



## **BS (4 Years) for Affiliated Colleges**

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### **Course Contents for Subjects with Code: APSY**

This document only contains details of courses having code **APSY**.



## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-111	Introduction to Psychology (Revised)	2	I
Year	Discipline		
1	Applied Psychology		

### Course Objectives

- The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology.
- The course will help students appreciate the human nature and its related concepts, thereby will gain insight into human behavior and human relationships.

### Course Outcome

After successful completion of this course the students will be able to:

- Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.
- They will be able to understand Psychology as science and empirical methods used for understanding different aspects of human behavior.

### Course Contents

#### **Understanding Psychology**

Psychology: Scientific perspective

Historical perspective

Schools of psychology

Methods of psychology

Ethical issues

Fields of psychology and their application

#### **Biological Basis of Behavior**

Neuron and its function

Central nervous system

Peripheral nervous system

Endocrine system

#### **Sensation and Perception**

Senses: Vision, audition, smell, taste and kinesthetic

Introduction to perception

Gestalt principles

Binocular and monocular cues

Illusions and extra sensory perception

#### **Learning**

Definition of learning

Types of learning: Classical and operant conditioning

Punishment and its effects

Latent and observational learning

### **Memory**

Definition and types of memory

Processes and techniques of improving memory

Forgetting: Nature and causes

### **Cognition and Language**

Concept of cognition

Problem solving

Judgment and decision making

Language development

Language and cognition

Language and culture

### **Intelligence and Creativity**

Concept of intelligence

Theories of intelligence

Assessment of intelligence

Mental retardation

Concept of creativity and its stages

### **Motivation and Emotion**

Introduction to motivation

Factors affecting motivation

Introduction to emotions

Types of emotions

Physiology and emotion

Theories of emotion

### **Personality**

Defining personality

Theories of personality

Personality assessment

### **Social Thinking and Social Influence**

Social facilitation

Attribution theory

Crowd behavior

Conformity, Obedience

Helping behavior

### **Recommended Books**

Atkinson R. C., & Smith, E. E. (2000). *Introduction to psychology* (13th ed.). NY: Harcourt Brace College Publishers.

Coon, D., & Mitterer, J. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed.). USA: Wadsworth Cengage Learning.

Fernald, L. D., & Fernald, P.S (2005). *Introduction to psychology*. USA; WMC Brown Publishers.

- Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). USA: Wadsworth.
- Glassman, W.E. (2000). *Approaches to psychology*. Open University Press.
- Hayes, N. (2000). *Foundation of psychology* (3rd ed.). UK: Thomson Learning.
- Kalat, J. W. (2010). *Introduction to psychology*. USA: Cengage Learning, Inc.
- Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). UK: McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (2011). *Psychology* (10th ed.). USA: Wadsworth Publishers.
- Ormord, J. E. (1995). *Educational psychology: Developing learners*. USA: Prentice Hall, Inc.
- Rathus, S. (2011). *Psychology: Concepts and connections* (10th ed.). USA: Wadsworth Cengage Learning.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-121	Applied Areas of Psychology	2	II
Year	Discipline		
1	Applied Psychology		

### Course Objective

The main objective of this course is to:

- acquaint students with scope and application of psychology in human life. They will be provided basic knowledge about different areas of specialization i.e. Clinical Psychology, Counseling, Educational Psychology, Organizational Psychology, Health Psychology, Sports Psychology, Forensic Psychology etc.

### Course Outcome

After successful completion of this course the students will be able to:

- Appreciate the role of different applied areas of psychology to improve quality of life of human beings and the course will also orient students for decision making as to which particular area of specialization they would like to peruse as career.

### Course Contents

#### **Introduction**

Scope of Psychology

Introduction of Applied Areas of Psychology

#### **Clinical Psychology**

Introduction: aims and scope

Brief History

Role of a Clinical Psychologist

Perspectives of Clinical Psychology

Clinical Assessment and Intervention

Status of Clinical Psychology in the World

Status of Clinical Psychology in Pakistan

#### **Counseling Psychology**

Introduction: aims and scope

Brief History

Role of a Counseling Psychologist

Perspectives of Counseling Psychology

Assessment and Intervention

Status of Counseling Psychology in the World

Status of Counseling Psychology in Pakistan

#### **Organizational/Industrial Psychology**

Introduction and Brief History of I/O Psychology

Scope of I/O Psychology

Approaches to I/O Psychology

Services provided by I/O Psychologists

Assessment and Intervention

Status of I/O Psychology in the World

Status of I/O Psychology in Pakistan

## **Developmental Psychology**

Introduction: Aims and scope

Brief History

Role of a Developmental Psychologist

Approaches of Developmental Psychology

Assessment and Intervention

Status of Developmental Psychology in the World

Status of Developmental Psychology in Pakistan

## **Health Psychology**

Introduction: aims and scope

Brief History

Role of a Health Psychologist

Models of Health Psychology

Assessment and Intervention

Status of Health Psychology in the World

Status of Health Psychology in Pakistan

## **School and Educational Psychology**

Introduction: aims and scope

Brief History

Role of a School Psychologist

Perspectives of School Psychology

Assessment and Intervention

Status of School/Educational Psychology in the World

Status of School/Educational Psychology in Pakistan

## **Sports Psychology**

Introduction: aims and scope

Brief History

Role of a Sport Psychologist

Perspectives of Developmental Psychology

Assessment and Intervention

Status of Sport Psychology in the World

Status of Sport Psychology in Pakistan

## **Forensic Psychology**

Introduction: aims and scope

Brief History

Role of a Forensic Psychologist

Perspectives of Forensic Psychology

Assessment and Intervention

Status of Forensic Psychology in the World

Status of Forensic Psychology in Pakistan

## **Recommended Books**

Aamodt, M. (2004). *Applied industrial/organizational psychology*. (4th ed.). UK: Wadsworth, a division of Thompson Learning.

Baron, R. A. (2004). *Social psychology* (10th ed.). UK: Pearson Education.

Bartol, C. R. (2012). *Introduction to forensic psychology: Research and application*. SAGE publications Inc.

Cox, H, R. (2007). *Sports psychology: Concepts and applications*. (6<sup>th</sup>ed.). McGraw Hill Companies.

Fulero, S. M., & Wrightsman. (2009). *Forensic Psychology* (3rd ed.). Australia: Wadsworth.

