peace; Biological, Psychodynamic, Behaviorist, Cognitive and Humanistic models of human behavior and their application in combat and Training.

Unit-III

3.1　　Psycho social perspectives of military and civil culture
3.1.1　Transformation of civil cultural into military culture among the soldiers and officers; development of faith and conviction of army personnel. Role of individual's faith in

combat; Psycho-physical factors / skillsrequired in combat i.e. dynamism, stress tolerance, initiative, confidence, mental toughness, courage, self-motivation etc.Adhering of social norms and values in military culture; Issues of conformity and non-conformity to the military norms and culture. Behavior modification; Theories of attitude formation, attitude change, persuasion, interrogation and brainwashing; development /grooming of warrior traits during training; Propaganda and rumors in war and peace; Psychosocial aspect of conflicted role of Pakistan Army, mass media and its Impact on morale and motivation of Armed Forces.

Unit-IV

4.1   Issues of Psychological health of soldiers, officers and families
4.1.1   Psycho dynamic, humanistic, Eric Fromm view of mental health: Sado-masochistic tendencies, four nonproductive personality orientations;   Bio-Psycho-Social-Spiritual Aspects of Combat / war on terror /LIC; psychological issues after war injury or permanently disabled in battle and being a prisoner-of-war; conflict, anxiety frustration; reaction to stress and coping techniques; the screening, assessment, and treatment of personnel with acute and long-term combat-related post-traumatic stress disorders(PTSD), along with impact on the family and community.

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings

- **Books**

Chen, G. & Bliese, P. D. (2002).The role of different levels of leadership in predicting self-and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, psycnet.apa.org
David, H. & *Rand,* M.(*2001). Psychological and psychosocial consequences of combat and*

deployment: With special emphasis on the gulf war.

Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist, 52,* 733-741.

Kennedy,C.H., & Zillmer,E.A.(2006).*Military psychology: Clinical and operational Applications* (2nd ed.). New York: The Guilford Press.

Laurence, J. H. & Matthews, M. D.(2012). *Military psychology* (4th ed.). Oxford University Press.

Lawrence, L. (2002). *The psychology of war: Comprehending its mystique and its madness.* Watson-Guptill Publications; Expanded edition.

Murray, L. (2013). Brains and bullets. How psychology wins wars. London: Biteback.

Reuven, G., & Dolgin, D. L (1996).*Handbook of military psychology* (Ed.). New Jersey: John Wiley & Sons.

Rostow, C., & Davis, R. (2004).*A handbook for psychological fitness-for-duty evaluations in law enforcement.* Binghamton, NY: Haworth Press

Shamir, B., Zakay, E., Breinin, E., &Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Journal of Academy Management*, 41(4). Doi,10.2307/257080.

Sheh, S. W. (2003). *Chinese Leadership: Moving from Classical to Contemporary*, Times Editions, Singapore.

United States Postal Service.(2000). *Fitness-for-duty examinations. Management Instruction EL-860-2000-7).* Washington, DC: Author

U.S. Department of the Army.(1999). *Command-directed mental health evaluations. (United States Army Medical Command Regulation 40-38).* Fort Sam Houston, TX: Author.

U.S. Department of the Air Force. (2000c). *Mental health, confidentiality, and military law. (Air Force Instruction 44-109).* Washington, DC: Author

Wanke, P. (*2005).Russian / Soviet military psychiatry 1904-1945. Routledge.*

Matthews, M. D. (2020). *Head strong: How psychology is revolutionizing war.* Oxford University Press.

- ***Journal Articles/ Reports***

Bester, P. C. (2019). Military psychology and the fourth industrial revolution: Implications for the South African National Defence Force's Directorate psychology. In *The Routledge international handbook of military psychology and mental health* (pp. 75-88). Routledge.

Cunningham, C. A., Cramer, R. J., Cacace, S., Franks, M., & Desmarais, S. L. (2020). The Coping Self-Efficacy Scale: Psychometric properties in an outpatient sample of active duty military personnel. *Military Psychology*, *32*(3), 261-272.

Mukherjee, S., & Kumar, U. (2019). Military psychology in war and peace: An appraisal. In *The Routledge International Handbook of Military Psychology and Mental Health* (pp. 3-11). Routledge.

Макаров, А. О. (2018). *STRESS SIMULATION AS A METHOD OF STUDYING IN MILITARY PSYCHOLOGY* (Doctoral dissertation, Національний університет оборони України імені Івана Черняховського).

Österberg, J., & Rydstedt, L. (2018). Job satisfaction among Swedish soldiers: Applying the job characteristics model to newly recruited military personnel. *Military Psychology*, *30*(4), 302-310.

Rahmanalievna, I. M. (2020). MILITARY PSYCHOLOGY AND ITS IMPORTANCE. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(3).

Trachik, B., Moscardini, E. H., Ganulin, M. L., McDonald, J. L., McKeon, A. B., Dretsch, M. N., ... & Sowden, W. J. (2021). Perceptions of purpose, cohesion, and military leadership: A path analysis of potential primary prevention targets to mitigate suicidal ideation. *Military Psychology*, 1-10.

Elective-I

Course Code: APSY-474   **Credit Hours: 3**
Course Title: Disaster and Trauma Management   **(Elective Course)**

Introduction
This course is an examination of trauma with a focus on the sources of trauma and the distinctions between them and a critical understanding of key concepts in disaster risk reduction and trauma management. An emphasis is placed on empirically-based assessment and intervention of the different trauma-related disorders. The course will further integrate the process of recovery with community based resources for support, for example victims of violent crimes and various other support groups. Crisis counseling and multi-disciplinary treatment is also covered.

Course Objectives
1. An understanding of trauma and its impact and the role of a trauma response worker.
2. To understand why people react differently to traumatic events.
3. Demonstrate a critical understanding of key concepts in disaster risk reduction and trauma management.
4. A comprehensive knowledge of community agencies and service providers who assist people experiencing trauma.
5. Effective communication with individuals and groups affected by trauma and effective case management.

Learning Outcomes
At the completion of the course the student will be able to:
1. Understand trauma and its impact and his/her role as a trauma response worker.
2. Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context.
3. Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives.
4. Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in.
5. Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner.
6. Effectively document the essential elements of patient assessment, care and transport.
7. Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries.
8. Work safely and professionally across a range of organizations and roles within the field of trauma response.

Contents

Unit-I

1.1   Introduction to Hazards and Disasters
1.1.1   Terms and concepts used in disaster management
1.1.2   Evolution of disaster risk management
1.1.3   Classification of hazardous processes
1.1.4   Hazard Mapping

1.1.5   Key issues in emergency and disaster management
1.1.6   Research and analytical methods

Unit-II

2.1   Disaster Risk Analysis and Risk Reduction
2.1.1   Disaster preparedness and vulnerability reduction
2.1.2   Types of Disaster: Natural & man made
2.1.3   Complex natural disasters: Hurricanes and Tsunamis, Cyclone and Tornado, Seismic hazards, Flooding, Landslides and volcanic hazards, Climate change and drought, Dengue fever

Unit-III

3.1   Working in Disaster Settings: Obstacles and Constraints
3.1.1   Disaster management planning
3.1.2   Protracted disasters
3.1.3   Public awareness and community
3.1.4   Gender issues in disaster management
3.1.5   Community based risk reduction
3.1.6   Disaster management cycle
3.1.7   Vulnerability science: methods, models, metrics, indicators
3.1.8   Measuring vulnerability
3.1.9   Vulnerability and adaptation to climate change induced

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Action Against Hunger UK (2001).*NGO initiative in risk reduction case study no. 14: Preparation for flood-related disasters*. London: Red Cross.

ADB (1992).*Disaster mitigation in Asia and the Pacific*. Manila: ADB.

Blakie, P. et al (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.

Carter, W. N. (1991). *Disaster management: A disaster manager's handbook*. Manila: ADB. Hall, G. &Snedden, R. (1996). *Natural disasters: Fact finders*. Bristol, Parragon.

IDNDR (2000a).*Natural disasters: Strategies for mitigation and disaster response.* Germany: IDNDR.

InterWorks (1998).*Model for national disaster management structure, preparedness plan and supporting legislation.* Madison: InterWorks.

Nizamuddin, K. (Ed.) (2001). *Disaster in Bangladesh.* Dhaka: DRTMC.

Pramanik, M. A. H. (1994). *Natural disasters*' in Rahman, A.A. et al (Eds.).Environment and Development in Bangladesh.1. Dhaka, UPL.

Reazuddin, M. (1994).*Industry and pollution related issue*s in Rahman, A.A. et al (Eds.). Environment and Development in Bangladesh, Vol. 2. Dhaka, UPL.

Weihrich, H. & Koontz, H. (1993).*Management*: *A global perspective*. New York: McGraw Hill.

- **Journal Articles/ Reports**

Ashcroft, J., Byrne, M. H., Brennan, P. A., & Davies, R. J. (2021). Preparing medical students for a pandemic: a systematic review of student disaster training programmes. *Postgraduate medical journal*, *97*(1148), 368-379.

Brooks, S. K., Rubin, G. J., & Greenberg, N. (2019). Traumatic stress within disaster-exposed occupations: overview of the literature and suggestions for the management of traumatic stress in the workplace. *British medical bulletin.*

Hasan, M. K., Younos, T. B., & Farid, Z. I. (2021). Nurses' knowledge, skills and preparedness for disaster management of a Megapolis: Implications for nursing disaster education. *Nurse Education Today*, *107*, 105122.

Hung, M. S., Lam, S. K., & Chow, M. C. (2020). Nursing students' experiences and perceptions of learner-centred education in a disaster nursing course: A qualitative study. *Nurse education in practice*, *47*, 102829.

King, H. C., Spritzer, N., & Al-Azzeh, N. (2019). Perceived knowledge, skills, and preparedness for disaster management among military health care personnel. *Military medicine*, *184*(9-10), e548-e554.

