Program	BS (4 Years)	Course Code	APSY-112	Credit Hours	2
Course Title	**Applied Areas of Psychology**				

Course Introduction

Applied Psychology is the study and ability to solve problems within human behavior such as health issues, workplace issues, or education. Applied psychology is the use of scientific knowledge obtained and methods developed by basic psychology to solve everyday problems, increase the quality of life or make groups of people work more conveniently. The major perspectives of applied psychology are behavioral, biological, humanistic, psychodynamic, and cognitive. There are various specialty areas within applied psychology including clinical psychology, counseling psychology, industrial psychology, educational psychology, developmental psychology, sports psychology, and forensic psychology. The focus of this course is on how to put psychological theory and techniques to work on a practical, day-to-day level. The goal is to produce professionals who can improve performance, strengthen group dynamics, and build strong client relationships in any context.

Learning Outcomes

On the completion of the course, the students will be able to:
1. To appreciate the role of different applied areas of psychology to improve quality of life of human beings
2. To 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

Textbooks and Reading Material

2.1 Books

- Aamodt, M. (2004). *Applied industrial/organizational psychology*. (4th ed.).UK: Wadsworth, a division of Thompson Learning.
- Barker, C., Pistrang, N., & Elliott, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners*. John Wiley & Sons.
- 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*. (6th ed.). McGraw Hill Companies.
- Fulero, S. M., & Wrightsman. (2009). *Forensic Psychology* (3rd ed.). Australia: Wadsworth.
- Gelso, C.& Fretz, B. (2014).*Counseling psychology: Practices, issues, and intervention*. USA: Harcourt, Inc.
- Gurung, R. A. (2018). *Health psychology*. Cambridge University Press.
- Hurlock, E. (1980). *Developmental psychology: A life span approach*. (5th ed.). TATA McGrawhill.
- Kaur, R. (2006). *Child psychology: New trends &innovations.* India: Deep and Deep Publications PVT, Ltd
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). *Introduction to clinical psychology*. Cambridge University Press.
- 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.
- Pozzulo, J., Bennell, C., & Forth, A. (2021). *Forensic psychology*. Psychology Press.
- Singh, P. (2004). *Organizational psychology.* India: Centrum Press.
- Thibaut, J. W., & Kelley, H. H. (2017). *The social psychology of groups*. Routledge.
- Trull, T. J., Ebner-Priemer, U. W., Brown, W. C., Tomko, R. L., & Scheiderer, E. M. (2012). *Clinical psychology*. The Guilford Press.

2.2   Journal Articles/ Reports

- Bendig, E., Erb, B., Schulze-Thuesing, L., & Baumeister, H. (2019). The next generation: chatbots in clinical psychology and psychotherapy to foster mental health–a scoping review. *Verhaltenstherapie*, 1-13.
- Grzanka, P. R., Santos, C. E., & Moradi, B. (2017). Intersectionality research in counseling psychology. *Journal of counseling psychology*, *64*(5), 453.
- 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.
- Hilton, C. E., & Johnston, L. H. (2017). Health psychology: It's not what you do, it's the way that you do it. *Health Psychology Open*, *4*(2), 2055102917714910.
- 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.
- Sassenberg, K., & Ditrich, L. (2019). Research in social psychology changed between 2011 and 2016: Larger sample sizes, more self-report measures, and more online studies. *Advances in Methods and Practices in Psychological Science*, *2*(2), 107-114.
- Scholz, U. (2019). It's time to think about time in health psychology. *Applied Psychology:*

Health and Well‑*Being*, *11*(2), 173-186. • Takahashi, S., & Grove, P. M. (2020). Use of Stroop Test for Sports Psychology Study: Cross-Over Design Research. *Frontiers in Psychology*, *11*, 3497. **Note:** It is preferable to use latest available editions of books.	

Teaching Learning Strategies
1. Lectures/Tutorials 2. Semester work 3. Class participation /Presentation 4. Assignments/Class Projects 5. Quizzes

Assessment			
Sr. No.	**Elements**	**Weightage**	**Details**
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination 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.