- Gelso, C. & Fretz, B. (2001). *Counseling psychology: Practices, issues, and intervention*. USA: Harcourt, Inc.
- Hurlock, E. (1980). *Developmental psychology: A life span approach*. (5th ed.). TATA McGraw hill.
- Kaur, R. (2006). *Child psychology: New trends & innovations*. India: Deep and Deep Publications PVT, Ltd
- Kring, A. M. (2010). *Abnormal psychology* (11th ed.). UK: John Wiley and Sons.
- Levin, M., & Perkins, D. D. (2004). *Principles of community psychology: Perspectives and applications* (3rd ed.). USA: Oxford University Press.
- Singh, P. (2004). *Organizational psychology*. India: Centrum Press.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-122	Practical's in Psychology (Revised)	1	II
Year	Discipline		
1	Applied Psychology		

### Course Objective

- The main aim is to familiarize students with main concepts, and methods which can be studied in the laboratory

### Course Outcome

After successful completion of this course the students will be able to:

- They will be able to understand Psychology as science and empirical methods used for understanding different aspects of human behavior.

### Course Contents

Following experiments shall be performed by the students.

- Color zones of retina
- Fluctuation in attention
- Muller Lyer illusion
- Perceptual grouping
- Size constancy
- Span of attention
- Concept formation
- Maze learning
- Memory: Function of recitation
- Memory: Function of time (saving method)
- Memory: Method of serial reproduction
- Retroactive and proactive inhibition
- Weber's Law
- Transfer of training
- Object assembling
- Point of subjective equality

### Recommended Books

Collins, M. & Drever, J. (1949, 2005). *A first laboratory guideline psychology*. London: Methuen

&Company. Electronic copy at <http://www.archive.org/details/firstlaboratoryg032435mbp>

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2008). *Experimental psychology (International student edition)*. USA: Cengage Learning,

Mohsin, S. M. (1991). *Experiments in psychology*. Mito Lal Banarsi Das Delhi- Varnasi Patna India.

Myers, A. & Hansen, C. H. (2011). *Experimental psychology*. USA: Cengage Learning

Postman, L, & Egan J. P. (2001). *Experimental psychology: An introduction*. New Delhi: Kalyan

Publishers.

Woodworth, R.S. (1983). *Experimental psychology*. New York: Henry Holl & Co





## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-231	Cognitive Psychology	3	III
Year	Discipline		
2	Applied Psychology		

### Course Objectives

This course provides an understanding of the mental processes involved in cognition, perception, attention, memory, thinking, language and reasoning processes. The core focus will be on how information is received, perceived, filtered, stored, retrieved and conveyed and it will provide an understanding of the mental processes through which information is acquired, processed and conveyed.

### Course Outcome

After completing this course students will be able to:

- think critically about the internal processes involved in human cognition.
- articulate the basic principles, major theories, and research concerning higher mental processes.

### Course Contents

#### **Introduction**

Nature and Scope of Cognitive Psychology  
Historical Perspective

#### **Neural Basis of Cognition**

Neural representation of information  
Organization of the brain and neural localization of function  
Information coding in visual cells

#### **Perception and Attention**

Sensory memory: Iconic memory & echoic memory  
Pattern recognition: Template matching and Feature Analysis  
Speech recognition and Voice onset time  
Perceptual Laws of Organization  
Object Perception  
Spatial vs. linear representation  
Depth Perception  
Colour Perception  
Perception of Movement

#### **Knowledge Representation**

Perception based knowledge  
Meaning based knowledge

## **Memory**

Implicit and Explicit memory  
Retention in episodic memory  
Working memory and long term memory  
Interference: Fan effect  
Recall vs. recognition

## **Thinking and Problem solving**

Mean –end Analysis  
Problem Solving by Analogy  
Heuristic and algorithms

## **Reasoning**

Deductive and inductive reasoning  
Conditional reasoning  
Syllogism

## **Language**

Language comprehension: Parsing, Semantic considerations and Utilization.  
Language and thought  
Child language Acquisition  
Psycholinguistics  
Linguistic Determinism  
Transformational Grammar

## **Recommended Books**

Friedenberg, J. (2012). *Cognitive science* (2nd ed.). Los Angeles: Sage.  
Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Thousand Oaks: SAGE Publications.  
Groome, D. (2013). *An introduction to cognitive psychology: Processes and disorders*. London: Psychology Press.  
Kellogg, R. T. (2012). *Fundamentals of cognitive psychology* (2nd ed.). Los Angeles: Sage.  
Medin, D., Ross, B., & Markmen (2005). *Cognitive psychology*. (4th ed.). UK: JohnWileyInc.  
Parkin, A. J. (2013). *Essential cognitive psychology: Classic edition*. Hove, East Sussex: Routledge.  
Reed, S. K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth / Thomson Learning.  
Reisberg, D. (2013). *The Oxford handbook of cognitive psychology*. Oxford: Oxford University Press  
Robinson-Riegler, G. (2012). *Cognitive psychology* (2nd ed.). South Asia: Pearson.  
Sternberg, R. J. (2005). *Cognitive psychology*. New York: Wadsworth.  
Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). New York: Harcourt College Publishers.  
Sternberg, R. J., Sternberg, K., & Mio, J. S. (2012). *Cognitive psychology*. Australia: Wadsworth/Cengage Learning

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 232	<b>Environmental Psychology (Revised)</b>	<b>3</b>	<b>III</b>
Year	Discipline		
2	Applied Psychology		

### Course Objectives

The main objectives of the course are:

- to familiarize students with the concepts of Environmental Psychology, theories and perspectives, and research methods of environmental psychology.
- to provide knowledge about human-environment interaction and how both affect each other.