Elective-I

Course Code: APSY-474   **Credit Hours: 3**
Course Title: Family Psychology   **(Elective Course)**

Introduction
The family environment is critical for the development of children and for adult adjustment. In this course students will explore key theories and models of the development of parenting and family interactions. They will also look at functional and dysfunctional family relationships and behaviours, and effective ways to assess such interactions. Finally, the course will focus on applications of developmental models to intervention and clinical applications, and the role of parenting interventions in the prevention and management of social, emotional, behavioural and health problems.

Course Objectives
The objectives of the study of Family Psychology are as following:
1. Trace the historical development of the institution of family, importance and the contemporary challenges.
2. Explore the internal dynamics of the family.
3. Indicate parenting styles, intergenerational relationships and their repercussions.
4. Examine the transition to parenthood, and changes in marital relationship.
5. Have a brief review of marriage and family counseling and wellbeing.

Learning Outcomes
At the completion of the course the student will be able to:
1. Identify family stressors, resources, crises, and resilience.
2. Examine the transition to parenthood, and changes in marital relationship.
3. Indicate the prevailing marriage and family traditions in socio-cultural perspective.
4. Evaluate the child, adolescence, spouse and elderly abuse and neglect.
5. Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc.
6. Indicate the development needs of family resources with case studies.

Contents

Unit-I

1.1   Importance of the Family
1.1.1   History of family development; Family as a social institution; Individual in family

Unit-II

2.1   Research Methods in Family
2.1.1   Survey, case study, videos, films, qualitative or quantitative research related to local, regional, national or international perspective.

Unit-III

3.1   Social Development
3.1.1   Contemporary challenges in the family; Personality development and the Family

Unit-IV

4.1   Marriage
4.1.1   Various perspectives of marriage and family; Psychodynamics of marriage and the family
Hill's Theory of ABCX Model; Hill and McCubbin Double ABCX Model; Marriage and
the transition to parenthood – dyad to triad; Marital quality and its repercussions

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bredehoft, D. J., & Walcheski, M.J. (2009). *National council on family relations.*US. MN: (Ed.).
Brehm, S.S., & Miller, R.S. (2002).*Intimate relationships.*(3rd ed.). McGraw Hill.
Brock, G.W., & Bernard, C.P. (2009).*Procedures in marriage and family therapy*, (4th ed.). USA: Pearson.
Busby, D. M., & Loyer-Carlson, V.L. (2003).*Pathways to marriage: Premarital and early marital relationships*. USA: Pearson.
Cowan, C.P., & Cowan, P.A. (1992). *When partners become parents: The big life change for couples*. New York. NY: Basic Books.
Davis, C.G., & Mantler, J. (2004).*The consequences of financial stress for individuals, families, and society*. Doyle Salewski Inc.
Ford, L., & Arter, J.A. (2013).*Human relations: A game plan for improving personal adjustment,*(5th ed.). Pearson.
McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011).*Expanded family life cycle, the: Individual, family, and social perspectives*, (4th ed.). Pearson.
Nicholas, M.P., & Schwatz, R.C. (2001). *Family therapy*. Allyon & Bacon.
Walsh, F. (1993).*Normal family processes*. (3rd ed.). Guilford Press.

*Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

- **Journal Articles/ Reports**

Barton, A. W., Lavner, J. A., Stanley, S. M., Johnson, M. D., & Rhoades, G. K. (2020). "Will you complete this survey too?" Differences between individual versus dyadic samples in relationship research. *Journal of Family Psychology*, *34*(2), 196.

Fiese, B. H., Jones, B. L., & Saltzman, J. A. (2019). Systems unify family psychology.

Kianipour, F., & Aminiha, A. (2020). The effectiveness of emotion-focused couple therapy on emotional divorce and the quality of the relationship with the spouse's family. *Family Counseling and Psychotherapy*, *9*(2), 195-212.

Ryan, R. M., & Padilla, C. (2019). Public policy and family psychology.

Tadros, E., Schleidan, C., Jenkins, L., & Aguirre, N. (2021). The experiences of marriage and family therapists working in incarcerated settings. *The American Journal of Family Therapy*, *49*(5), 461-479.

Zemp, M., Johnson, M. D., & Bodenmann, G. (2018). Within-family processes: Interparental and coparenting conflict and child adjustment. *Journal of Family Psychology*, *32*(3), 299.

Elective-II

Course Code: APSY- 475   **Credit Hours: 3**
Course Title: Practicum/Case Reports   **(Elective Course)**

Introduction
The course is the practical application of the knowledge gained in the major area of the study to assess the skills of students in their relevant area. The course aims to provide a first-hand experience of the cases/clients before they graduate, so that they have better understanding of the real-life issues and will be better prepared to take up their professional studies in future.

Student will select any area of specialization, given in the list of elective courses, select two (2) cases from their selected area of specialization and write a case report.

Teaching-learning Strategies
Assigned case report supervisor will meet the student, discuss and explain the method to conduct interview and to write case report according to APA.

Assessment and Evaluation:
Total Marks = 100
Student will prepare case reports and evaluation will be carried out by an external examiner on the basis of case reports and viva voce.

Course Code: APSY-476   **Credit Hours: 4**
Course Title: Research Thesis   **(Major Course)**

Introduction
The Psychology Research Thesis will provide undergraduate students with an opportunity to conduct an independent research project under the supervision of a faculty member, culminating in a written thesis. Students will also attend weekly meetings to discuss: (a) general topics important to conducting research; (b) student research proposals; and (c) the outcomes of research projects.

Each and every student will conduct a research project based on quantitative or qualitative method of investigation.

Teaching-learning Strategies
Assigned supervisor will meet the student, discuss and explain the method to conduct research, analysis of data and to write report according to APA.

Assessment and Evaluation:
Total Marks = 100
Student will prepare a research thesis and evaluation will be carried out by an external examiner on the basis of research thesis and viva voce, upon completion of the research report in semester 8.

Course Code: APSY-477   **Credit Hours: 3**
Course Title: Educational Psychology   **(Major Course)**

Introduction
Educational psychology is a broad field that draws upon multiple perspectives to help explain and understand human functioning and behavior in learning and education. The course will allow students to explore core concepts of psychology in relation to education, including biological, cognitive, social, and developmental psychology. They will study both historical and contemporary thinking in these areas and explore how they intersect with educational theories and philosophies.

Course Objectives
The major aims of this course are:
1. To teach students different methods of improving teaching skills.
2. To make them aware of importance of psychology in the field of education.
3. To provide them knowledge about improving student-teacher relationship.

Learning Outcomes
Upon completion of the course, the student will be able to:
1. apply the knowledge of psychology in the field of education.
2. improve student-teacher relationship and class room management.

Contents

Unit-I

1.1   Introduction
1.1.1   Scope of Educational Psychology; Historical background; Role of Education psychologist in school

Unit-II

2.1   Method of Studying Behavior in Educational Settings
2.1.1   Observational method; Experimental method; Survey and case study method

Unit-III

3.1   Theories of Educational Psychology
3.1.1   Piaget's and Vygotsky's work; Erickson's work, socio and emotional development
3.1.2   Moral development; Behavioristic model

Unit-IV

4.1   Assessment in Educational Setting
4.1.1   Aptitude Testing; Classification and measurement of aptitude; Intelligence assessment
4.1.2   Assessing learning disabilities; Assessing Conduct and Behavioral problems in Children

Unit-V

5.1   Sensory and Physical Disorders
5.1.1   Speech and language disorders; Learning disabilities; Emotional & behavioral disorders

Unit-VI

6.1   Approaches to Learning
6.1.1   Classical and operant condition; Social and cognitive approaches to learning; Factor influencing learning; Learner, teacher, & content related factors; Student teacher relationship & communication

Unit-VII

7.1   Memory
7.1.1   Short and long term memory; Meta cognition; How to improve memory

Unit-VIII

8.1   Motivation in Educational Setting
8.1.1   Assessing class room; Teaching pedagogy; Curriculum development; Student evaluation

Unit-IX

9.1   Classroom Management
9.1.1   Approaches of Classroom management; Common mistakes in classroom behavior management
9.1.2   Techniques/ Strategies of Classroom management

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Edi, A. K. T. (2011). *Teaching of Psychology*. New Delhi: Educational Publishers.
Edi, D. U. (2010). *Teaching Psychology in Higher Education* UK: BPS Blackwell.

Mangal, S.K.(2007).*Essentials of educational psychology*. New Delhi, India: PHI Learning
    Private Limited.

O'Donnell A. M., Reeve, J., & Smith, J. K. (2009).*Educational psychology* (2nd ed.).
    NY: Wiley.

Ormord, J.E. (1995) Educational Psychology: Developing learners. Prentice – Hall, Inc.

Santrock, J. W. (2005). *Educational psychology* (3rd ed.). USA: McGraw Hill International.

Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.

Thorndike, R. M. (2011). *Measurement and Evaluation in Psychology and Education* (8th ed.).
    New Delhi: PHI Learning.

- **Journal Articles/ Reports**

Dumas, D., McNeish, D., & Greene, J. A. (2020). Dynamic measurement: A theoretical–
    psychometric paradigm for modern educational psychology. *Educational
    Psychologist*, *55*(2), 88-105.

Hilpert, J. C., & Marchand, G. C. (2018). Complex systems research in educational psychology:
    Aligning theory and method. *Educational Psychologist*, *53*(3), 185-202.

Noorkhairina, S. S., Norhasyimah, G., Rosle, D. C., & Azarisman, S. M. (2018). Educational needs
    assessment and the management of chronic kidney disease in a Malaysian setting: a
    review. *International Journal of Care Scholars*, *1*(1), 34-38.

Opposs, D., Baird, J. A., Chankseliani, M., Stobart, G., Kaushik, A., McManus, H., & Johnson, D.
    (2020). Governance structure and standard setting in educational assessment. *Assessment in
    Education: Principles, Policy & Practice*, *27*(2), 192-214.

