

Areas of Specialization-I:

Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Clinical Psychology				
Course Introduction					
Clinical Psychology is a field dealing with mental illnesses. This area encompasses assessment of psychopathologies, diagnosis using the framework of Diagnostic and Statistical Manual of Mental Disorders (DSM-V), understanding of different models explaining human behavior and mental illness and their application to psychological disorders and use of empirically validated treatments to alleviate suffering and to improve functioning.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Differentiate Clinical Psychology from other fields of specializations. 2. Understand the diagnostic and assessment procedures in Clinical Psychology. 3. Understand models and intervention techniques used by a Clinical Psychologist. 					
Course Contents					
Introduction					
Historical background; Millstones Development in Clinical Psychology; Allied fields: Counseling, Health Psychology, Neuropsychology; Characteristics of a Clinical Psychologist					
Research in Clinical Psychology					
Research Designs in Clinical Research; Ethics in Clinical Psychology 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; Mini 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.					
Textbooks and Reading Material					
2.1 Books					
<ul style="list-style-type: none"> • Edelstein, M. R. & Steele, D. R. (1997). <i>Three minute therapy: Change your thinking, change your life</i>. UK: Sussex Publishers. • Edi, G. M. R. (2010). <i>Clinician's guide to posttraumatic stress disorder</i>. NJ: Wiley. • Edi, J. M. G. (2010). <i>Handbook of clinical neuropsychology</i>. UK: Oxford University Press. • Edi, N. K. (2010). <i>Cognitive and behavioral theories in clinical practice</i>. 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.

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.
- Falender, C. A. (2020). Ethics of Clinical Supervision: An International Lens. *Psychology in Russia: State of the Art*, 13(1), 42-53.
- Geach, N., Moghaddam, N. G., & De Boos, D. (2018). A systematic review of team formulation in clinical psychology practice: Definition, implementation, and outcomes. *Psychology and Psychotherapy: Theory, Research and Practice*, 91(2), 186-215.
- Hengartner, M. P. (2018). Raising awareness for the replication crisis in clinical psychology by focusing on inconsistencies in psychotherapy research: How much can we rely on published findings from efficacy trials?. *Frontiers in Psychology*, 9, 256.
- Kuehne, F., Ay, D. S., Otterbeck, M. J., & Weck, F. (2018). Standardized patients in clinical psychology and psychotherapy: a scoping review of barriers and facilitators for implementation. *Academic Psychiatry*, 42(6), 773-781.
- Piccirillo, M. L., & Rodebaugh, T. L. (2019). Foundations of idiographic methods in psychology and applications for psychotherapy. *Clinical Psychology Review*, 71, 90-100.
- Rhodes, P., & Langtiw, C. (2018). Why Clinical Psychology Needs to Engage in Community-Based Approaches to Mental Health. *Australian psychologist*, 53(5), 377-382.
- Spencer, J., Goode, J., Penix, E. A., Trusty, W., & Swift, J. K. (2019). Developing a collaborative relationship with clients during the initial sessions of psychotherapy. *Psychotherapy*, 56(1),

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.

Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Counseling Psychology				
Course Introduction					
<p>This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, problems, change, and potential. This course is intended to provide students with an introduction to rudimentary counseling skills and practice, an overview of issues related to the practice of counseling (e.g., careers within counseling, ethics, and licensure) and different areas within the counseling framework such as mental health counseling, developmental counseling, career counseling, and so on. The subject matter covered in this course will help students begin to explore their interest in working with others to promote healthy change.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand basic concepts and activities in the field of counseling 2. Use basic counseling concepts and professional ethics in real life setting 3. Apply theoretical approaches to practice of counseling 					
Course Contents					
<p>Introduction to Counseling Definition of counseling; The development of counseling as a distinct profession Goals of counseling; Currents trends and future directions; Distinction between guidance, counseling, psychotherapy, and allied fields</p> <p>On Becoming a Counselor Characteristics of effective counselors; Role & responsibilities of a counselor Personal values in counseling; The basis and importance of theory in counseling</p> <p>Building a Counseling Relationship Definition and description of therapeutic alliance Factors that influence the counseling process: Structure, Initiative, Physical setting, Client qualities; Counseling relationship: The core conditions, Genuineness, Unconditional positive regard, Empathic understanding, Concreteness</p> <p>Working in Counseling Relationship Counselor skills in the understanding and action phases; Changing perceptions, Leading, Immediacy, Multi-focused responding, Accurate empathy, Self-disclosure, Humor, Confrontation, Transference and counter transference</p> <p>Termination of Counseling Relationship Function of termination: The process of termination, Timing of termination, Issues of termination</p> <p>Ethical and Legal aspects of Counseling Ethics, morality and law; Professional code of ethics and standards; Making ethical decisions Multiple relations in counseling; Working with a counselor engaged in unethical practices Civil and criminal liability; Legal issues with minors; Client's rights and records Counselor in court</p>					