### Course Outcome

After having completed the course students will be able to:

- explore and understand various perspectives on human-environment interrelationship and develop an insight into the ways in which the environment influences our feelings and experiences

### Course Contents

#### **Introduction**

Definition and Scope  
Historical background  
Importance and Application of Environmental Psychology

#### **Nature and Human Behavior**

Environmental perception, cognition & attitude  
Social interaction and the environment  
Impact of environment on personality development and individual differences

#### **Theories of Environmental Psychology**

Arousal Theories  
Stimulus Load  
Behavioral Constraint  
Adaptation Level Theories  
Environmental Stress Theories (Ecological Theories)

#### **Research Methods in Environmental Psychology**

#### **Weather, Climate and Human Behavior**

Disasters, toxic hazards and pollution  
Catastrophes and Human Adjustments  
Future Environmental Challenges posed to humanity  
Impact of Environment Changes in Industrial and Geographical Development  
Personal space and territoriality  
Noise, air and water pollution  
Factors in Adjustment to Environment: gender, age, job, family, fashion, religion, society  
Effects of Environmental stressors

## **Town Planning and Urbanization**

Phenomenon of Urbanization

Planning and design for human behavior

High density and crowding

The Built Environment and Human Adjustment

Design in residential and institutional environments

Work, Learning and Leisure environments

Changing behavior to save the environment

Mob and Group Behavior in Environmental and Cultural Variances

## **Recommended Books**

Baum, A. (1998). *Advances in environmental psychology*. New York: Lawrence Erlbaum Associate.

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental psychology* (5th ed.). USA: Harcourt College Publishers.

Cassidy, T. (1997). *Environmental psychology*. UK: Psychology Press.

Garling, T., & Golledge, R. (Eds.). (1993). *Behaviour and environment: Psychological and geographical approaches*. Amsterdam: North Holland.

Golledge, R. G. & Stimson, R. J. (1997). *Spatial behavior: A geographic perspective*. NY: Guilford Press.

Spindler, G. D. (1998). *Making of psychological anthropology*. California: University of California Press.

Stokols, D., & Altman, I. (Eds.). (2000). *Handbook of environmental psychology*. New York: Wiley.

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 241	Cross Cultural Psychology	3	IV
Year	Discipline		
2	Applied Psychology		

### Course Objectives

- The course will cover social and cultural aspects of human behavior; differentiation between area studies, cross-cultural studies, and intercultural studies and aims to familiarize students with cross-cultural research.

### Course Outcome

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

- have complete awareness about cultural diversity
- engage with people from different cultures and understand and analyze cultural practices and customs.
- it will also enable students conduct cross cultural research

### Course Contents

#### **Understanding Cross Cultural psychology**

Defining and understanding culture  
 Historical and theoretical foundations  
 Nature and scope of cross cultural psychology  
 Acculturation and multiculturalism

#### **Cross-Cultural Research**

Methodological issues in cross cultural research  
 Considerations for conducting cross cultural research  
 Translation, adaptation and application of psychological tests across cultures  
 Indigenous research and current issues across cultures

#### **Human Development and Socialization:**

Culture and developmental processes  
 Culture and social behaviors  
 Parenting practices across cultures  
 Social perception and social cognition  
 Social interaction: Conformity, social influence, social loafing  
 Intergroup and intergenerational relations across cultures  
 Emotional development and regulation processes across cultures  
 Ethnocentrism, prejudice, stereotyping, and discrimination  
 Gender and sex trait stereotypes  
 Culture and identity  
 Culture, language, and communication

## **Application of Cross Cultural Psychology**

Mental health, Intelligence

Individual and Community

Happiness, success and well being

Spirituality and religion

Human rights and law

Global Community

Immigration

## **Recommended Books**

Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Alyn & Bacon.

Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of cross-cultural psychology*. (Vol. I). Boston: Alyn & Bacon.

Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Keith, K. D. (2010). *Cross-cultural psychology: Contemporary themes and perspectives*. UK: Wiley Blackwell.

Laungani, P. D. (2007). *Understanding cross cultural psychology*. India: Sage Publications Ltd.

Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Sydney: Thomson's Wadsworth.

Rohner, R. P. (1986). *The warmth dimension: Foundation of parental acceptance rejection theory*. Beverly Hills, CA: Sage Publication, Inc.

Rohner, R. P. (1999). *Handbook for the study of parental acceptance and rejection*. Stress, CT: University of Connecticut.

Shireav, E.B. & Levy, D.A. (2012). *Cross-cultural psychology: Critical thinking and contemporary applications* (5th ed.). India: New Delhi

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 242	<b>Ethical Issues in Psychology (Revised)</b>	<b>3</b>	<b>IV</b>
Year	Discipline		
2	Applied Psychology		

### Course Objectives

The objective of this course is to introduce students with:

- Knowledge of Ethical guidelines devised by APA and other International bodies for Psychologists, both as researcher and professionals.
- the intent, organization, procedural consideration, and application of Code of ethics to guide them to towards attaining professional credibility and integrity as a researchers and practicing psychologist.

### Course Outcome

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

- understand the ethical guidelines for conducting research in Psychology and professional ethics
- will have a sense of code of conduct both as a researcher and a professional psychologist.

### Course Contents

#### **Introduction and Applicability of Ethical Issues**

Historical development

Code of Ethics provided by APA, BPS, and other international bodies

#### **General Principles**

##### **Ethical Standards**

Resolving ethical issues

Competence

Human relations: Respecting Diversity, Dual role

Privacy and confidentiality

Advertising and other public statements

Record keeping and fees

Education and training

Research and publication: Plagiarism

Assessment

Therapy and counseling: Professional ethics

### Recommended Books

Alderson, P. (2011). *The ethics of research with children and young people* (2nd ed.). Sage: Los Angeles.

Anderson, S. K. (2010). *Ethics for psychotherapists and counselors*. UK: Wiley-Blackwell.

American Educational Research Association, American Psychological Association & National Council of Measurement in Educational (1985). *Standard for educational and psychological testing*. Washington, DC: American Psychological Association.

American Psychiatric Association (1994). *Diagnostic and statistical manual-IV-TR (2000)*. USA: Author

American Psychological Association (2002). *Publication manual of the American psychological association* (5th ed.). USA: Author.

APA Code of Ethics (1999). Ethical principles of psychologists and code of conduct. *American Psychologists*, 47, 1597-1611.

Banyard, P. (2011). *Ethical issues in psychology*. UK: Routledge.

British Psychological Society (2009). *Ethical guidelines and support*. Author

Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Author.

Kimmel, A.J. (2007). *Ethical issues in behavioural research: Basic and applied perspectives*. UK: Wiley-Blackwell.

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-243	Gender Issues in Psychology (Revised)	3	IV
Year	Discipline		
2	Applied Psychology		

### Course Objectives

- To give an introduction to Psychology of gender differences and related research evidence
- To acquaint students with the contemporary gender related debates and issues particularly in the Pakistani context.