Su, R. (2020). The three faces of interests: An integrative review of interest research in vocational,
    organizational, and educational psychology. *Journal of Vocational Behavior*, *116*, 103240.

Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What
    can we learn from achievement emotion research?. *System*, *86*, 102121.

8th Semester   **Credit Hours: 18**

Course Code: HQ-008   **Credit Hours: 1**
Course Title: Translation of Holy Quran   **(Compulsory Course)**

Course Contents:

<div dir="rtl">سورۃ الذاریات تا سورۃ الناس</div>

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Course Code: APSY-481   **Credit Hours: 3**
Course Title: Positive Psychology   **(Major Course)**

Introduction

Positive Psychology is the scientific study of the individual characteristics and environments in human flourishing. This course covers the historical development of positive psychology and its applications to the practice of wellness, health, and optimal performance. The students will discover key theories and research in the field of positive psychology as well as opportunities for application. The focus is on self-esteem, relationship building, happiness, and mindfulness. The course offers deeper insight in the current research focused on, but not limited to, pleasure, joy, creativity, self-efficacy, flow and well-being.

Course Objectives

1. 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.
2. To get an understanding of the valued personal experiences in the past, in present and for the future contributing to personal satisfaction and happiness.
3. 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.
4. To gain a deeper insight in the current research focused on pleasure, joy, creativity, self-efficacy, flow, well-being, etc.

Learning Outcomes

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

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

Contents

Unit-I

1.1   Overview of Positive Psychology

Unit-II

2.1   Introduction
2.1.1   Positive Psychology in historical context; Dimensions of subjective well-being: Happiness, Life satisfaction; Traits of Happy People

Unit-III

3.1   Classification and measurement of human strengths
3.1.1   Moving from the classification of Illness to 21st century classification of human strengths
3.1.2   The Gallup Themes of Talent; The Values in Action (VIA); The Search Institution's 40 Developmental Assets; Self-report measures of well-being

Unit-IV

4.1   Positive Emotional States, Positive Emotions; Positive states and Processes
4.1.1   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
4.1.2   Expanding the Repertoire of Pleasure; Broad and built theory of positive emotions

Unit-V

5.1   Using emotions for coping
5.1.1   Adaptive Potential of Emotion-Focused Coping; Functions of Emotional Approach
5.1.2   Neurobiological Basis of Emotional Responses;

Unit-VI

6.1   Emotional Intelligence (EI)
6.1.1   Importance of EI; Perceiving, understanding and managing emotions
6.1.2   EI and positive outcomes; Can EI be taught?

Unit-VII

7.1   Positive Cognitive States and Processes
7.1.1   **Self-Efficacy:** Self-Efficacy and developmental antecedents, Neurobiology of self-efficacy, Scales: Measuring self-efficacy
7.1.2   **Optimism:** Neurobiology of optimism and pessimism, Learning optimism (study of Scheier and Craver), Measuring Learned Optimism
7.1.3   **Hope:** Characteristics and childhood antecedents, Neurobiology of hope
7.1.4   **Wisdom:** Implicit and explicit theories of wisdom, Relation between Wisdom and Intelligence
7.1.5   **Courage:** Theories, Physical Courage, Moral Courage, Psychological courage,
7.1.6   Vital courage, Learning and measuring courage, Fear and Courage
7.1.7   **Flow:** Flow theory, Dynamics of flow experience, Fostering Flow

Unit-VIII

8.1   Pro-social Behavior:
8.1.1   Religiosity/Spirituality
8.1.2   Purpose and pathways to Spirituality
8.1.3   Research on Religiosity and Health
8.1.4   **Altruism:** Genetic and Neural Foundations of Empathy, The Empathy-Altruism Hypothesis, Cultivating altruism
8.1.5   **Gratitude:** Gratitude as viewed in Islam, Cultivating gratitude, Measuring gratitude
         The psychophysiological underpinnings of gratitude
8.1.6   **Forgiveness:** The evolutionary and neurological basis of forgiveness, Forgiveness in Islam, Measuring and cultivating forgiveness
8.1.7   **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
8.1.8   **Positive environments:** Positive parenting, Positives schooling, Good work, Positive communities, Positive ageing

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **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: Rutledge.

- **Journal Articles/ Reports**

Chakhssi, F., Kraiss, J. T., Sommers-Spijkerman, M., & Bohlmeijer, E. T. (2018). The effect of positive psychology interventions on well-being and distress in clinical samples with psychiatric or somatic disorders: A systematic review and meta-analysis. *BMC psychiatry*, *18*(1), 1-17.

Cobb, C. L., Branscombe, N. R., Meca, A., Schwartz, S. J., Xie, D., Zea, M. C., ... & Martinez Jr, C. R. (2019). Toward a positive psychology of immigrants. *Perspectives on Psychological Science*, *14*(4), 619-632.

Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in psychology*, *10*, 2128.

Kim, H., Doiron, K., Warren, M., & Donaldson, S. (2018). The international landscape of positive psychology research: A systematic review. *International Journal of Wellbeing*, *8*(1).

Vada, S., Prentice, C., Scott, N., & Hsiao, A. (2020). Positive psychology and tourist well-being: A systematic literature review. *Tourism Management Perspectives*, *33*, 100631.

Course Code: APSY- 482   **Credit Hours: 3**
Course Title: Peace Psychology   **(Major Couse)**

Introduction

Peace Psychology is the application of psychological science to human aggression and violence and the process of peace building. This course examines the key concepts, themes, theories, and practices involved in peace psychology. Students will be introduced to the issues of peace and conflict across a wide range of interpersonal, community, national and international contexts and how humans manage conflict in a way that generates justice and equity rather than destruction. The course focuses on multiple levels of analysis from micro to macro, and multi-disciplinary perspectives. The course promotes critical thinking skills, tolerance for rival viewpoints, nonviolent resolutions of conflict and social responsibility.

Course Objectives

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

Learning Outcomes

At the completion of this course the student will be able to:
1. Become more knowledgeable and familiar with the core concepts and methods involved in peace psychology.
2. 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.
3. Examine psychological aspects of peace building as individuals, groups, and communities.

Contents

Unit-I

1.1   Introduction to Peace Psychology
1.1.1   Chronology of Peace Psychology; Core concepts

Unit-II

2.1   Psychological causes and effects of violence and non-violence
2.1.1   Nature of human aggression/ emotion; Cycle of violence; Roots of hate and prejudice
2.1.2   Cognitive/affective perspectives of world views; Emotional intelligence
2.1.3   Learning theories on violence and peace

Unit-III

3.1   Types of Violence
3.1.1   **Direct Violence:** Domestic /Intimate Violence, Violence against Minorities, War, Homicide, Genocide and Democide, Terrorism;
3.1.2   **Structural Violence:** Poverty, Unemployment, Corruption, Social injustice

Unit-IV

4.1   Remedies of Structural Violence
4.1.1   Social Justice
4.1.2   Women and Children
4.1.3   Globalism and Human Rights

Unit-V

5.1   Negative and Positive Peace
5.1.1   The psychology of peacekeeping and peacemaking

Unit-VI

6.1   Conflict Resolution
6.1.1   Types of conflict
6.1.2   Theoretical and practical concerns
6.1.3   Methods used to resolve conflict

Unit-VII

7.1   Peace-building
7.1.1   Interpersonal psychological strategies for peace making/building
7.1.2   Role of psychologist in peace building
7.1.3   Reconciliation and issues of forgiveness
7.1.4   Peace building personally, socially, globally and environmentally
7.1.5   Psychologists making a difference
7.1.6   Reducing trauma
7.1.7   Peace practices

Unit-VIII

8.1   Peace Psychology in Asia
8.1.1   How Asia can contribute to world peace psychology
8.1.2   Future of peace psychology in Asia with special reference to Pakistan

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final	40%	It takes place at the end of the semester. It is mostly in

	Assessment		the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

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

- **Journal Articles/ Reports**

Castro, M. C., Arancibia, H., Leihy, P., Oviedo, P. O., Cárdenas Castro, M., Arancibia, H., ... & Obreque Oviedo, P. (2020). Peace and Conflict: Journal of Peace Psychology.

Gibson, S. (2019). Introduction: Discursive psychology and peace psychology.

Moghaddam, F. M. (2021). Rethinking peace psychology: Toward an integrative discipline.

Neufeld, K. H., Starzyk, K. B., Boese, G. D., Neufeld, K. H. S., Starzyk, K. B., & Boese, G. D. (2020). Peace and Conflict: Journal of Peace Psychology.

Pelletier, P., & Drozda-Senkowska, E. (2020). Peace and Conflict: Journal of Peace Psychology.

Rosler, N., Baikovich, H. H., Bar-Tal, D., Rosler, N., Hagage Baikovich, H., & Bar-Tal, D. (2020). Peace and Conflict: Journal of Peace Psychology.

Velez, G. M., & Gerstein, L. H. (2021). Supporting peaceful individuals, groups, and societies: Peace psychology and peace education. *Peace and Conflict: Journal of Peace Psychology*, *27*(2), 103.

<u>Elective-III</u>

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Clinical Psychology   **(Elective Course)**

<u>Introduction</u>
This course is an extension and next level of the course of Clinical Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of clinical psychology as applicable to therapeutic interventions for psychological disorders.

<u>Course Objectives</u>
This course aims to:
1. To provide students an opportunity to have theoretical as well as practical knowledge of Clinical Psychology.
2. To help students gain an understanding of the diagnostic and assessment procedures in Clinical Psychology.
3. To help students understand models and intervention techniques of Clinical Psychology.

<u>Course Outcome</u>
At the completion of the course, the student will be able to:
1. Understand different theoretical and treatment approaches in Clinical Psychology
2. Understand models and intervention techniques used by a clinical psychologist.