Core Counseling Activities

Groups in counseling; Consultation; Evaluation and research; Testing, assessment and diagnosis
The Nature and Importance of Assessment in Counseling
Why assessment; The process of assessment

Textbooks and Reading Material

2.1 Books

- Axelson, J. A. (1999). Counseling and development in a multicultural society. London: Brooks/Cole Publishing Company.
- Bergin, A. & Garfield, S. (1994). Hand book of psychotherapy and behavior change. UK: John Wiley.
- Capuzzi, D. & Gross, D. (1991). Introduction to counseling perspectives for the 1990's. USA: Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). Counseling supervision in context. London: SAGE publication Inc.
- Corsini, R. (Latest edition). Current psychotherapies. Itasea: F.E: Peacock Publishers.
- Davy, J., & Ellis, S. (2000). Counseling skills in palliative care. Buckingham: Open University Press.
- Druden, W. (1992). Hard-earned lessons from counseling in action: UK: Sage Publications.
- Edi, C. F. (2012). The Sage handbook of counseling and psychotherapy (3rd ed.). Los Angeles: Sage.
- Edi, M. B. (2010). Understanding counseling and psychotherapy. UK: Sage. Gilliland, B. E., & James, R. K. (1998). Theories and strategies in counseling and psychotherapy. London: Allyn and Bacon.
- Eisenberg, S. & Delaney, D. (1978). The counseling process: Rand McNally Publications.
- Geldard, K. (2010). Counseling adolescents (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998). Theories and strategies in counseling and psychotherapy. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002). Counseling today's families. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., & Warmer, R. H. (Latest ed.). Counseling theory and process. Boston: Allyn and Bacon.
- Hough, M. (2010). Counseling skills and theory (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). Modern clinical psychology. NY: Basic Books Company.
- Nayak, A. K. (1997). Guidance and counseling. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). Six key approaches to counseling and therapy (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). Theory and practice of counseling and therapy (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). Basic counseling skills (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000). Handbook of counseling (2nd ed.). New York: British Association for Counseling.
- Synder, C. R. & Forsyth, D. (1991). Handbook of clinical and social psychology. USA: Pergamon Press.
- Timulak, L. (2011). Developing your counseling and psychotherapy skills and practice. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). The theory and practice of group psychology. New York: Basic Books Publishing Company.

2.2 Journal Articles/ Reports

- Allen, L. R., & Dodd, C. G. (2018). Psychologists' responsibility to society: Public policy and the ethics of political action. *Journal of Theoretical and Philosophical Psychology*, 38(1), 42.
- Amari, N. (2021). Social justice in counseling psychology practice: Actualizing the ethics of compassion. *Journal of Humanistic Psychology*, 00221678211039968.
- DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social justice in counseling psychology: Then, now, and looking forward. *The Counseling Psychologist*, 47(6), 938-962.
- Lester, J. N., Wong, Y. J., O'Reilly, M., & Kiyimba, N. (2018). Discursive psychology: Implications for counseling psychology. *The Counseling Psychologist*, 46(5), 576-607.
- Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, 46(1), 6-49.
- Wright, A. J. (2021). A Practical Application of Self Psychology in Counseling. *Journal of Counselor Preparation and Supervision*, 14(4), 13.
- Watson, D. M. (2019). Counselor knows best: A grounded theory approach to understanding how working class, rural women experience the mental health counseling process. *Journal of Rural Mental Health*, 43(4), 150.

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.

Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Organizational Psychology				
Course Introduction					
<p>This course applies the knowledge of psychological science to professional organizations. Organizational Psychology course focuses on workplace psychology, the study of how employees react to their work settings, study of human relations and its relationship to organizational effectiveness through planned change and technological development. Course in this concentration prepares students to survey employees, create a safer workplace environment, and improve productivity.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues. 					
Course Contents					
<p>Organization Psychology: An Introduction Nature and scope; Historical and theoretical perspectives; Basic concepts of organization psychology (I-O): Entrepreneurship; Theories of Organizational Psychology Organizational behavior; Role of Psychologists in organization</p> <p>Research Methods in Organizational Psychology Important research designs and concepts; Measurement and analysis of Organizational research</p> <p>Organizational Communication Basic model of organizational communication; Forms of communication; Flow of communication; Effective communication strategies; Barriers to effective communication</p> <p>Organizational Culture Structure of organizations; Psychological climate and work environment; Organizational motivation; Interpersonal relationships; Conflict resolution</p> <p>Psychological and Social Factors Motivation, morale, factors in job satisfaction; Measurement of attitude of workers Industrial discontent, its causes and limitation;</p>					
Textbooks and Reading Material					
<p>2.1 Books</p> <ul style="list-style-type: none"> • Aamodt, M. G. (2004). <i>Applied industrial and organizational psychology</i>. Australia: Thomson • Duening, T. N. & Ivancevich, J. (2005). <i>Managing organizations</i>. (2nd ed.). California: Atomic Dog Publishing. • Grunenburg, M. M. & Oborone, D.J. (1981). <i>Psychology and industrial productivity</i>. Hong Kong: The Macmillan press Ltd. • Jewell, L. N. (1998). <i>Contemporary industrial and organizational psychology</i> (3rd ed.). Brooks/Cole Publishing Company. U.S.A. • Jed, S. M. (2002). <i>Organizational psychology</i>. New York: John Wiley and Sons. • Landy, F. J. (2004). <i>Work in 21st century: An introduction to industrial and organizational psychology</i>. Boston: McGraw Hill • Riggio, R. E. (2003). <i>Introduction to industrial organizational psychology</i>. (4th ed.). 					

USA: Prentice Hall.

- Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology*. Malden: Blackwell Publishing
- Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson
- Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.
- Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.

2.2 Journal Articles/ Reports

- Drenth, P. J., Thierry, H., & de Wolff, C. J. (2018). What is Work and Organizational Psychology?. In *Handbook of work and organizational psychology* (pp. 1-10). Psychology Press.
- Ghislieri, C., Molino, M., & Cortese, C. G. (2018). Work and organizational psychology looks at the fourth industrial revolution: how to support workers and organizations?. *Frontiers in psychology*, 9, 2365.
- Hüffmeier, J., & Zacher, H. (2021). The basic income: Initiating the needed discussion in industrial, work, and organizational psychology. *Industrial and Organizational Psychology*, 14(4), 531-562.
- Lefkowitz, J. (2021). Forms of ethical dilemmas in industrial-organizational psychology. *Industrial and Organizational Psychology*, 14(3), 297-319.
- Rotolo, C. T., Church, A. H., Adler, S., Smither, J. W., Colquitt, A. L., Shull, A. C., ... & Foster, G. (2018). Putting an end to bad talent management: A call to action for the field of industrial and organizational psychology. *Industrial and Organizational Psychology*, 11(2), 176-219.
- Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. *Industrial and Organizational Psychology*, 14(1-2), 1-35.

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Teaching Learning Strategies

1. Lectures/Tutorials
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Assessment

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Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Forensic Psychology				
Course Introduction					
The course focuses on the application of psychological knowledge and methods to the tasks faced by the legal system. General areas to be covered include, but are not limited to, criminal psychology, crime and society, and violence and victimization. Students will acquire a broad foundation of knowledge around key theories and ideas of psychological science, critically analyse historic perspectives and contemporary issues, and explore the social nature of crime and deviance.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Understand the basic concepts of forensic psychology, role of forensic psychologists and will be able to apply assessment and investigative skills and assist legal system. 2. To apply principles of clinical / counseling psychology for the understanding of the causes of crime and related factors; formal assessment, treatment and rehabilitation of the victims and perpetrators in forensic settings. 3. To apply psychological principles to crime scenes, law and court system in Pakistan for understanding the psychology of evidence, witness competency and witness testimony, expert testimony etc. 					
Course Contents					
Forensic Psychology: Introduction and Overview					
<ol style="list-style-type: none"> 1. What is Forensic Psychology? 2. Forensic Psychologists: Roles and responsibilities 3. History of Forensic Psychology 4. Ethical and Professional issues for forensic psychologists (APA's Division on Forensic psychology). 					
Criminal Psychology: Understanding Crime					
<ol style="list-style-type: none"> 1. Theories of crime and violent behavior 2. Mental disorders and crime 3. Media and crime: effects on children and youth 					
Crime and Society					
<ol style="list-style-type: none"> 1. Juvenile delinquency and crime 2. Bullying and Victimization 3. Harassments and Sexual Harassment: increased awareness and conceptualization 4. Rape trauma Syndrome: relationship of RTS to PTSD 5. Drug Abuse and related issues 6. Terrorism and related issues 					
Violence, Abuse & Victimization in Family					
<ol style="list-style-type: none"> 1. Understanding crime and violence in the family 2. Domestic violence: violent victimization in family 3. Child abuse & Neglect: types and causes 					
Practicum					
Group Presentation: On month Newspaper Survey for reported Crime e.g., cases of Child Abuse and Domestic Violence					