### Course Outcome

At the successful completion of this course the students will be able to:

- Differentiate facts from myths about gender differences
- Examine and criticize the validity of claims about sex and gender differences in the context of personality, cognition, mental health, morality, achievement, empathy and aggression
- Contemplate about gender issues faced particularly in the Pakistani context such as abuse, harassment, ownership of property, gender discrimination across different levels

### Course Contents

#### **Introduction**

Why study psychology of Gender  
Scope of Psychology of Gender

#### **History of Psychology of Gender**

1894-1936: Gender differences in intelligence  
1936-1954: M/M as a global personality trait  
1954-1982: Sex typing & androgyny  
1982-present: Gender as a social category

#### **Gender & Related Paradigms**

Sex differences and physiology  
Sex differences in brain architecture  
Theories of gender  
Sociobiology and evolutionary psychology  
Research evidence in sex differences

#### **Gender: Role Attitudes**

Attitudes towards men's & women's roles  
Affective component: Sexism  
Cognitive component: Gender role typing  
Behavioral component: Sex discrimination

#### **Gender and Aggression**

Aggression /violence  
Theories of aggression  
Biological, social learning, gender-role theory

Cognitive theories  
Rape and other form of sexual coercion: Prevalence and incidence  
Characteristics of perpetrator & victims  
Domestic abuse  
Characteristics of perpetrator & victims  
Sexual harassment  
Characteristics of perpetrator & victims

### **Psychology of Women: Issues**

Emergence and history of psychology of women in the west and in Pakistan  
Women and Law (PPC & Shariah)  
Women and psychopathologies

### **Psychology of Men: Issues**

Emergence and history of psychology of men in the west and in Pakistan  
Men and Law (PPC & Shariah)  
Men and psychopathologies

### **New Men, New Women, New Relationships**

Changes in values, economics and employment  
New men, new women & new relationships

### **Gender Issues in the Pakistani Context**

Contemporary issues  
Current Issues

### **Recommended Books**

- Brannon, L. (2011, 2008, 2005). *Gender: Psychological perspectives*. USA: Allyn and Bacon.
- Brettell, C. B. & Sargent, C. F. (2009). *Gender in cross-cultural perspective* (5th ed.). New Delhi, India: PHI Learning.
- Lindsey, L. L. (2011). *Gender roles: A sociological perspective*. (5th ed.). New Delhi, India: PHI Learning.
- McCracken, J. (1997, 2009). *Thinking about gender: A historical anthology*. USA: Harcourt Brace & Company.
- Hassan, I. N. (1990). *The psychology of women*. Pakistan: Allama Iqbal Open University
- Helgeson, V. S. (2005). *Psychology of gender*, (2nd ed.). UK: Pearson and Education
- Ussher, J. M. & Paula, N. (1992). *Gender issues in clinical psychology* (Eds.). New York: Rutledge Champion and Hall.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 351	Psycho-Pathology	3	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

The course aims to familiarize the students with:

- basic concepts of Abnormal Psychology; about historical development and current status of abnormal Psychology; main systems of classification and diagnosis, symptomatology, diagnostic criteria and etiological factors of different psychological disorders.

### Course Outcome

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

- Become acquainted with the use of the DSM - IV - TR for making 5-axial diagnosis and will also be able to make differential diagnosis.
- Examine clinical manifestations, epidemiology, etiology, treatment, course and prognosis of selected disorders.
- identify physical / organic problems that can cause or exacerbate emotional and interpersonal problems.

### Course Contents

#### **Introduction to Abnormal Psychology**

Criteria of normality and abnormality  
Diagnostic classification system-DSM & ICD

#### **History of Abnormal Psychology**

Dark ages & demonology  
Greeks & Romans  
Middle ages  
Renaissance  
Nineteenth & twentieth centuries  
Current status and controversies  
Significant developments & achievements

#### **Psychopathology**

Neurodevelopmental disorders  
Schizophrenia spectrum and other psychotic disorders  
Bipolar and related disorders  
Depressive disorders  
Anxiety disorders  
Obsessive compulsive and related disorders  
Trauma and stressor related disorders  
Dissociative disorder  
Somatic symptoms and related disorders  
Feeding and Eating disorders

Elimination disorder  
Sleep-wake disorders  
Sexual dysfunctions  
Gender dysphoria  
Disruptive impulse control and conduct disorders  
Substance related and addictive disorders  
Neuro-cognitive disorders  
Personality disorders  
Paraphilic disorders  
Other Mental disorders  
Medication induced movement disorder and other adverse effect of medication  
Other conditions that may be a focus of clinical attention

### **Recommended Books**

- American Psychological Association. (2003). *Diagnostic and statistical manual of mental disorders IV-TR*. 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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 352	Schools and Perspectives in Psychology	2	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

The main objective of this course is to:

- familiarize the students with history and foundations of psychology and also to familiarize them with different perspectives in Psychology.
- provide students a comprehensive understanding of theoretical basis of human behavior i.e. basic concepts and application of major perspectives: Psychodynamic, Behaviouristic, Cognitive, Humanistic, Existential, Gestalt and Islamic.

### Course Outcome

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

- understand the basic concepts and application of different perspectives enabling them better understand explanation of human behavior as proposed by different perspectives.
- apply theoretical knowledge about human behavior in the context of general and in their area of specialization in particular.
- apply theoretical framework in their research projects

### Course Contents

#### **Schools of Psychology**

Brief history of psychology

Structuralism

Functionalism

Greek contribution

#### **Introduction to Perspectives**

Major assumptions, major contributors and basic concepts

#### **Biological Perspective**

Heredity

Genes and chromosomes

Endocrine glands

#### **Psychodynamic Perspective**

Classical psychoanalysis

Neo-Freudians

#### **Behaviouristic Perspective**

Classical conditioning

Operant conditioning

Social learning

### **Cognitive Perspective**

Cognitive perspective by Aron Beck  
Cognitive perspective by Albert Ellis  
Cognitive perspective of appraisal and coping  
Cognitive behavioural model

### **Humanistic Perspective**

Abraham Maslow  
Carl Rogers

### **Existential Perspective**

Thomas Szaz  
Victor Frankel

### **Gestalt Perspective**

Fritz Perls

### **Socio-Cultural Perspective**

#### **Islamic Perspective in the light of teachings of Quran & Sunnah**

IbnSina, Al-Ghazali, Ashraf Ali Thanvi

### **Current Trends**

#### **Recommended 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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 353	Developmental Psychology (Revised)	3	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

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

### Course Outcome

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

- identify major developmental milestones
- think critically about the developmental issues
- apply knowledge from Development theories in the Pakistani cultural context.