<u>Contents</u>

<u>Unit-I</u>

1.1   Cognitive Behavior Therapy
1.1.1   Introduction to cognitive behavior therapy; Basic principles in cognitive behavior therapy
1.1.2   Techniques of cognitive behavior therapy

<u>Unit-II</u>

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

<u>Unit-III</u>

3.1   Other approaches in Psychotherapy: Gestalt Psychological Interventions; Family Therapy; Marital Therapy

<u>Teaching-learning Strategies</u>
Lectures, tutorials and semester work
<u>Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation</u>
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and

generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **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.

- **Journal Articles/ Reports**

Bogdan, R., Baranger, D. A., & Agrawal, A. (2018). Polygenic risk scores in clinical psychology: bridging genomic risk to individual differences. *Annual review of clinical psychology*, *14*, 119-157.

Bouchard, S., & Rizzo, A. (2019). Applications of virtual reality in clinical psychology and clinical cognitive neuroscience–an introduction. In *Virtual reality for psychological and neurocognitive interventions* (pp. 1-13). Springer, New York, NY.

Dwyer, D. B., Falkai, P., & Koutsouleris, N. (2018). Machine learning approaches for clinical psychology and psychiatry. *Annual review of clinical psychology*, *14*, 91-118.

Geach, N., Moghaddam, N. G., & De Boos, D. (2018). A systematic review of team formulation in clinical psychology practice: Definition, implementation, and outcomes. *Psychology and Psychotherapy: Theory, Research and Practice*, *91*(2), 186-215.

Hajcak, G., Klawohn, J., & Meyer, A. (2019). The utility of event-related potentials in clinical psychology. *Annual Review of Clinical Psychology*, *15*, 71-95.

Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2018). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology*, *74*(3), 385-397.

Course Code: APSY-483 **Credit Hours: 3**
Course Title: Counseling Psychology **(Elective Course)**

Introduction
This course is an extension and next level of the course of Counseling Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of counseling psychology as applicable to interventions for psychological disorders, problematic behaviors and so on.

Course Objectives
This course aims to
1. Provide Psychology students adequate knowledge of the concepts and theoretical models of Counseling Psychology, the course is designed in such a way as to help students learn major dimensions of Counseling Psychology within its ethical and legal framework.
2. To train students work in counseling settings employing the principles of counseling and to provide understanding of interpersonal interaction in counseling and related issues.

Course Outcome
Upon completion of this course the student will be able to:
1. use applied counseling concepts, and professional ethics in real life setting.
2. Understand different assessment and therapeutic/problem solving techniques within the context of counseling

Contents

Unit-I

1.1   The Assessment Interview
1.1.1 Interviewing essentials and techniques; The physical arrangements, Rapport, Communication

Unit-II

2.1   Types of Initial Interviews
2.1.1 Client versus counselor initiated interview; Information oriented interview; Relationship oriented interviews; Identification of goals; Types of interview: The intake interviews; the case-history interview; the crisis interview; the diagnostic interview; Reliability and validity of interview data, error and bias in interviews; Mental Status Examination

Unit-III

3.1   Use of Tests in Counseling
3.1.1 Uses and purposes of tests in counseling; Intelligence test, Personality test, Aptitude test, Achievement test, Interest inventories; Test administration, scoring, interpretation and communication of test results

Unit-IV

4.1   Counseling Techniques
4.1.1 **Behavioral**
       Therapeutic process; Application: Techniques and procedures

4.1.2 **Person Centered Counseling**
Therapeutic process; Application: Techniques and procedures
4.1.3 **Cognitive Behavioral Counseling**
Rational-Emotive-Behavior-Therapy (REBT)
Therapeutic process: Application: Techniques and procedures; Beck's cognitive therapy
Meichenbaum's cognitive behavior modification
4.1.4 **Existential Counseling**
Therapeutic process; Application: Techniques and procedures

Unit-V

5.1 Counseling in Specific Settings
5.1.1 Marital and family counseling; Career counseling; School counseling; Counseling of elderly
5.1.2 Counseling people with special needs; Counseling in medical setting; Psychosocial First Aid
5.1.3 Crisis counseling

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Axelson, J. A. (1999). *Counseling and development in a multicultural society*. London: Brooks/Cole Publishing Company.
Bergin, A. & Garfield, S. (1994). *Hand book of psychotherapy and behavior change*. UK: John Wiley.
Capuzzi, D. & Gross, D. (1991).*Introduction to counseling perspectives for the 1990's*.USA: Allyn and Bacon.

Carroll, M., & Holloway, E. (1991).*Counseling supervision in context*. London: SAGE publication Inc.

Corsini, R. (Latest edition). *Current psychotherapies*. Itasea: F.E: Peacock Publishers.

Davy, J., & Ellis, S. (2000). *Counseling skills in palliative care*. Buckingham: Open University Press.

Druden, W. (1992).*Hard-earned lessons from counseling in action*: UK: Sage Publications.

Edi, C. F. (2012). *The Sage handbook of counseling and psychotherapy* (3rd ed.). Los Angeles: Sage.

Edi, M. B. (2010). *Understanding counseling and psychotherapy*. UK: Sage. Gilliland, B. E., & James, R. K. (1998).*Theories and strategies in counseling and psychotherapy.* London: Allyn and Bacon.

Eisenbergy, S. & Delaney, D. (1978).*The counseling process*: Rand McNally Publications.

Geldard, K. (2010). *Counseling adolescents* (3rd ed.). Los Angeles: Sage.

Gilliland, B. E., & James, R. K. (1998).*Theories and strategies in counseling and psychotherapy*. London: Allyn and Bacon.

Goldenberg, H., & Goldenberg, I. (2002).*Counseling today's families*. (4th ed.). USA: Brooks/Cole Publishing Company.

Hanser, J., Steric, R., &Warmer, R. H. (Latest ed.). *Counseling theory and process*. Boston: Allyn and Bacon.

Hough, M. (2010).*Counseling skills and theory* (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). *Modern clinical psychology*. NY: Basic Books company.

Nayak, A. K. (1997). *Guidance and counseling*. New Delhi: APH Publishing Corporation.

Nelson-Jones, R. (2011). *Six key approaches to counseling and therapy* (2nd ed.). NJ: John Wiley & Sons.

Nelson-Jones, R. (2011). *Theory and practice of counseling and therapy* (5th ed.). Los Angeles: Sage.

Nelson-Jones, R. (2012). *Basic counseling skills* (3rd ed.). Los Angeles: Sage.

Palmer, S., & McMahon, G. (2000).*Handbook of counseling* (2nd ed.). New York: British Association for Counseling.

Synder, C. R. & Forsyth, D. (1991).*Handbook of clinical and social psychology*. USA: Pergamon Press.

Timulak, L. (2011). *Developing your counseling and psychotherapy skills and practice*. Los Angeles: Sage.

Yalon, I. D. (Latest edition). *The theory and practice of group psychology*. New York: Basic Books Publishing Company.

- **Journal Articles/ Reports**

DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social justice in counseling psychology: Then, now, and looking forward. *The Counseling Psychologist*, *47*(6), 938-962.

Grzanka, P. R. (2021). The shape of knowledge: Situational analysis in counseling psychology research. *Journal of Counseling Psychology*, *68*(3), 316.

Lorah, J. A., & Wong, Y. J. (2018). Contemporary applications of moderation analysis in counseling psychology. *Journal of counseling psychology*, *65*(5), 629.

Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., ... & Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. *Journal of Counseling Psychology*, *65*(6), 669.

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, *46*(1), 6-49.

Singh, A. (2020). Building a Counseling Psychology of Liberation: The Path Behind Us, Under Us, and Before Us. *The Counseling Psychologist*, *48*(8), 1109-1130.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Organizational Psychology   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Organizational Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of organizational psychology as applicable to workplace, human productivity, leadership and management, occupational health and consumers.

Course Objectives
This course aims to
1. provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of organizational Psychology within its ethical and legal framework.

Course Outcome
Upon completion of this course the student will be able to:
1. Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues.

Contents

Unit-I

1.1   Leadership and Management
1.1.1   Power influence and leadership; Building trust; Development of leadership and effective personal management

Unit-II

2.1   Conditions of work and productivity
2.1.1   Physical conditions of the work environment (Illumination, temperature, noise) Psychological Conditions (Monotony, Boredom, Stress); Temporal Conditions (rest periods, shift work)

Unit-III

3.1   Occupational Health and Safety
3.1.1   Concept of organizational safety and occupational health; Magnitude of safety problem in Pakistani organizations; Factors leading to organizational accidents; Preventive models for safety measures; Safety training programs; Enhancing occupational health; Stress management

Unit-IV

4.1   Psychology Applied to Consumers
4.1.1   Techniques in the analysis of consumer behavior; Advertising marketing and motivation research
4.1.2   Factors effecting effectiveness of advertisements

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Aamodt, M. G. (2004). *Applied industrial and organizational psychology.* Australia: Thomson
Duening, T. N. & Ivancevich, J. (2005).*Managing organizations*.(2nd ed.). California: Atomic Dog Publishing.
Gruneburg, M. M.& Oborone, D.J.(1981).*Psychology and industrial productivity*. Hong Kong: The Macmillan press Ltd.
Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.
Jed, S. M. (2002). *Organizational psychology.* New York: John Wiley and Sons.
Landy, F. J. (2004).*Work in 21st century: An introduction to industrial and organizational psychology.* Boston: McGraw Hill
Riggio, R. E. (2003). *Introduction to industrial organizational psychology.* (4th ed.). USA: Prentice Hall.
Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology.* Malden: Blackwell Publishing
Schultz, D.P. (2010). *Psychology and work today: An introduction.* New Delhi: Pearson
Schultz, S. E. (1984).*Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.
Specto, P. E. (1996). *Industrial and organizational Psychology.* USA: John Wiley & sons, Inc.

- **Journal Articles/ Reports**

Drenth, P. J., Thierry, H., & de Wolff, C. J. (2018). What is Work and Organizational Psychology?. In *Handbook of work and organizational psychology* (pp. 1-10). Psychology Press.