Textbooks and Reading Material

2.1 Books

- Bartol, C. R. & Bartol, A. M. (2004). Introduction to Forensic Psychology. London: sage publications.
- Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. London: sage publications.
- Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley.
- Brown, K. D. & Herbert, M. (1997). Preventing family violence. Chichester: Wiley.
- Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: A handbook. Chichester: Wiley.
- Brown, K. D. Hanks, H., Stratton, D., & Hamiltan, C. (2002). Early prediction and prevention of child abuse: a handbook. Chichester: Wiley.
- Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.
- Reid, S. T. (2000). Crime and criminology (9th ed.), NY: McGraw Hill.
- Wrightsman, L. S. (2001). Forensic Psychology, London: Thomson-Wadsworth.

2.2 Journal Articles/ Reports

- Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
- Edens, J. F., DeMatteo, D., Kelley, S. E., & Arnold, S. (2018). Personality assessment in forensic psychology.
- Hill, D., & Demetriooff, S. (2019). Clinical-forensic psychology in Canada: A survey of practitioner characteristics, attitudes, and psychological assessment practices. *Canadian Psychology/psychologie canadienne*, 60(1), 55.
- Hollin, C. R. (2019). Forensic (criminological) psychology. In *Companion encyclopedia of psychology* (pp. 1231-1253). Routledge.
- Kopelovich, S. L., Piel, J., Michaelsen, K., Reynolds, S. E., & Cowley, D. (2020). Forensic psychology postdoctoral training in the United States: How do programs meet national guidelines and standards?. *Training and Education in Professional Psychology*, 14(3), 185.
- Neal, T. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. *American Psychologist*, 73(5), 651.
- Pirelli, G., Formon, D. L., & Maloney, K. (2020). Preventing vicarious trauma (VT), compassion fatigue (CF), and burnout (BO) in forensic mental health: Forensic psychology as exemplar. *Professional Psychology: Research and Practice*, 51(5), 454.

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Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
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Assessment

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1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

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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.

Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Neuropsychology				
Course Introduction					
Neuropsychology is the study of how the brain and nervous system affect behavior. The course involves the study of psychology in relation to the science of the brain. By the end of the course the students will have a detailed understanding of the affective, behavioural and cognitive manifestations of diseases of the central nervous system, particularly those affecting the brain, in adults and children. They will have a comprehensive knowledge of neurological basis of behavior: central nervous system, in particular brain, its structure and function.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Understand structure and functions of nervous system, specifically brain anatomy and localization of higher order mental processes. 2. Assess and identify neuropsychological deficits in patients with neurological and psychiatric conditions through neuropsychological assessment. 3. Understand neuropsychological basis of Psychological disorders (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder). 					
Course Contents					
Introduction and Overview of Neuropsychology					
Definition of neuropsychology, Scope of Neuropsychology The practice of neuropsychology, assessment and diagnosis, treatment and rehabilitation Status of Neuropsychology					
Education and Training of the Neuropsychologist					
Theoretical orientation required, training environment, consequence of insufficient experience with brain damaged patients, competence in the field of neuropsychology. Comparison with other mental health professionals					
Neuroanatomy of the Nervous System					
Neurons, and synaptic transmission Different brain areas and their functions					
Neurochemistry					
Neuron and glial cells; types; functions mechanism of action; Action potential; neurotransmitters and corresponding behaviors					
Cerebrovascular disorders; neurodevelopmental disorders					
Textbooks and Reading Material					
2.1 Books					
<ul style="list-style-type: none"> • Baker, L. (2001). <i>Learning and behavior: Biological, psychological and sociocultural perspectives</i>. Upper Saddle River, NJ: Prentice-Hall. • Bakker, D.J. (1990). <i>Neuropsychological treatment of dyslexia</i>. Oxford University Press. • Benson, D.F. (1994). <i>The neurology of thinking</i>. New York: Oxford University Press. • Ed, T. D. M. (2010). <i>Neuropsychology of everyday functioning</i> NY: The Guilford Press. • Edi, J. M. G. (2010). <i>Handbook of clinical neuropsychology</i> (2nd ed.). UK: Oxford University Press. • Dawson, G. & Fisher, K.W. (1994). <i>Human behavior and the developing brain</i>. New York: Guilford Press. 					