### Course Contents

#### **Introduction**

Nature and scope of developmental psychology  
Historical perspective of developmental psychology  
Research methods for studying developmental changes  
Ethical issues in research on developmental psychology

#### **Theories of Development**

Freud's psychoanalytic theory  
Erik Erikson's psychosocial stages of development  
Piaget's theory of cognitive development  
Vygotsky's socio cognitive cultural theory  
Kohlberg's theory of moral development

#### **Prenatal Development**

Prenatal development phases  
Genetic influences in development  
Prenatal environmental influences

#### **Infancy**

Physical development  
Cognitive development in infancy with reference to Piaget's theory  
Language development in infancy  
Socio emotional development in infancy

## **Childhood**

Physical development

Emotional development

Cognitive development in childhood with reference to Piaget's theory

Personality development (role of familial and extra familial influences)

## **Adolescence**

Physical development

Emotional development

Identity formation in adolescence

Cognitive development in adolescence with reference to Piaget's theory

Social development

Problems and disturbances in adolescence

## **Early Adulthood**

Physical development

Occupational adjustments

Family adjustments

## **Middle Adulthood**

Physical changes

Social adjustments

Occupational adjustments

Family adjustments

## **Gerontology**

Physical changes

Challenges faced by the elderly

The elderly and death

## **Recommended 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 Wiley 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.

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 354	Psychological Assessment	3	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

- The objective of this course is to provide students knowledge about test construction, types and purpose of psychological testing, psychometric properties of psychological tests
- To enable students understand rational, administration, scoring and interpretation of psychological tests

### Course Outcome

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

- demonstrate theoretical and practical knowledge of psychological testing and test construction.
- administer, score and interpret results of different psychological tests

### Course Contents

#### **Psychological Test**

Definition and nature of psychological test

Uses and types of psychological test

Psychological test and assessment

Ethical, legal and professional issues in assessment

#### **Test Construction and Standardization**

Different taxonomies of test development

Types of items

General guidelines for writing items

Item writing and item analysis

Approaches of item writing

Types of item analysis

Item difficulty index, item discrimination index

Item response theory, item characteristics curve

#### **Characteristics of a Test**

##### **Reliability**

Concept of reliability

Types and measurement of reliability

Standard error of measurement

##### **Validity**

Meaning and purpose

Types and assessment of validity

Standard error of estimate

## **Test Norms**

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

## **Types of Testing**

### **Ability testing**

Intelligence – Nature and meaning/different view points  
Types of intelligence tests: Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale  
Raven' Progressive matrices  
Aptitude tests

## **Personality Testing**

### **Objective Personality Testing**

Minnesota Multiphase Personality Inventory (MMPI)  
Sixteen Personality factors Questionnaire (16PF)  
The Big Five Personality Traits  
Eysenck Personality Questionnaire

### **Projective Techniques**

Thematic Apperception Test (TAT)  
Rorschach Inkblot Test  
House Tree Person (HTP)  
Sentence Completion Tests

## **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

## **Application of Testing**

Testing in Clinical Settings  
Testing in Counseling settings  
Testing in Educational Settings  
Testing in Organizational Settings  
Group vs. individual tests

## **Recommended 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*. (2nd ed.). UK: Cambridge University Press
- Edward, S. N. & Fawcett, 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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-355	Psychological Assessment Practical	1	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

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

### Course Outcome

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

- develop a test, standardize it and to determine its psychometric properties.
- Prepare complete profile of self and of another individual after administrating a complete test battery.
- Consult test manuals and follow instructions for administration, scoring and report writing

### Course Contents

1. Construction of an achievement test (objective type, MCQs): school level
2. Administration of one test from each category i.e. aptitude, personality, ability, adjustment (self and other)
3. Writing report

Each student will prepare a portfolio of the following and evaluation will be carried out by an external examiner on the basis of portfolio and viva voce

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
<b>APSY-356</b>	<b>Research Methods-I</b>	<b>3</b>	<b>V</b>
Year	Discipline		
<b>3</b>	Applied Psychology		

### Course Objectives

This course aims to:

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

### Course Outcome

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

- knowledge of research concepts and processes and they will be able to critically evaluate different research methods.
- Make decisions and follow steps involved in designing and executing a research plan.
- Design, conduct, analyze and interpret findings of an empirical investigation.
- Read through and evaluate research papers in scientific journals
- Identify ethical concerns in a research study.

### Course Contents

#### **Introduction**

Goals and Assumption of Scientific Methods

Scientific Method: Salient features

Limitations of the use of Scientific Method in Psychology

Types of Research: Basic & Applied: Qualitative & Quantitative

From theory to testable hypothesis

Variables and measurement

#### **Sources of Research Ideas**

Observation

Theory

Searching the literature

Personal Interest

#### **How to Conduct Literature Review**

Professional review

Literature review

Online literature search: Science Direct, Ebscohost, Blackwell-Synergy, Psycinfo,

Psycharticle, Medical Index, and other related data bases

## **Formulation of a Hypothesis**

Importance of Hypothesis

Types of Hypothesis

Formulation of Hypothesis

Characteristics of a good Hypothesis

## **Research Process/Steps in Research**

Formulating Problems Statement

Operational Definitions of Concepts, Variables and Constructs

Variables and Types of variables

Introduction and Review of Research Literature

Theoretical Framework

## **Quantitative Research Methods**

Survey method

Experiments

Correlational studies

## **Qualitative Research Methods**

Ethnographic studies

Case study

Grounded theory

Focus group

Interpretative phenomenology

## **Sampling Methods**

Selecting Research Participants

Sample Planning

Define the population and sample

## **Probability Sampling Methods**

Simple random sampling

Systematic random sampling

Stratified random sampling

Cluster sampling

## **Non-probability Sampling Methods**

Quota sampling

Snow ball sampling

Purposive sampling

Convenience sampling

## **Ethics in Psychological Research**

APA Ethical Guidelines for Research with Humans

Ethics in planning research

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

### **Recommended 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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-357	Statistics in Psychology	3	V
Year	Discipline		
3	Applied Psychology		

### Course Objectives

- This course is designed to train the students in theoretical as well as applied statistics with particular reference to psychology. The statistical analysis is a very essential 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.