Ghislieri, C., Molino, M., & Cortese, C. G. (2018). Work and organizational psychology looks at the fourth industrial revolution: how to support workers and organizations?. *Frontiers in psychology*, *9*, 2365.

Hüffmeier, J., & Zacher, H. (2021). The basic income: Initiating the needed discussion in industrial, work, and organizational psychology. *Industrial and Organizational Psychology*, *14*(4), 531-562.

Landers, R. N., & Marin, S. (2021). Theory and technology in organizational psychology: A review of technology integration paradigms and their effects on the validity of theory. *Annual Review of Organizational Psychology and Organizational Behavior*, *8*, 235-258.

Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. *Industrial and Organizational Psychology*, *14*(1-2), 1-35.

Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today: An introduction to industrial and organizational psychology*. Routledge.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Forensic Psychology   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Forensic Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on application of theoretical orientations within the field of forensic psychology to the areas such as treatment of rehabilitation of victims and offenders and dealing with crime and criminals in legal system such as testimony, eye witness memory etc.

Course Objectives
Main objectives of this course is:
1. Understanding the difference between Forensic Science and Forensic Psychology and role and responsibilities of forensic psychologists in crime, social and family related issues like abuse, violence and juvenile delinquency etc.
2. Understanding the concept and theoretical perspectives of deviant behavior and its impact on society at large.

Learning Outcomes
Upon completion of the course, the student will be able to:
1. understand the basic concepts of forensic psychology, role of forensic psychologists and will be able to apply assessment and investigative skills and assist legal system.
2. To apply principles of clinical / counseling psychology for the understanding of the causes of crime and related factors; formal assessment, treatment and rehabilitation of the victims and perpetrators in forensic settings.
3. To apply psychological principles to crime scenes, law and court system in Pakistan for understanding the psychology of evidence, witness competency and witness testimony, expert testimony etc.

Contents

Unit-I

1.1   Risk Assessment and Profile Analysis

Unit-II

2.1   Treatment and rehabilitation in Forensic setting
2.1.1   Treatment of psychological impact of violence on victims of sexual assault, abuse and family violence
2.1.2   Working with child abuse and domestic violence survivors: PTSD
2.1.3   Treatment of Perpetrators and Offenders in Prison settings

Unit-III

3.1   Applying Forensic Psychology to Crime
3.1.1   Law and legal System
3.1.2   Consultation with criminal and civil courts in testifying
3.1.3   Assessment and analysis of crime
3.1.4   Trial consultation and expert testimony

Unit-IV

4.1 Practicum
4.1.1 **Group Presentation**: On month Newspaper Survey for reported Crime e.g., cases of Child Abuse and Domestic Violence

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bartol, C. R. & Bartol, A. M. (2004). Introduction to Forensic Psychology. London: sage publications.
Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. London: sage publications.
Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley
Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley
Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: A handbook. Chichester: Wiley.
Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: a handbook. Chichester: Wiley.
Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.
Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.
Wrightsman, L. S. (2001). Forensic Psychology, London: Thomson-Wadsworth.

- **Journal Articles/ Reports**

Doychak, K., & Raghavan, C. (2021). Queering forensic psychology: What intimate partner violence and sex trafficking can tell us about inclusivity. In *Queer Psychology* (pp. 291-310). Springer, Cham.

Grimshaw, G. M. (2018). Affective neuroscience: a primer with implications for forensic psychology. *Psychology, Crime & Law*, *24*(3), 258-278.

Hill, D., & Demetrioff, S. (2019). Clinical-forensic psychology in Canada: A survey of practitioner characteristics, attitudes, and psychological assessment practices. *Canadian Psychology/psychologie canadienne*, *60*(1), 55.

Neal, T. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. *American Psychologist*, *73*(5), 651.

Pirelli, G., Formon, D. L., & Maloney, K. (2020). Preventing vicarious trauma (VT), compassion fatigue (CF), and burnout (BO) in forensic mental health: Forensic psychology as exemplar. *Professional Psychology: Research and Practice*, *51*(5), 454.

Seto, M. C. (2021). That the powerful play goes on: Advances in forensic psychology, and next steps. *Canadian Psychology/Psychologie comedienne*, *62*(2), 161.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Neuropsychology   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Neuropsychology (area of specialization) offered in 7th Semester. The main focus of this course is on neuropsychological assessment, diagnosis of disorders and their pathophysiology.

Course Objectives
The main objectives of this course are:
1. to equip students with the knowledge of neurological basis of behavior: central nervous system, in particular brain, its structure and function.
2. students will be provided orientation in identification, assessment and intervention of neuropsychological disorders and neurological condition.

Learning Outcomes
Upon completion of this course, the student will be able to:
1. Understand structure and functions of nervous system, specifically brain anatomy and localization of higher order mental processes.
2. Assess and identify neuropsychological deficits in patients with neurological and psychiatric conditions through neuropsychological assessment.
3. Understand neuropsychological basis of Psychological disorders (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder).

Contents

Unit-I

1.1   Neuropsychological Assessment
1.1.1   Choosing neuropsychological tests, case histories and interviews, test administration and interpretation (WAIS, WMS, Trail making Test, Luria Nebraska Battery, Star Pattern, NFI, Dyslexic screening; executive Functioning test, Stroop test, Wisconsin Card Sorting, etc.)

Unit-II

2.1   Neurobehavioral Disorders
2.1.1   Amnesia, delirium, dementia, PTSD, other acquired neurobehavioral disorders, preexisting neurobehavioral disorders: ADHD, Tourette's Syndrome, learning disabilities

Unit-III

3.1   Neurological Disorders
3.1.1   Traumatic brain injury & head injury, stroke, epilepsy, tumors, headaches, infections, disorders of motor neurons and spinal cord, disorder of sleep.

Unit-IV

4.1   Pathophysiology of Psychological disorders (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder).

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Baker, L. (2001). *Learning and behavior: Biological, psychological and sociocultural perspectives.* Upper Saddle River, NJ: Prentice-Hall.

Bakker, D.J. (1990). *Neuropsychological treatment of dyslexia.* Oxford University Press.

Benson, D.F. (1994). *The neurology of thinking.* New York: Oxford University Press.

Ed, T. D. M. (2010).*Neuropsychology of everyday functioning* NY: The Guilford Press.

Edi, J. M. G. (2010). *Handbook of clinical neuropsychology* (2nd ed.). UK: Oxford University Press.

Dawson, G. & Fisher, K.W. (1994).*Human behavior and the developing brain*. New York: Guilford Press.

Doerr, H.O. & Carlin, A.S. (1991).*Forensic neuropsychology: Legal and scientific bases.* New York: Guilford Press.

Fletcher-Janzen, E., Strickland, T., & Reynolds, C. (2000).*Handbook of cross-cultural Neuropsychology.* New York: Kluwer Academic/Plenum Publishers.

Golden, C., Espe-Pfeifer, P., &Wachsler-Felder, J. (2000).*Neuropsychological interpretations of objective psychological tests.* New York: Kluwer Academic/Plenum Publishers.

Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). Wiley Blackwell: UK.

Johnson-Greene, D., Dehring, M., Adams, K.M., Miller, T., Arora, S., Beylin, A., & Drandon, R. (1997).Accuracy of self-reported educational attainment among diverse patient populations: A preliminary investigation. Archives of Clinical Neuropsychology: *Journal of the National Academy of Neuropsychology, 12, 635-643.*

Kolb, B. & Whishaw, I.Q. (1995).*Fundamentals of human neuropsychology.* (4th ed.). New York: Freeman.

Lacks, P. (1999).*Bender Gestalt: Screening for brain dysfunction*. Wiley Press, New York.

Lezak, M.D. (1995). *Neuropsychological assessment*. (3rd ed.). New York: Oxford University Press.

Obrzut, J.E. & Hynd, G. W.(1991).*Neuropsychological foundations of learning disabilities: A handbook of issues, methods, and practice.* Orlando, FL: Academic Press.

Pennington, B.F. (1991). Diagnosing learning disorders: A neuropsychological framework: Guilford Press.

Sattler, J. (1998). *Clinical and forensic interviewing of children and families.* San Diego, CA: Sattler Publishing.

Sbordone, R.J., Saul, R. E., & Purisch, A.D. (2007).*Neuropsychology for psychologists, health care professionals and attorneys* (3rded.).USA: Taylor & Francis Group, LLC.

Wood, C., Maruff, P., Levy, F., Farrow, M., & Hay, D. (1999). Covert orienting of visual spatial attention in attention deficit hyperactivity disorder: Does comorbidity make a difference? Archives of Clinical Neuropsychology: *Journal of the National Academy of Neuropsychology,* 14, 179-189.

- **Journal Articles/ Reports**

Abraham, A. (2019). The neuropsychology of creativity. *Current Opinion in Behavioral Sciences*, *27*, 71-76.

Germine, L., Reinecke, K., & Chaytor, N. S. (2019). Digital neuropsychology: Challenges and opportunities at the intersection of science and software. *The Clinical Neuropsychologist*, *33*(2), 271-286.

Gravholt, C. H., Chang, S., Wallentin, M., Fedder, J., Moore, P., & Skakkebæk, A. (2018). Klinefelter syndrome: integrating genetics, neuropsychology, and endocrinology. *Endocrine Reviews*, *39*(4), 389-423.

Hewitt, K. C., Rodgin, S., Loring, D. W., Pritchard, A. E., & Jacobson, L. A. (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. *The Clinical Neuropsychologist*, *34*(7-8), 1335-1351.

Hewitt, K. C., & Loring, D. W. (2020). Emory university telehealth neuropsychology development and implementation in response to the COVID-19 pandemic. *The Clinical Neuropsychologist*, *34*(7-8), 1352-1366.

Parr, T., Rees, G., & Friston, K. J. (2018). Computational neuropsychology and Bayesian inference. *Frontiers in human neuroscience*, *12*, 61.