- Doerr, H.O. & Carlin, A.S. (1991). *Forensic neuropsychology: Legal and scientific bases*. New York: Guilford Press.
- Fletcher-Janzen, E., Strickland, T., & Reynolds, C. (2000). *Handbook of cross-cultural Neuropsychology*. New York: Kluwer Academic/Plenum Publishers.
- Golden, C., Espe-Pfeifer, P., & Wachsler-Felder, J. (2000). *Neuropsychological interpretations of objective psychological tests*. New York: Kluwer Academic/Plenum Publishers.
- Goldstein, L. H. (2013). *Clinical neuropsychology* (2nd ed.). Wiley Blackwell: UK.
- Johnson-Greene, D., Dehring, M., Adams, K.M., Miller, T., Arora, S., Beylin, A., & Drandon, R. (1997). Accuracy of self-reported educational attainment among diverse patient populations: A preliminary investigation. *Archives of Clinical Neuropsychology: Journal of the National Academy of Neuropsychology*, 12, 635-643.
- Kolb, B. & Whishaw, I.Q. (1995). *Fundamentals of human neuropsychology*. (4th ed.). New York: Freeman.
- Lacks, P. (1999). *Bender Gestalt: Screening for brain dysfunction*. Wiley Press, New York.
- Lezak, M.D. (1995). *Neuropsychological assessment*. (3rd ed.). New York: Oxford University Press.
- Obrzut, J.E. & Hynd, G. W. (1991). *Neuropsychological foundations of learning disabilities: A handbook of issues, methods, and practice*. Orlando, FL: Academic Press.
- Pennington, B.F. (1991). *Diagnosing learning disorders: A neuropsychological framework*: Guilford Press.
- Sattler, J. (1998). *Clinical and forensic interviewing of children and families*. San Diego, CA: Sattler Publishing.
- Sbordone, R.J., Saul, R. E., & Purisch, A.D. (2007). *Neuropsychology for psychologists, health care professionals and attorneys* (3rd ed.). USA: Taylor & Francis Group, LLC.
- Wood, C., Maruff, P., Levy, F., Farrow, M., & Hay, D. (1999). Covert orienting of visual spatial attention in attention deficit hyperactivity disorder: Does comorbidity make a difference? *Archives of Clinical Neuropsychology: Journal of the National Academy of Neuropsychology*, 14, 179-189.

2.2 Journal Articles/ Reports

- Abraham, A. (2019). The neuropsychology of creativity. *Current Opinion in Behavioral Sciences*, 27, 71-76.
- Germine, L., Reinecke, K., & Chaytor, N. S. (2019). Digital neuropsychology: Challenges and opportunities at the intersection of science and software. *The Clinical Neuropsychologist*, 33(2), 271-286.
- Gravholt, C. H., Chang, S., Wallentin, M., Fedder, J., Moore, P., & Skakkebaek, A. (2018). Klinefelter syndrome: integrating genetics, neuropsychology, and endocrinology. *Endocrine Reviews*, 39(4), 389-423.
- Hewitt, K. C., & Loring, D. W. (2020). Emory university telehealth neuropsychology development and implementation in response to the COVID-19 pandemic. *The Clinical Neuropsychologist*, 34(7-8), 1352-1366.
- Hewitt, K. C., Rodgin, S., Loring, D. W., Pritchard, A. E., & Jacobson, L. A. (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. *The Clinical Neuropsychologist*, 34(7-8), 1335-1351.
- Parr, T., Rees, G., & Friston, K. J. (2018). Computational neuropsychology and Bayesian inference. *Frontiers in human neuroscience*, 12, 61.
- Shaw, S. D., & Bagozzi, R. P. (2018). The neuropsychology of consumer behavior and marketing. *Consumer Psychology Review*, 1(1), 22-40.

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.

Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Psychology of Ageing				
Course Introduction					
In this course students will understand developmental psychology, working and caring for older adults, mental health & disabilities, and other psychological implications of aging. They will have a thorough understanding of psychology related to 'older age' (gerontology), understanding of memory-related issues, depression and loneliness etc. in older age and how to care for people in old age. The course will cover major behavioral, emotional and cognitive changes in elderly and their implications.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Identify and assess age related behavioural, emotional and cognitive changes and their implications for individual, interpersonal relationships, family, marriage, and sexuality. 2. Demonstrate an understanding of physical and personality changes associated with retirement, leisure activity, housing, transportation, medical care, and economic status. 3. Will have knowledge of various models of death and dying. 					
Course Contents					
<p>Introduction to Ageing/ Gerontology Primary aging vs. secondary aging Demographics of aging The aging process: Physical, psychological and social Cultural attitudes of aging Services available to elderly</p> <p>Models and theories of aging The biopsychosocial model Evolutionary theory, molecular theory, cellular theory, and systemic theory</p> <p>Research Methods and Issues in Gerontology The importance of "cohort"; Age differences vs. age changes. Research designs to explore aging issues Behavioral plasticity Behavioral decline vs. behavioral dysfunction</p> <p>Psychological implications of ageing Intelligence, personality and health Continuity vs. discontinuity of behavior Personality and aging: Change or stability? The empty nest Stages and traits: Reviewing the major studies Charting the life course over generations</p>					
Textbooks and Reading Material					
<p>2.1 Books</p> <ul style="list-style-type: none"> • Aldwin, C. M., Park, C. L., Spiro, A., Abeles, R. P. (2007). <i>Handbook of health psychology and aging</i>. USA: The Guilford Press. • Birren, J. E. & Schaie, K. W. (Eds.).(2005). <i>Handbook of the psychology of aging</i>, (6th ed.). UK: Academic Press. • Carr, D. C. & Komp, K. S. (2011). <i>Gerontology in the era of the third age implications and next steps</i>. UK: Springer Publishing Company 					