### Course Outcome

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

- understand types of statistics and apply appropriate statistics keeping in view the type of data
- apply statistical techniques for data analysis in accordance with objectives and hypotheses being formulated in research.

### Course Contents

#### **Introduction**

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

#### **Normal & Binomial Distribution**

Normal distribution: Its properties and application.

Binomial distribution: Its properties and application.

#### **Sampling Distributions and related concepts**

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.

#### **Testing Hypotheses**

#### **Inferential Statistics**

Basic assumptions / rationale and when to use which inferential statistic

Critical Region, One Tailed & Two Tailed Tests

Type One and Type Two (I & II) Errors, Level of Significance: concept of alpha and P value

## **Parametric Statistics**

Rationale and basic considerations/ assumptions

t-test analysis: Independent sample, paired sample, one sample

Analysis of Variance: One way ANOVA, Two Way ANOVA

Correlation, Regression: Linear Regression, Multiple Regression

Correlation & Causation, Pearson Product moment Correlation, Z – Test

## **Non Parametric Statistics**

Rationale and basic considerations/ assumptions

Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)

Yates Correction, Non Parametric tests, Wilcoxon test, Mann Whitney test, Sign test, Kruskal Wallis

## **Recommended 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* (5thed.).Singapore: Luxury Press.

King, B.M., Minimum, E.W. (2009). *Statistical reasoning in psychology and education* (3rded.). 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* (7thed.).USA: South Western Cengage Learning

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



## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY- 361	Research Methods –II	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

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.

### Course Outcome

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

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

### Course Contents

#### **Research Design**

What is research design?

Purpose of research design

#### **Quantitative Research Designs**

##### **Survey Designs**

Nature, goals, and basic steps

Survey methods: Mail survey, personal interviews, telephone survey.

Survey research design types: Cross- sectional design; Successive independent samples design;

Longitudinal design

##### **Experimental Research Designs**

Experimental method: Control and variability, logic, characteristics.

Independent measures designs/ between group design

Alternative independent group design

Methodological issues: Individual differences; assigning conditions

Repeated measures designs/ within group design

##### **Quasi – Experimental designs**

Retrospective/ Ex Post Facto Design

Prospective Quasi- Experimental design

Time Series Designs

Event- Specific Alignment Designs

Twin Studies and Adoption Studies

##### **Factorial Designs**

Small N Designs

Classical, After- Only, Before- After No Control Group, Crossover, Solomon Four-group

## **Qualitative Research Techniques**

### **Ethnographic Research**

Introduction of ethnographic research  
Advantages and disadvantages of ethnographic research  
Ethnographic research methods  
Observing  
Interviewing  
Collecting & reading cultural artifacts

### **Case Study Method**

Introduction of case study method  
Advantages and disadvantages of case study method  
Single case designs  
Multiple case designs

### **Focus Group Discussion**

Introduction to focus group  
Advantages and disadvantages of focus groups  
Planning of focus group  
Developing focus group guide  
Select the number and type of participants for each focus group  
How to conduct a focus group  
Role of a facilitator, note taker, and technician

### **Research Report Writing & Publishing Research**

The structure of a research report based on APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion, references and citation

### **Recommended 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<sup>th</sup>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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
<b>APSY-362</b>	<b>Group Research</b>	<b>1</b>	<b>VI</b>
Year	Discipline		
<b>3</b>	Applied Psychology		

A group of 3-4 students will conduct a mini research project based on quantitative methodology.

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-363	Theories of Personality (Revised)	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

- To 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.

### Course Outcome

Upon successful completion of this course, the student is expected to:

- 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.

### Course Contents

#### **Introduction to Personality**

Definition and meanings of personality  
Components of a personality theory

#### **The Psychoanalytic Perspective**

Basic Assumptions and main Proponents

#### **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 evaluation

#### **Carl Jung**

Basic concepts: Conscious and unconscious; Archetypes, personality typology, personality development  
Assessment and Intervention  
Critical evaluation

#### **Alfred Adler**

Basic concepts  
Assessment and Intervention  
Critical evaluation

**Karen Horney**

Basic concepts  
Assessment and Intervention  
Critical evaluation

**Erik Erikson**

Basic Concepts  
Psycho-social stages of personality development  
Assessment and Intervention  
Identity crises

**Object Relation Theory****Cognitive Perspective**

Major assumptions and main Proponents

**Aaron Beck**

Basic concepts  
Assessment and Intervention  
Critical evaluation

**Albert Ellis**

Basic concepts  
Assessment and Intervention  
Critical evaluation

**George Kelly**

Basic concepts  
Personality as a system of constructs  
Personality Development  
Critical evaluation

**Dispositional and Trait Theories**

Major Assumptions and main Proponents

**Gordon Allport**

Basic Concepts  
Personality traits  
Assessment and Intervention  
Critical evaluation

**Raymond Cattell**

Basic concepts  
Assessment and Intervention  
Critical evaluation

**Humanistic and Existentialist Theories**

Major Assumptions and main Proponents

### **Abraham Maslow**

Basic concepts  
Five basic human needs  
Assessment and Intervention  
Critical evaluation

### **Carl Rogers**

Basic concepts  
Personality development  
Assessment and Intervention  
Critical evaluation

### **Recommended 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.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-364	Biological Basis of Behavior	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

This course will cover the underlying biological basis of human behavior including Brain and Glands. 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.

### Course Outcome

It is expected that after completion of this course: the student will possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, hormones. 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.

### Course Contents

#### **Introduction**

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

#### **Structure and Function of Nervous System**

Neurons and Glial cells  
The neuron: neuronal characteristics, types, transmission and communication systems.  
Neuro anatomical directional terms and planes of reference  
Structures of Nervous System, their functions and connections

#### **The central nervous system**

Fore brain, mid brain, hind brain  
Spinal cord, peripheral nervous system  
Autonomic nervous system

#### **Methods of studying the nervous system**

Behavioral research methods of biopsychology

#### **Glands**

Endocrine glands: type of gland,  
Function of glands  
Effect of hormones on human behaviour

#### **Neurochemistry**

Characteristics of neurotransmitters, neuromodulators and neuroHormones  
Major neurotransmitters

Dopamine  
Nor epinephrine  
Serotonin  
Acetylcholine  
GABA  
Glycine, Peptides (opiates)

## **Brain and Behaviour**

### **Motivation**

Homeostasis  
Involvement of brain and neurotransmitters in motivational behavior  
Aggression  
Sleep and circadian rhythms (types and basic function)  
Eating behaviour  
Weight, Glucose, & Metabolic Regulation

### **Emotions**

Hormonal changes in emotion  
Involvement of brain in emotions

### **Memory and Amnesia**

Involvement of brain in memory  
Memory disorders (Korsakov, Alzheimer's, Parkinson diseases etc)

### **Communication**

Factors in the development of speech  
Speech abnormalities, speech disorders  
Brain areas in speech

### **Neurological Disorders**

Epilepsy, Cerebral Palsy, Multiple Sclerosis.  
Psychiatric disorders with organic/ biochemical etiology: Mood Disorder, Anxiety Disorders, and Schizophrenia, Mental Retardation.