Shaw, S. D., & Bagozzi, R. P. (2018). The neuropsychology of consumer behavior and marketing. *Consumer Psychology Review*, *1*(1), 22-40.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Psychology of Ageing   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Psychology of Ageing (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of clinical psychology as applicable to therapeutic interventions for psychological disorders.

Course Objectives
The purpose of this course is to:
1. Provide a general introduction of the multi-disciplinary field of gerontology.
2. Focus on learning and memory, intellectual behaviors, personality, psychopathology and clinical intervention with specific reference to elderly.
3. To provide theoretical and empirical knowledge for understanding the aging process in experiential perspective.
4. Covers major behavioral, emotional and cognitive changes in elderly and their implications.

Learning Outcomes
Upon successful completion of this course, the student will be expected to:
1. Identify and assess age related behavioral, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality.
2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status.
3. Will have knowledge of various models of death and dying.

Contents

Unit-I

1.1   Cognition
1.1.1   The aging brain
1.1.2   Information processing and adult cognition: Perception, attention and memory
1.1.3   Human factors and aging
1.1.4   Creating cognitive prosthetic environments
1.1.5   Language
1.1.6   Disorders of aging: Cognitive impairment and dementia

Unit-II

2.1   Social and Emotional Aging
2.1.1   Social and emotional processes in older adulthood
2.1.2   Biology and socio-emotional processing in aging
2.1.3   Successful aging: role of adaptation
2.1.4   Grandparenthood; Aging parents and the sandwich generation
2.1.5   Widowhood
2.1.6   Psychosocial aspects of retirement, identity continuity
2.1.7   Elderly abuse

Unit-III

3.1   Mental Health Issues, Depression, Clinical Intervention
3.1.1   Psychological assessment of older adults
3.1.2   Sensory declines with aging process
3.1.3   Drugs, alcohol and aging: Abuse or misuse.
3.1.4   Suicide and depression
3.1.5   Alzheimer's, Dementia and related memory disorders: Etiology, diagnosis and treatment
3.1.6   Clinical interventions

Unit-IV

4.1   Ageing in the Pakistani Context
4.1.1   Islamic Perspective
4.1.2   Concept of old homes and its implications
4.1.3   Ageing and family system

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Aldwin, C. M., Park, C. L., Spiro, A., Abeles, R. P. (2007). *Handbook of health psychology and aging. USA:* The Guilford Press.
Birren, J. E. & Schaie, K. W. (Eds.). (2005). *Handbook of the psychology of aging,* (6th ed.). UK: Academic Press.

Carr, D. C. & Komp, K. S. (2011). *Gerontology in the era of the third age implications and next steps.* UK: Springer Publishing Company

Cavanaugh, J. C., & Whitbourne, S. K. (1999). *Gerontology: An interdisciplinary perspective* (Eds.). USA: Oxford University Press.

Cruikshank, M. (2009).Learning to be old: Gender, culture, and aging USA: Rowman & Littlefield Publishers.

Demick, J. & Andreoletti, C. (2003). *Handbook of adult development in adulthood.* NY: Kluwer Academic/ Plenum Publisher.

Hillier, S. M. (2011).*Aging, the individual, and society* (9th ed.). Australia: Wadsworth

Nelson, T. (2004).*Ageism: Stereotyping and prejudice against older persons*. UK: Bradford Books.

Santrock, J. W. (2006). *Life-span development* (3rd ed.). India: Tata McGraw-Hill Education.

Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. UK: Jessica Kingsley Publishers.

- **Journal Articles/ Reports**

Cavanaugh, J. C. (2019). Ageing. In *Companion encyclopedia of psychology* (pp. 752-771). Routledge.

Costa, L. V., Veloso, A. I., Loizou, M., & Arnab, S. (2018, May). Breaking barriers to game-based learning for active ageing and healthy lifestyles A qualitative interview study with experts in the field. In *2018 IEEE 6th International Conference on Serious Games and Applications for Health (SeGAH)* (pp. 1-8). IEEE.

Johansson, B., Berg, A. I., Bjälkebring, P., Praetorius Björk, M., Brehmer, Y., Buratti, S., ... & Elena Zulka, L. (2022). Capability in Research on Cognition and Well-being in Ageing and Retirement. In *A Multidisciplinary Approach to Capability in Age and Ageing* (pp. 65-80). Springer, Cham.

Klimecki, O., Marchant, N. L., Lutz, A., Poisnel, G., Chetelat, G., & Collette, F. (2019). The impact of meditation on healthy ageing—the current state of knowledge and a roadmap to future directions. *Current opinion in psychology*, *28*, 223-228.

Röcke, C., Guye, S., Girolami, M., & Kniestedt, I. (2021). Social Behaviour and Cognitive Monitoring in Healthy Ageing. In *Digital Health Technology for Better Aging* (pp. 103-114). Springer, Cham.

Tislenkova, I., Tikhaeva, V., Bgantseva, I., & Ionkina, E. (2020). Psycholinguistic and Sociolinguistic Parameters of Upper-Class Ageing Women's Speech. *Journal of psycholinguistic research*, *49*(2), 319-334.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Human Resource Management (HRM)   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Human Resource Management (HRM; area of specialization) offered in 7th Semester. The main focus of this course is on personal and interpersonal aspects of HRM such as employee wellbeing and relations between employees and employees and organizations.

Course Objectives
1. To provide students understanding of main concepts of Human Resource management and role of Psychologist in HRM.

Learning Outcomes
1. At the completion of the course, the student will be able to understand the role of psychologist in HRM and organizational settings and in improving interpersonal interactions in the organizational context.

Contents

Unit-I

1.1   Career development and Personnel management

Unit-II

2.1   Compensating Human Resources
2.1.1   Organizational reward system
2.1.2   Base wage and salary system
2.1.3   Incentive pay system

Unit-III

3.1   Employee Well-Being
3.1.1   Psychological assessment in organizational settings
3.1.2   Employee benefits
3.1.3   Employee safety and health

Unit-IV

4.1   Conflict Management styles
4.1.1   Conflict Resolution techniques
4.1.2   Performance appraisal and evaluation

Unit-V

5.1   Labor Relations
5.1.1   Legal environment and structure of labor unions
5.1.2   Unions' organizations and collective bargaining

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bayars, L. L. and Rue, L. W., (2000).*Human resource management*. Boston, MA; Irwin McGraw-Hill.

Bolander; G., Snell, C. and Sherman, A. (2001).*Managing human resourc*e. Cincinnati, OH: South – Western.

DeCenzo, D.A., & Robbins, S.P. (2002). *Human resource management.* New York; Wiley

Raymond, N. A., John, H. R., Barry, G., & Patrick, W. M. (2003) *Human resource management: Gaining a competitive advantage*.MA: Irwin McGraw-Hill.

- **Journal Articles/ Reports**

Adam, M. (2018). The role of human resource management (HRM) for the implementation of sustainable product-service systems (PSS)—an analysis of fashion retailers. *Sustainability*, *10*(7), 2518.

Milon, M. (2019). Present scenario of human resource management (HRM) practices in the life insurance companies: Bangladesh perspective. *Can. J. Bus. Inf. Stud*, *1*(6), 17-27.

Obeidat, D., Yousef, B., Tawalbeh, H. F., & Masa'deh, R. E. (2018). The relationship between human resource management (HRM) practices, total quality management (TQM) practices and competitive advantages. *Total Quality Management (TQM) Practices and Competitive Advantages (December 12, 2018). Modern Applied Science*, *12*(11).

Otoo, F. N. K. (2019). Human resource management (HRM) practices and organizational performance: The mediating role of employee competencies. *Employee Relations: The International Journal*.

Przytuła, S., Strzelec, G., & Krysińska-Kościańska, K. (2020). Re-vision of future trends in human resource management (HRM) after COVID-19. *Journal of Intercultural Management*, *12*(4), 70-90.

Santana, M., Morales-Sánchez, R., & Pasamar, S. (2020). Mapping the link between corporate social responsibility (CSR) and human resource management (HRM): How is this relationship measured?. *Sustainability*, *12*(4), 1678.

Elective-III

Course Code: APSY- 483 **Credit Hours: 3**
Course Title: Sports Psychology **(Elective Course)**

Introduction
This course is an extension and next level of the course of Sports Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on role of sports in mental health. Sports skills and teams and theoretical approaches to enhancement of sports performance.

Course Objectives
1. To introduce the students to the emerging branch of Sports Psychology.
2. To introduce students to the basic terminology, avenues of research, and theoretical models in Sport Psychology.
3. To develop an understanding of the application of principles of Psychology to the field of Sport and sport performance.

Learning Outcome
Upon completion of the course the student will be able to:
1. Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology.
2. Understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance.

Contents

Unit-I

1.1 Sports Exercise and Mental Health
1.1.1 Perceptual and cognitive expertise in sports; identifying patterns of play; reading on opponents intentions; visual search behavior;
1.1.2 Role of deliberate practice in developing expertise in sport
1.1.3 Depression; anxiety; blood state; stress responsively
1.1.4 Self-esteem; body image; endorphin hypothesis; mastery hypothesis; distraction or time-out-hypothesis; thermo-genic hypothesis

Unit-II

2.1 Acquiring Sports Skills
2.1.1 Demonstrating the skills; providing verbal instructions about the skills; practice scheduling; feed back

Unit-III

3.1 Teams
3.1.1 Defining a team
3.1.2 Individual performance in team
3.1.3 Dynamics of team
3.1.4 Leadership skills and team building

Unit-IV

4.1 Athlete's Career
4.1.1 Gerontology Theory; Transition Models

Unit-V

5.1 Cognitive and Behavioral Interventions for Enhancing Sport Performance
5.1.1 Use of imagery and sport performance
5.1.2 Relaxation strategies
5.1.3 Arousal energizing strategies
5.1.4 Coach- athlete, and parent interaction
5.1.5 The role of hypnosis in sports: The hypnotic trait issue
5.1.6 Effectiveness of psychological intervention programs

Unit-VI

6.1 Issues in Modern Day Sports
6.1.1 Ethics in sport
6.1.2 Burnout in athletes
6.1.3 The psychology of athletic injuries
6.1.4 Psycho-physiological effects of banned substances

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*. Novato: New World Library.