- Cavanaugh, J. C., & Whitbourne, S. K. (1999). *Gerontology: An interdisciplinary perspective* (Eds.). USA: Oxford University Press.
- Cruikshank, M. (2009). *Learning to be old: Gender, culture, and aging USA*: Rowman & Littlefield Publishers.
- Demick, J. & Andreoletti, C. (2003). *Handbook of adult development in adulthood*. NY: Kluwer Academic/ Plenum Publisher.
- Hillier, S. M. (2011). *Aging, the individual, and society* (9th ed.). Australia: Wadsworth
- Nelson, T. (2004). *Ageism: Stereotyping and prejudice against older persons*. UK: Bradford Books.
- Santrock, J. W. (2006). *Life-span development* (3rd ed.). India: Tata McGraw-Hill Education.
- Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. UK: Jessica Kingsley Publishers.

2.2 Journal Articles/ Reports

- Brinkmann, P., Rigoulot, S., Kadi, M., Schwartz, M., Kotz, S. A., & Dalla Bella, S. (2021). About time: Ageing influences neural markers of temporal predictability. *Biological Psychology*, 108135.
- Klimecki, O., Marchant, N. L., Lutz, A., Poisnel, G., Chetelat, G., & Collette, F. (2019). The impact of meditation on healthy ageing—the current state of knowledge and a roadmap to future directions. *Current opinion in psychology*, 28, 223-228.
- Kuska, M. (2018). The Importance of Physical Activity in the Process of Successful Ageing- An Overview. *Central European Journal of Sport Sciences and Medicine*, 21(1), 55-65.
- Robitaille, A., & Terrera, G. M. (2020). Considerations when using longitudinal statistical models to study ageing. In *Researching Ageing* (pp. 118-131). Routledge.
- Röcke, C., Guye, S., Girolami, M., & Kniestedt, I. (2021). Social Behaviour and Cognitive Monitoring in Healthy Ageing. In *Digital Health Technology for Better Aging* (pp. 103-114). Springer, Cham.
- Tislenkova, I., Tikhaeva, V., Bgantseva, I., & Ionkina, E. (2020). Psycholinguistic and Sociolinguistic Parameters of Upper-Class Ageing Women's Speech. *Journal of psycholinguistic research*, 49(2), 319-334.
- Tully-Wilson, C., Bojack, R., Millea, P. M., Stallman, H. M., Allen, A., & Mason, J. (2021). Self-perceptions of ageing: A systematic review of longitudinal studies. *Psychology and aging*.

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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.
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Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Sports Psychology				
Course Introduction					
<p>This course includes introduction and overview of the growing field of Sport Psychology and applying psychological principles to athletic performance. Topics will include theoretical foundations of behavior, psychological interventions for performance enhancement, adherence and maintenance of gains, and the impaired athlete. This course examines the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Use basic terminology, demonstrate understanding of theoretical models in Sport Psychology. 2. Understand the application of principles of Psychology in the field of Sports and enhancing sportsman performance. 					
Course Contents					
<p>Introduction to Sports Psychology Historical background of sports psychology Significance of sports and physical activity Methods and measure of sports psychology</p> <p>Theories and models of sports psychology Hull's drive theory of motivation Yerkes and Dodson's law Atkinson's achievement motivation theory Zajonc's drive theory Neuromuscular theories of mental practice Cognitive theories of mental practice Bio-Informational theory of mental practice</p> <p>Motivation Introduction to Motives; Self-determination Theory; Competence Theory; Achievement Goal Theory; Self-efficacy and social cognitive theory; Significant Other; Integrated Model of youth sport participation and withdrawal; Sport commitment model</p> <p>Enhancing Concentration Development: Enhancing concentration; Attention as a 'Filter' Attention as a 'Zoom lens'; Attention as a 'resource'; Assessment; Effective concentration;</p> <p>Anxiety Understanding anxiety Arousal and stress relationships Inverted-U theory and alternatives Drive theory; Catastrophe theory; Processing efficiency theory Conscious processing or 'reinvestment' hypothesis Physiological measures; Self-report instruments; Physical relation techniques Simulation training and choking under pressure</p>					