### **Brain Damage**

Causes of brain damage: CVA, Head injury, Infections  
Psychological implications of brain damage

### **Clinical Neuropsychology**

Introduction to Neuropsychology  
Role of a Neuropsychologist  
Neuropsychological assessment techniques

### **Recommended 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. 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.
- Pinel, J. (1997). *Bio-Psychology*, 3<sup>rd</sup> Edition, Allyn & Bacon.
- Pincus, J. (1985). *Behavioural Neurology*, OUP.
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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
<b>APSY-365</b>	<b>Biological Basis of Behavior Practical</b>	<b>1</b>	<b>VI</b>
Year	Discipline		
<b>3</b>	Applied Psychology		

### Course Objectives

This course will cover the underlying biological basis of human behavior including Brain and Glands. 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.

### Course Outcome

It is expected that after completion of this course:

- The student will possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, hormones.
- 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.

### Course Contents

Basic Neuro-anatomical directional terms and planes of reference

Dissection of Ruminant Brain

Physiological changes during stress

Administration of tests and report writing of at least three patients suffering from Psycho-Physiological and Neurological disorders

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.

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-366	Data Analysis using Statistical Package for Social Sciences (SPSS)	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

- The statistical analysis is an essential part of psychological research and students need to have a grasp over the concepts, theoretical rationale to use certain statistical analysis and also to learn the procedure to carry out these analyses.
- 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.

### Course Outcome

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

- Process research data, prepare variable view file, enter data, and select appropriate analysis as per type of data and hypotheses been formulated.
- 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.

### Course Contents

Introduction to Statistical Package for Social Sciences (SPSS)

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

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

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

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

Computing relationship between variables (Correlation)

Regression Analysis

Non parametric statistics

Spearman's Rank Order Correlation, Chi Square Test (Contingency Table and Proportions)

Yates Correction, Wilcoxon test, Mann Whitney -U test, Sign Rank test, Kruskal Wallis

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

### Recommended 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

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## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-367	Social Psychology (Revised)	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

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

### Course Outcome

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

- think critically about social processes, influences, relations and attitudes.
- understand the application of Social Psychology concepts in the real world.

### Course Contents

#### **Nature and Scope of Social Psychology**

What is social psychology?

Social psychology and allied disciplines

Brief history of social psychology

Current trends in social psychology

#### **Research in Social Psychology**

Descriptive research

Correlational research

Experimental research

Surveys and interviews

Content analysis and cross-cultural studies

#### **Self in a Social World**

Concept of self in social psychology

Components of self: Why they are essential and its relationship to other personality constructs and processes

Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions, guilt, shame and embarrassment

#### **Social Perception**

Social cognition; person schemas, roles and scripts

Impression formation; Stereotypes

Attribution; Bias in attribution, Research in attribution

## **Altruism and Aggression**

Altruism: The motivation to help

Factors, rewards and costs of helping

Aggression: The motivation to harm

Frustration and aggression: Other views

Threatened self-esteem and aggression

Controlling and socializing for non-aggressive ways of conflict resolution

## **Behavior and Attitudes**

Attitude formation

Prejudice, stereotypes and discrimination

Attitude change

Cognitive dissonance

Persuasive communication

Measurement of attitudes

## **Social Influence and Group Behavior**

Nature of groups, group polarization

De-individuation, group cohesiveness, productivity and decision making,

Conformity, obedience and deviance, cultural and social norms

Leadership: Effective leadership

Theories of leadership

## **Social Psychology in Action**

Social psychology entering: Health Psychology, Environmental Psychology, Legal Affairs

Organizational Psychology, Peace and conflict

## **Recommended 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*. New York: 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.





## BS (4 Years) for Affiliated Colleges

Code	Subject Title	Cr. Hrs	Semester
APSY-368	Health Psychology	3	VI
Year	Discipline		
3	Applied Psychology		

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### **Historical Background**

Definition, development, and scope of health psychology  
The modern concept of health and illness

#### **Theoretical Models in Health Psychology**

1. The Biopsychosocial Model
2. The Health Belief Model
3. Theory of Planned Behavior/ Reasoned Action
4. Transtheoretical Models/ Theories of behavior change
5. Psychoneuroimmunology model (PNI)

#### **The Psychology of Health and Illness**

##### **A brief introduction to:**

Psychophysiological Disorders  
The immune system & Stress

#### **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

## **Stress, Coping, and Health**

Models of stress: Seyle, Mason, and Lazarus

Stress and illness (Assessment of stress and identification of stressors)

Stress management

## **Application of Health Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles**

Risk factors, prevention, rehabilitation, and psychological interventions

Coronary heart disease (CHD)

Cancer

Pain

AIDS

Diabetes Mellitus

Obesity and eating disorders: Bulimia and Anorexia Nervosa

Substance abuse disorders: Smoking and drinking

Arthritis

## **Grief and Bereavement**

Acceptance, adjustment and coping with chronic and terminal illnesses.

## **Working with the Community**

Health promotion programs for public awareness and disease prevention

## **Psychological Interventions in Health Psychology**

In order to develop health promoting behaviors and adjustment to Chronic physical conditions

- Cognitive Behavior Therapy
- Counseling

## **Research in Health Psychology**

1. Identification of vulnerable populations for developing psychophysiological disorders
2. Identification of causal relationships i.e. Predictors and Outcomes in health and illness.
3. Psychological consequences of physical illnesses

## **Recommended 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*. (6th ed.). 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; Lawrence Erlbaum Associates Publishers.

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



## BS (4 Years) for Affiliated Colleges

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

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### **Introduction to Experimental Psychology**

An overview of experimental psychology

Experimental report writing

#### **Psychophysics**

Importance of psychophysics

Psychophysical methods

Theory of signal detection

#### **Sensation**

The five senses: vision, hearing and other senses.