Moran, A. (2012).sport and exercise psychology: A Critical Introduction. (2nd ed.). USA: Routledge

Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*. Washington D. C.: American Psychological Association.

Lavallec, D., Kremer, J., Moran, A., & Williams.M. (2004).*Sports psychology*: *Contemporary themes*. New York: Palgrave Macmillan Publishers.

Weinberg, R., & Gould, D. (2010).*Foundations of sport and exercise psychology with web study Guide (5th ed.)*.USA: Routledge.

- **Journal Articles/ Reports**

Gilmore, S., Wagstaff, C., & Smith, J. (2018). Sports psychology in the English Premier League:'It feels precarious and is precarious'. *Work, Employment and Society*, *32*(2), 426-435.

Guo, J., Liu, S., & Liu, X. (2018). Construction of visual cognitive computation model for sports psychology based on knowledge atlas. *Cognitive Systems Research*, *52*, 521-530.

Khandare, R. B. Role of sports psychology in physical education. *International Journal of Health, Physical Education & Computer Science in Sports*, 55.

Malkin, V., Serpa, S., Garcia-Mas, A., & Shurmanov, E. (2020). New paradigm in modern sports psychology. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, *29*(2), 149-152.

Rodionov, V., Serpa, S., & Rodionova, I. (2020). The Development of Russian Sports Psychology in the International Context: from the XIX to the XX Century1. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, *29*(2), 139-148.

Thakkar, A. (2020). Sports Psychology and its Need in India. *Indian Journal of Mental Health*, *7*(2), 143-147.

Course Code: APSY- 483   **Credit Hours: 3**
Course Title: Military Psychology   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Military Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on practical issues such as role of psychologists in armed forces, theoretical approaches to leadership in military setup and application of psychological science in military operations.

Course Objectives
1. The course on *Military Psychology* has been designed to provide the systematic view of group dynamics to learners to reach out all the organizational goals and consequently to learn effective command and control young mil leaders in future.
2. Theoretical contents will increase trainee students 'practical vision producing group coherence and build their self-confidence to accomplish difficult tasks as commander.
3. Course will enable them to understand, monitor and organize under commands' behavior and to solve interpersonal problems in field situations.

Learning Outcomes
Upon completion of the course the student will be able to:
1. Have systematic view of group dynamics to reach out all the organizational goals and   will be able to command and control young military leaders in future.
2. Develop group coherence and self-confidence to accomplish difficult tasks as commander.
3. Analyze objectively group conflicts of various natures with reference to social cultural background, internalized social norms and developmental factors.

Contents

Unit-I

1.1   Role of psychologist in Armed forces
In selection at preliminary level and at higher level and in placement; In training of offers and soldiers; as instructor, as researcher and behavior analyst; as clinical psychologist/ counselor & advisor; responsibilities as Psychometrician**;** brief review ofIndividual differences, intelligence, aptitude and personality; Intelligence versus Emotional Intelligence; Intelligence and personality tests used for screening / recruitment of military personnel in Pakistan. Biases and errors in judgment /selection and decision making.

Unit-II

2.1   Theories of Military Leadership
Personality traits of a military leader; comparison of personality traits of civil leadership and military leadership; various models of Military leadership; Organizational structure of leadership in different world Armies and in Pakistan Armed forces.Group dynamics and leadership development in military set up

Unit-III

3.1   Psychological operation (Psy-ops)
3.1.1 Psychology of intelligence; *human skills required in* psych-operations*; Psychology of Terrorism, factors leading to develop the terrorist behavior;* theories of terrorism;

Different types of terrorist organizations based on various criteria including motives, means, objectives.

<u>Teaching-learning Strategies</u>
Lectures, tutorials and semester work
<u>Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation</u>
The learning goal through Sessional work would be to promote acquisition of factual information/ subj   ect matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

<u>Assessment and Examinations:</u>

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

<u>Suggested Readings:</u>

- **Books**

Chen, G .& Bliese, P. D. (2002).The role of different levels of leadership in predicting self-and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, psycnet.apa.org.

David, H. & *Rand,* M.(*2001).Psychological and psychosocial consequences of combat and deployment*: *With special emphasis on the gulf war*.

Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist, 52,* 733-741.

Kennedy,C.H., & Zillmer, E.A.(2006).*Military psychology: Clinical and operational Applications* (2nd ed.). New York: The Guilford Press.

Laurence, J. H. & Matthews, M. D. (2012). *Military psychology* (4th ed.). Oxford University Press.

Lawrence, L. (2002). *The psychology of war: Comprehending its mystique and its madness*. Watson-Guptill Publications; Expanded edition.

Murray, L. (2013). Brains and bullets. How psychology wins wars. London: Biteback.

Reuven, G., & Dolgin, D. L (1996).*Handbook of military psychology* (Ed.). New Jersey: John Wiley & Sons.

Rostow, C., & Davis, R. (2004).*A handbook for psychological fitness-for-duty evaluations in law enforcement.* Binghamton, NY: Haworth Press

Shamir, B., Zakay, E., Breinin, E., &Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Journal of Academy Management*, 41(4). Doi,10.2307/257080.

Sheh, S. W. (2003). *Chinese Leadership: Moving from Classical to Contemporary*, Times Editions, Singapore.

United States Postal Service.(2000). *Fitness-for-duty examinations. Management Instruction EL-860-2000-7).* Washington, DC: Author

U.S. Department of the Army.(1999). *Command-directed mental health evaluations. (United States Army Medical Command Regulation 40-38).* Fort Sam Houston, TX: Author.

U.S. Department of the Air Force. (2000c). *Mental health, confidentiality, and military law.(Air Force Instruction 44-109).* Washington, DC: Author

Wanke, P. (*2005).Russian / Soviet military psychiatry 1904-1945. Routledge.*

Wilson,J.P., Boris, M. D., & Drozdek, M.A. (*2004).Broken spirits*: *The treatment of Traumatized asylum seekers*, *refugees*, *war and torture victims*. *Brunner-Routledge.*

- ***Journal Articles / Reports***

Johnston, S. L., Robinson, C., Earles, J. E., Via, J., & Delaney, E. M. (2017). State of psychology in the US armed forces. In *Handbook of Military Psychology* (pp. 1-15). Springer, Cham.

Kamphuis, W. (2006). A model of psychological resilience for the Netherlands Armed Forces. *Psychology*, *18*, S131.

Reger, M. A., Etherage, J. R., Reger, G. M., & Gahm, G. A. (2008). Civilian psychologists in an Army culture: The ethical challenge of cultural competence. *Military Psychology*, *20*(1), 21-35.

Skomorovsky, A., Bullock, A., & Wan, C. (2019). Single parents in the Canadian Armed Forces: the impact of military life on psychological distress. In *The Politics of Military Families* (pp. 283-296). Routledge.

Sturgeon-Clegg, I., & McCauley, M. (2019). Military psychologists and cultural competence: exploring implications for the manifestation and treatment of psychological trauma in the British armed forces. *BMJ Military Health*, *165*(2), 80-86.

Skomorovsky, A., Norris, D., Martynova, E., McLaughlin, K. J., & Wan, C. (2019). Work–family conflict and parental strain among Canadian Armed Forces single mothers: The role of coping. *Journal of Military, Veteran and Family Health*, *5*(1), 93-104.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Disaster and Trauma Management   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Disaster Management and Trauma (area of specialization) offered in 7th Semester. The main focus of this course is on application of principles of psychology to emergency settings, trauma and dealing with trauma.

Course Objectives
1. An understanding of trauma and its impact and the role of a trauma response worker.
2. To understand why people react differently to traumatic events.
3. Demonstrate a critical understanding of key concepts in disaster risk reduction and trauma management.
4. A comprehensive knowledge of community agencies and service providers who assist people experiencing trauma.
5. Effective communication with individuals and groups affected by trauma and effective case management.

Learning Outcomes
Upon completion of the course the student will be able to:
1. Understand trauma and its impact and his/her role as a trauma response worker
2. Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context
3. Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives
4. Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in
5. Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner.
6. Effectively document the essential elements of patient assessment, care and transport.
7. Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries
8. Work safely and professionally across a range of organizations and roles within the field of trauma response

Contents

Unit-I

1.1   Communicating in Emergency Settings
1.1.1   Coordination of actors: public private partnerships in disaster situations
1.1.2   Disaster responders and psychosocial issues
1.1.3   Disaster response and post-disaster recovery
1.1.4   Nature and type of immediate response
1.1.5   Humanitarian aid, principles, values, relief and rehabilitation and development
1.1.6   Media in disasters
1.1.7   Organizational and policy context of disaster management

Unit-II

2.1   Communication Skills for Working in the Field of Trauma
2.1.1   Listening Skills
2.1.2   Reflective practice
2.1.3   Cultural sensitivity
2.1.4   Micro-counseling

Unit-III

3.1   Trauma and its Impact
3.1.1   Types of trauma; The impact of trauma on individuals and groups; Normal responses to change, loss and grief; Personal responses to trauma; Understanding different personality types and reactions

Unit-IV

4.1   Responding within the Context of a Traumatic Event
4.1.1   The role of a worker in the context of a traumatic event; Ethical and legal issues involved in trauma response; Working effectively with groups in response to trauma; Working within cultures; Referral procedures across a range of organizations; Self-care and safe practice
4.1.2   Support and individual coping strategies

Unit-V

5.1   Techniques for Working in the Field of Trauma
5.1.1   Psychological management of trauma in various settings; Working safely: Self care
5.1.2   Traumatic incidents and environments; Trauma response plans and risk assessments
5.1.3   Referral processes; Legal and ethical boundaries; Case management and record keeping

Unit-VI

6.1   Trauma Intervention Techniques
6.1.1   Supervision; Vicarious trauma

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final	40%	It takes place at the end of the semester. It is mostly in

	Assessment		the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Action Against Hunger UK (2001).*NGO initiative in risk reduction case study no. 14:Preparation for flood-related disasters*. London: Red Cross.