Textbooks and Reading Material

2.1 Books

- Millamn, D. (1999). *Body mind mastery: Creating success in sports and life*. Novato: New World Library.
- Moran, A. (2012). *Sport and exercise psychology: A Critical Introduction*. (2nd ed.). USA: Routledge
- Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*. Washington D. C.: American Psychological Association.
- Lavallec, D., Kremer, J., Moran, A., & Williams. M. (2004). *Sports psychology: Contemporary themes*. New York: Palgrave Macmillan Publishers.
- Weinberg, R., & Gould, D. (2010). *Foundations of sport and exercise psychology with web study Guide* (5th ed.). USA: Routledge.

2.2 Journal Articles/Reports

- Barrogo, N. J. K., Garcia, C. P., & Lumba, L. M. Motivational Strategies Used by Sports Coaches: Implication to Sports Psychology.
- Bhadauriya, B., & Tripathi, R. (2018). Stress management technique for athletes during sports: a critical review. *Journal of Drug Delivery and Therapeutics*, 8(5-s), 67-72.
- Guo, J., Liu, S., & Liu, X. (2018). Construction of visual cognitive computation model for sports psychology based on knowledge atlas. *Cognitive Systems Research*, 52, 521-530.
- Khandare, R. B. Role of sports psychology in physical education. *International Journal of Health, Physical Education & Computer Science in Sports*, 55.
- Reddy, G. V. Anxiety Levels In Male And Female Chess Players-A Comparative Study In Sports Psychology. *Indian Federation of Computer Science in sports www. ijhpecss. org and www. ifcss. in under the auspices of International Association of Computer Science*, 31.
- Roebuck, G. S., Fitzgerald, P. B., Urquhart, D. M., Ng, S. K., Cicuttini, F. M., & Fitzgibbon, B. M. (2018). The psychology of ultra-marathon runners: A systematic review. *Psychology of Sport and Exercise*, 37, 43-58.

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Teaching Learning Strategies

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2. Semester work
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Assessment

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Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Military Psychology				
Course Introduction					
<p>The course is designed so that students will learn about fundamental research in contemporary military psychology. The course will train students to become socially responsible mental health professionals with specialized knowledge of military psychology. Graduates are equipped to work with the distinct needs and trauma experienced by military personnel, retirees, veterans, and their families; and are prepared for positions in research, education, medical facilities, military institutions, veteran support organizations, and government agencies.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Have systematic view of group dynamics to reach out all the organizational goals and will be able to command and control young military leaders in future. 2. Develop group coherence and self-confidence to accomplish difficult tasks as commander. 3. Analyze objectively group conflicts of various natures with reference to social cultural background, internalized social norms and developmental factors. 					
Course Contents					
Introduction					
<p>History and scope of Military Psychology; fields of Psychology developed after World War I & II and up to present era and Psychological testing, Abnormal Psychology, organizational psychology etc.</p>					
Theoretical perspectives of operational/combat psychology					
<p>Characteristics of behavior required in peace and war, effective model of training and learning under stressful conditions. Role of perception in war field; theories of camouflage. Model of motivation in war and peace; Biological, Psychodynamic, Behaviorist, Cognitive and Humanistic models of human behavior and their application in combat and Training.</p>					
Psycho social perspectives of military and civil culture					
<p>Transformation of civil cultural into military culture among the soldiers and officers; development of faith and conviction of army personnel. Role of individual's faith in combat; Psycho-physical factors / skillsrequired in combat i.e. dynamism, stress tolerance, initiative, confidence, mental toughness, courage, self-motivation etc.Adhering of social norms and values in military culture; Issues of conformity and non-conformity to the military norms and culture. Behavior modification; Theories of attitude formation, attitude change, persuasion, interrogation and brainwashing; development /grooming of warrior traits during training; Propaganda and rumors in war and peace; Psychosocial aspect of conflicted role of Pakistan Army, mass media and its Impact on morale and motivation of Armed Forces.</p>					
Issues of Psychological health of soldiers, officers and families					
<p>Psycho dynamic, humanistic, Eric Fromm view of mental health: Sado-masochistic tendencies, four nonproductive personality orientations; Bio-Psycho-Social-Spiritual Aspects of Combat / war on terror /LIC; psychological issues after war injury or permanently disabled in battle and being a prisoner-of-war; conflict, anxiety frustration; reaction to stress and coping techniques; the screening, assessment, and treatment of personnel with acute and long-term combat-related post-traumatic stress disorders(PTSD), along with impact on the family and community.</p>					