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

Methods of measurement

#### **Perception**

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

Perceptual organization, the Gestalt Laws of organization

Depth perception, perception of movement

Perceptual illusions. Perception of time

#### **Cognitive processes/ Thinking**

Reasoning & decision-making

Problem solving & creative thinking

Information processing, executive functioning, multi-tasking

## **Learning and Conditioning**

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

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

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

Factors, theories, and application of operant conditioning

## **Memory**

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

Current Research on memory

Reconstruction of memory

## **Motivation**

Theories of motivation by Helson and Atkinson

## **Designing an Experiment**

### **Recommended Books**

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

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

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

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

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

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

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

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

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

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

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

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



## BS (4 Years) for Affiliated Colleges

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

### Course Objective

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

### Course Contents

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

#### **Conditioning Experiments with Pigeons**

Shaping

Discrimination

Schedules of reinforcement

Extinction and spontaneous recovery

Rate of responding as a function of motivation

#### **Human learning, memory and Cognition**

Learned helplessness

Encoding techniques/Mnemonics

Emotional conditioning

Problem solving

Hearing/auditory threshold

Reaction time

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

Cutaneous senses (two-point touch threshold)

Weber's Law

Auditory memory span for digits

Level of aspiration as a result of achievement

Zeigarnik effect(with non-sense syllables)

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



## BS (4 Years) for Affiliated Colleges

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

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### **Introduction**

Historical background

Allied fields: Counseling, Health Psychology, Neuropsychology

Characteristics of a clinical psychologist

#### **Research in Clinical Psychology**

Design in Clinical Research

Ethics in Clinical research

#### **On Becoming a Clinical Psychologist**

Characteristics of effective clinical psychologist

Role & responsibilities of a clinical psychologist

Personal values of clinical psychologist

Professional Ethics

#### **Assessment in Clinical Settings**

How to conduct clinical interview/ case history

Mental Status Examination

Diagnostic assessment: Use of tests, scales and inventories

#### **Behavior Therapy**

Introduction to behavior therapy

Operationally defining, observing and recording behavior

Functional analysis/ABC model

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

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

### **Recommended Books**

- Edelstein, M. R. & Steele, D. R. (1997). *Three minute therapy: Change your thinking, change your life*. UK: Sussex Publishers.
- Edi, G. M. R. (2010). *Clinician's guide to posttraumatic stress disorder*. NJ: Wiley.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology*. UK: Oxford University Press.
- Edi, N. K. (2010). *Cognitive and behavioral theories in clinical practice*. NY: The Guilford Press.
- Ellis, A., & Maclaren, C., (1998). *Rational emotive behavior therapy: A therapist's guide*. USA: Impact Publishers.
- Ellis, A., & Becker, M.I. (1982). *A guide to personal happiness*. USA: Melvin Powers.
- Falender, C. A. (2012). *Getting the most out of clinical training and supervision*. Washington: American Psychological Association.
- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). UK: Wiley Blackwell.
- Jongsma, A. E. & Peterson, L. M. (2006). *The complete adult psychotherapy treatment planner (Practice Planners)*. NJ: Wiley.
- Kewley, G. (2011). *Attention deficit hyperactivity disorder* (3rd ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2008). *Introduction to clinical psychology* (7th ed.). NY: Prentice Hall.
- Miltenberger, R. (1997). *Behavior modification: Principles and procedures*. U.S.A: Brooks/Cole publishing Company
- Shorvon, S. (2010). *Handbook of epilepsy treatment* (3rd ed.). UK: Wiley-Blackwell.
- Sink, C. (2011). *Mental health interventions for school counselor*. Australia: Brooks/Cole.
- Spiegler, M. D. & Guevremont, D. C. (1998). *Contemporary behavior therapy* (3rd ed.). USA: Brooks/Cole Publishing Company
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## BS (4 Years) for Affiliated Colleges

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

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### Overview of Positive Psychology

##### Introduction

Positive Psychology in historical context

Dimensions of subjective well-being: Happiness, Life satisfaction

Traits of Happy People

##### Classification and measurement of human strengths

Moving from the classification of Illness to 21<sup>st</sup> century classification of human strengths

The Gallup Themes of Talent

The Values in Action (VIA)

The Search Institution's 40 Developmental Assets

Self-report measures of well-being

##### Positive Emotional States and Processes

###### Positive Emotions

Importance of positive emotions

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

Positive Emotions and physical health



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

### **Using emotions for coping**

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

### **Emotional Intelligence (EI)**

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

### **Positive Cognitive States and Processes**

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

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

**Hope:** Characteristics and childhood antecedents, Neurobiology of hope

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

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

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

### **Pro-social Behavior**

#### **Religiosity/Spirituality**

Purpose and pathways to Spirituality  
Research on Religiosity and Health

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

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

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

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

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

### **Recommended Books**

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

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

### Course Description

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

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### **Introduction to Peace Psychology**

Chronology of peace psychology

Core concepts

#### **Psychological causes and effects of violence and non-violence**

Nature of human aggression/ emotion

Cycle of violence

Roots of hate and prejudice

Cognitive/affective perspectives of world views

Emotional intelligence

Learning theories on violence and peace

## **Types of Violence**

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

**Structural Violence:** Poverty, Unemployment, Corruption, Social injustice

## **Remedies of Structural Violence**

Social Justice

Women and Children

Globalism and Human Rights

## **Negative and Positive Peace**

The psychology of peacekeeping and peacemaking

## **Conflict Resolution**

Types of conflict

Theoretical and practical concerns

Methods used to resolve conflict

## **Peace-building**

Interpersonal psychological strategies for peace making/building

Role of psychologist in peace building

Reconciliation and issues of forgiveness

Peace building personally, socially, globally and environmentally

Psychologists making a difference

Reducing trauma

Peace practices

## **Peace Psychology in Asia**

How Asia can contribute to world peace psychology

Future of peace psychology in Asia with special reference to Pakistan

## **Recommended Books**

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

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

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

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

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

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## BS (4 Years) for Affiliated Colleges

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

### Course Objectives

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

### Course Outcome

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

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

### Course Contents

#### **Cognitive Behaviour Therapy**

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

#### **Rational Emotive Behaviour Therapy**

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

### Recommended Books

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

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