

<b>Course Code:</b> <b>SAPY-222</b>	<b>Course Title: Applied Psychology</b>	<b>Credit Hours: 2</b>
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### **Introduction**

This course targets to clarify the application of psychological principles acquired from theoretical perspectives of Psychology into practical domain of specializations. Applied psychology is the study and ability to solve problems within human behavior such as health issues, workplace issues, or education. There are various specialty areas within applied psychology including clinical psychology, counseling services, medicinal psychology, and forensic psychology. In order to serve their Clients best, applied psychologists perform a variety of functions on a daily basis. They tend to execute application of psychological paradigms and perspectives at the individual, group, organizational, and cultural level. Thus their core aim is to resolve issues of human beings at psychosocial levels of functioning.

### **Course Objectives**

The main objective of this course is to:

1. 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.
2. To seek out problems resolutions aspects that are the main concerns of Applied Psychologists.
3. 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.

### **Contents**

#### **Unit-I**

##### **1.1.1 Introduction**

- 1.1.1 General vs. Applied Psychology: old vs. new perspective
- 1.1.2 Scope of Psychology
- 1.1.3 Introduction of Applied Areas of Psychology

#### **Unit-II**

##### **2.1 Clinical Psychology**

- 2.1.1 Introduction: aims and scope
- 2.1.2 Brief History
- 2.1.3 Role of a Clinical Psychologist
- 2.1.4 Perspectives of Clinical Psychology
- 2.1.5 Clinical Assessment and Intervention
- 2.1.6 Status of Clinical Psychology in the World
- 2.1.7 Status of Clinical Psychology in Pakistan

#### **Unit-III**

##### **3.1 Counseling Psychology**

- 3.1.1 Introduction: aims and scope
- 3.1.2 Brief History
- 3.1.3 Role of a Counseling Psychologist
- 3.1.4 Perspectives of Counseling Psychology
- 3.1.5 Assessment and Intervention
- 3.1.6 Status of Counseling Psychology in the World

- 3.1.7 Status of Counseling Psychology in Pakistan

#### **Unit-IV**

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

- 4.1.1 Introduction and Brief History of I/O Psychology
- 4.1.2 Scope of I/O Psychology
- 4.1.3 Approaches to I/O Psychology
- 4.1.4 Services provided by I/O Psychologists
- 4.1.5 Assessment and Intervention
- 4.1.6 Status of I/O Psychology in the World
- 4.1.7 Status of I/O Psychology in Pakistan

#### **Unit-V**

##### **5.1 Developmental Psychology**

- 5.1.1 Introduction: Aims and scope
- 5.1.2 Brief History
- 5.1.3 Role of a Developmental Psychologist
- 5.1.4 Approaches of Developmental Psychology
- 5.1.5 Assessment and Intervention
- 5.1.6 Status of Developmental Psychology in the World
- 5.1.7 Status of Developmental Psychology in Pakistan

#### **Unit-VI**

##### **6.1 Health Psychology**

- 6.1.1 Introduction: aims and scope
- 6.1.2 Brief History
- 6.1.3 Role of a Health Psychologist
- 6.1.4 Models of Health Psychology
- 6.1.5 Assessment and Intervention
- 6.1.6 Status of Health Psychology in the World
- 6.1.7 Status of Health Psychology in Pakistan

#### **Unit-VII**

##### **7.1 School and Educational Psychology**

- 7.1.1 Introduction: aims and scope
- 7.1.2 Brief History
- 7.1.3 Role of a School Psychologist
- 7.1.4 Perspectives of School Psychology
- 7.1.5 Assessment and Intervention
- 7.1.6 Status of School/Educational Psychology in the World
- 7.1.7 Status of School/Educational Psychology in Pakistan

#### **Unit-VIII**

##### **8.1 Sports Psychology**

- 8.1.1 Introduction: aims and scope
- 8.1.2 Brief History
- 8.1.3 Role of a Sport Psychologist
- 8.1.4 Perspectives of Developmental Psychology
- 8.1.5 Assessment and Intervention
- 8.1.6 Status of Sport Psychology in the World
- 8.1.7 Status of Sport Psychology in Pakistan

## Unit-IX

### 9.1 Forensic Psychology

- 9.1.1 Introduction: aims and scope
- 9.1.2 Brief History
- 9.1.3 Role of a Forensic Psychologist
- 9.1.4 Perspectives of Forensic Psychology
- 9.1.5 Assessment and Intervention
- 9.1.6 Status of Forensic Psychology in the World
- 9.1.7 Status of Forensic Psychology in Pakistan

- **Teaching- Learning Strategies**

Assignment Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation based tasks

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

- **Assignments- Types and Number with Calendar**

Sr. No.	Weeks	Topics proposed Assignment
1	3 <sup>rd</sup> Week	Muslim Concepts and Counseling
2	6 <sup>th</sup> Week	Status of Industrial/Organizational Psychology in Pakistan
3	9 <sup>th</sup> Week	Approaches of Developmental Psychology
4	12 <sup>th</sup> Week	Models of Health Psychology
5	13 <sup>th</sup> Week	Educational Psychology in Pakistan
6	15 <sup>th</sup> Week	Sports Psychology in Pakistan

- **Assessment and Evaluation: As per University Rules**

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

- **Textbooks:**

Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Washington: Cengage Learning.

Hollingworth, H. (2016). *Applied Psychology*. Globalgrey Books Publishers.

- **Suggested Readings**

Aamodt, M. (2004). *Applied industrial/organizational psychology*. (4<sup>th</sup> 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.

- **Journal Articles**

- Fiedler, K., & Grüning, D. J. (2021). A social psychological toolbox for clinical psychology. *Zeitschrift für Psychologie*.
- Field, A. P., & Wilcox, R. R. (2017). Robust statistical methods: A primer for clinical psychology and experimental psychopathology researchers. *Behaviour research and therapy*, 98, 19-38.
- Guarnera, L. A., Murrie, D. C., & Boccaccini, M. T. (2017). Why do forensic experts disagree? Sources of unreliability and bias in forensic psychology evaluations. *Translational Issues in Psychological Science*, 3(2), 143.
- King, K. M., Littlefield, A. K., McCabe, C. J., Mills, K. L., Flournoy, J., & Chassin, L. (2018). Longitudinal modeling in developmental neuroimaging research: Common challenges, and solutions from developmental psychology. *Developmental cognitive neuroscience*, 33, 54-72.
- Korkman, J., Pakkanen, T., & Laajasalo, T. (2017). Child forensic interviewing in Finland: Investigating suspected child abuse at the forensic psychology unit for children and adolescents. In *Collaborating against child abuse* (pp. 145-164). Palgrave Macmillan, Cham.
- Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. *Journal of Applied Psychology*, 102(3), 434.
- Nielsen, M., Fong, F. T., & Whiten, A. (2021). Social learning from media: The need for a culturally diachronic developmental psychology. *Advances in Child Development and Behavior*, 61, 317-334.