ADB (1992).*Disaster mitigation in Asia and the Pacific*. Manila: ADB.

Blakie, P. et al (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.

Carter, W. N. (1991). *Disaster management: A disaster manager's handbook.* Manila: ADB. Hall,

G. & Snedden, R. (1996). *Natural disasters: Fact finders*. Bristol, Parragon.

IDNDR (2000a).*Natural disasters: Strategies for mitigation and disaster response.* Germany: IDNDR.

InterWorks (1998).*Model for national disaster management structure, preparedness plan and supporting legislation.* Madison: InterWorks.

Nizamuddin, K. (Ed.) (2001). *Disaster in Bangladesh.* Dhaka: DRTMC.

Pramanik, M. A. H. (1994). *Natural disasters*' in Rahman, A.A. et al (Eds.).Environment and Development in Bangladesh.1. Dhaka, UPL.

Reazuddin, M. (1994). *Industry and pollution related issue*s in Rahman, A.A. et al (Eds.). Environment and Development in Bangladesh, Vol. 2. Dhaka, UPL.

Stoner, J. A. F. & Freeman, R. E. (2000).*Management*. New Delhi: Prentice-Hall.

Weihrich, H. & Koontz, H. (1993).*Management*: *A global perspective*. New York: McGraw Hill.

Withers, J. (1988).*Major industrial hazards: The appraisal and control*. Aldershot (UK), Gower Technical Press.

- **Journal Articles/ Reports**

Borders, M. A., & Kennedy, C. H. (2006). Psychological Interventions after Disaster or Trauma.

Boscarino, J. A. (2015). Community disasters, psychological trauma, and crisis intervention. *International journal of emergency mental health*, *17*(1), 369.

Brooks, S. K., Dunn, R., Amlôt, R., Rubin, G. J., & Greenberg, N. (2019). Protecting the psychological wellbeing of staff exposed to disaster or emergency at work: a qualitative study. *BMC psychology*, *7*(1), 1-11.

Kar, N. (2009). Psychological impact of disasters on children: review of assessment and interventions. *World journal of pediatrics*, *5*(1), 5-11.

Mitchell, J. T., & Dyregrov, A. (1993). Traumatic stress in disaster workers and emergency personnel. In *International handbook of traumatic stress syndromes* (pp. 905-914). Springer, Boston, MA.

Pennebaker, J. W. (2000). The effects of traumatic disclosure on physical and mental health: the values of writing and talking about upsetting events.

Elective-III

Course Code: APSY-483   **Credit Hours: 3**
Course Title: Family Psychology   **(Elective Course)**

Introduction
This course is an extension and next level of the course of Family Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on social institution of family and parenting. The students will learn the application of psychology in parenting practices and interventions within family context.

Course Objectives
The objectives of the study of Family Psychology are as following:
1. Trace the historical development of the institution of family, importance and the contemporary challenges.
2. Explore the internal dynamics of the family.
3. Indicate parenting styles, intergenerational relationships and their repercussions.
4. Examine the transition to parenthood, and changes in marital relationship.
5. Have a brief review of marriage and family counseling and wellbeing.

Learning Outcomes
After completion of the course, the student will be able to:
1. Identify family stressors, resources, crises, and resilience.
2. Examine the transition to parenthood, and changes in marital relationship.
3. Indicate the prevailing marriage and family traditions in socio-cultural perspective.
4. Evaluate the child, adolescence, spouse and elderly abuse and neglect.
5. Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc.
6. Indicate the development needs of family resources with case studies.

Contents

Unit-I

1.1   Parenthood
1.1.1   Birth – prenatal and postnatal development; Expectant mother and expectant father's concerns
1.1.2   Number of children, gender and sociocultural perspective; Issue of non-fertility, causes and related aspects

Unit-II

2.1   Parenting Process
2.1.1   Importance and process of early childhood development; Parental child rearing practices and implications on personality development; Adolescent development, issues and interventions
2.1.2   Genetics, brain development, cognitive & socio-emotional development in family

Unit-III

3.1   Marriage and Family Traditions
3.1.1   Indicative and contraindicative in Pakistani socio-cultural perspectives and human rights
3.1.2   Child marriage, inheritance, harassment, violence and all family related laws in Pakistan

Unit-IV

4.1   Intergenerational Relationship
4.1.1   Empty nest syndrome, physical and mental health of the elderly; Work and family life balance
4.1.2   Dealing individuals with special needs; Death and grief in the family; Stress and conflict
4.1.3   management in intra-and-inter familial relationship, Communication skills

Unit-V

5.1   Intervention in Family
5.1.1   Child, marriage and family counseling, and wellbeing; Group and individual therapy
5.1.2   Divorce issues – Laws, settlements, maintenance, and child custody

Teaching-learning Strategies
Lectures, tutorials and semester work
Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation
The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owning to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Exam Paper will contain both objective (True False, MCQ, and Fill in the Blanks, Matching the columns) and subjective section (Short Questions).

Suggested Readings:

- **Books**

Bredehoft, D. J., &Walcheski, M.J. (2009). *National council on family relations.*US. MN: (Ed.).

Brehm, S.S., & Miller, R.S. (2002).*Intimate relationships.*(3rd ed.). McGraw Hill.

Brock, G.W., & Bernard, C.P. (2009).*Procedures in marriage and family therapy*, (4th ed.). USA: Pearson.

Busby, D. M., &Loyer-Carlson, V.L. (2003).*Pathways to marriage: Premarital and early marital relationships*. USA: Pearson.

Cowan, C.P., & Cowan, P.A. (1992). *When partners become parents: The big life change for couples*. New York. NY: Basic Books.

Davis, C.G., &Mantler, J. (2004).*The consequences of financial stress for individuals, families, and society*. Doyle Salewski Inc.

Ford, L., &Arter, J.A. (2013).*Human relations: A game plan for improving personal adjustment,* (5th ed.). Pearson.

McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011).*Expanded family life cycle, the: Individual, family, and social perspectives*, (4th ed.). Pearson.

Nicholas, M.P., & Schwatz, R.C. (2001).*Family therapy*. Allyon& Bacon.

Walsh, F. (1993).*Normal family processes*. (3rd ed.). Guilford Press.

*Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

- **Journal Articles/ Reports**

Cohler, B. J., & Paul, S. (2002). Psychoanalysis and parenthood.

Fiese, B. H., Jones, B. L., & Saltzman, J. A. (2019). Systems unify family psychology.

Morse, J. L., & Steger, M. F. (2019). Giving birth to meaning: Understanding parenthood through the psychology of meaning in life. In *Pathways and Barriers to Parenthood* (pp. 1-17). Springer, Cham.

Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *American Psychologist*, *75*(5), 631.

Stanton, M., & Welsh, R. (2012). Systemic thinking in couple and family psychology research and practice. *Couple and family psychology: research and practice*, *1*(1), 14.

- Journal of Family Psychology
- Journal of Family Relations
- Journal of Family Theory and Review
- Journal of Marriage and Family
- Journal of Marriage and Family Counseling
- Journal of Marriage and Family Therapy

Elective-IV

Course Code: APSY- 484   **Credit Hours: 3**
Course Title: Practicum/Case Reports   **(Elective Course)**

<u>Introduction</u>
This course is an extension of the Practicum/Case Reports offered in 7th Semester. The course aims
to provide a first-hand experience of the cases/clients before they graduate, so that they have better
understanding of the real-life issues and will be better prepared to take up their professional studies
in future.

Student will select any area of specialization, given in the list of elective courses, select three (3)
cases from their selected area of specialization and write a case report.

<u>Teaching-learning Strategies</u>
Assigned case report supervisor will meet the student, discuss and explain the method to conduct
interview and to write case report according to APA.

<u>Assessment and Evaluation:</u>
Total Marks = 100
Student will prepare case reports and evaluation will be carried out by an external examiner on the
basis of case reports and viva voce.

Course Code: APSY-485   **Credit Hours: 1**
Course Title: **Active Citizenship / Voluntary Work /**   **Foundation**
                  Community Work

Introduction

Volunteering is an excellent way of gaining valuable experience in the particular field, therefore this course is designed for the undergraduate students. This will aid in development of wide-range of skills in leadership, communication, advocacy and citizenship in them. The course will include a social action project that the students will design and carry out to play their role in the betterment of the society.

Course Objective

1. To support learning and development of young Active Citizens.
2. To support young people in acquiring wide range of skills in leadership, communication, advocacy, citizenship, volunteering, Social Action Project delivery, fundraising, social entrepreneurship, partnerships, and network building skills.

Learning Outcomes

Students will be able to understand their responsibility as an active citizen in their local priorities with projects to help their communities.

Assessment and Evaluation:

Total Marks = 100
Group of 5-8 students will practically conduct voluntary/ community work and will prepare a report and evaluation will be carried out by an external examiner on the basis of report and viva voce.

Course Code: APSY- 476 **Credit Hours: 4**
Course Title: Research Thesis **(Major Course)**

<u>**Introduction**</u>
This course is the continuation of Research Thesis offered in 7th Semester. The Psychology Research Thesis will provide undergraduate students with an opportunity to conduct an independent research project under the supervision of a faculty member, culminating in a written thesis. Students will also attend weekly meetings to discuss: (a) general topics important to conducting research; (b) student research proposals; and (c) the outcomes of research projects.

Each and every student will complete the research project based on quantitative or qualitative method of investigation.

<u>**Teaching-learning Strategies**</u>
Assigned Supervisor will meet the student, discuss and explain the method to conduct research, analysis of data and to write report according to APA.

<u>**Assessment and Examinations:**</u>
Total Marks = 100
Student will prepare a research thesis and evaluation will be carried out by an external examiner on the basis of research thesis and viva voce.