Textbooks and Reading Material

2.1 Books

- Chen, G. & Bliese, P. D. (2002). The role of different levels of leadership in predicting self-and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, psycnet.apa.org
- David, H. & Rand, M. (2001). Psychological and psychosocial consequences of combat and deployment: With special emphasis on the gulf war.
- Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist*, 52, 733-741.
- Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational Applications* (2nd ed.). New York: The Guilford Press.
- Laurence, J. H. & Matthews, M. D. (2012). *Military psychology* (4th ed.). Oxford University Press.
- Lawrence, L. (2002). *The psychology of war: Comprehending its mystique and its madness*. Watson-Guptill Publications; Expanded edition.
- Murray, L. (2013). *Brains and bullets. How psychology wins wars*. London: Biteback.
- Reuven, G., & Dolgin, D. L. (1996). *Handbook of military psychology* (Ed.). New Jersey: John Wiley & Sons.
- Rostow, C., & Davis, R. (2004). *A handbook for psychological fitness-for-duty evaluations in law enforcement*. Binghamton, NY: Haworth Press
- Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Journal of Academy Management*, 41(4). Doi, 10.2307/257080.
- Sheh, S. W. (2003). *Chinese Leadership: Moving from Classical to Contemporary*, Times Editions, Singapore.
- United States Postal Service. (2000). *Fitness-for-duty examinations*. Management Instruction EL-860-2000-7). Washington, DC: Author
- U.S. Department of the Army. (1999). *Command-directed mental health evaluations*. (United States Army Medical Command Regulation 40-38). Fort Sam Houston, TX: Author.
- U.S. Department of the Air Force. (2000c). *Mental health, confidentiality, and military law*. (Air Force Instruction 44-109). Washington, DC: Author
- Wanke, P. (2005). *Russian / Soviet military psychiatry 1904-1945*. Routledge.
- Matthews, M. D. (2020). *Head strong: How psychology is revolutionizing war*. Oxford University Press.

2.2 Journal Articles/ Reports

- Bester, P. C. (2019). Military psychology and the fourth industrial revolution: Implications for the South African National Defence Force's Directorate psychology. In *The Routledge international handbook of military psychology and mental health* (pp. 75-88). Routledge.
- Cunningham, C. A., Cramer, R. J., Cacace, S., Franks, M., & Desmarais, S. L. (2020). The Coping Self-Efficacy Scale: Psychometric properties in an outpatient sample of active duty military personnel. *Military Psychology*, 32(3), 261-272.
- Mukherjee, S., & Kumar, U. (2019). Military psychology in war and peace: An appraisal. In *The Routledge International Handbook of Military Psychology and Mental Health* (pp. 3-11). Routledge.
- Макаров, А. О. (2018). *Stress Simulation as a Method of Studying in Military Psychology* (Doctoral dissertation, Національний університет оборони України імені Івана Черняхівського).

- Österberg, J., & Rydstedt, L. (2018). Job satisfaction among Swedish soldiers: Applying the job characteristics model to newly recruited military personnel. *Military Psychology*, 30(4), 302-310.
- Rahmanalievna, I. M. (2020). MILITARY PSYCHOLOGY AND ITS IMPORTANCE. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(3).
- Trachik, B., Moscardini, E. H., Ganulin, M. L., McDonald, J. L., McKeon, A. B., Dretsch, M. N., ... & Sowden, W. J. (2021). Perceptions of purpose, cohesion, and military leadership: A path analysis of potential primary prevention targets to mitigate suicidal ideation. *Military Psychology*, 1-10.

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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.
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Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Disaster and Trauma Management				
Course Introduction					
<p>This course is an examination of trauma with a focus on the sources of trauma and the distinctions between them and a critical understanding of key concepts in disaster risk reduction and trauma management. An emphasis is placed on empirically-based assessment and intervention of the different trauma-related disorders. The course will further integrate the process of recovery with community based resources for support, for example victims of violent crimes and various other support groups. Crisis counseling and multi-disciplinary treatment is also covered.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand trauma and its impact and his/her role as a trauma response worker. 2. Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context. 3. Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives. 4. Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in. 5. Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner. 6. Effectively document the essential elements of patient assessment, care and transport. 7. Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries. 8. Work safely and professionally across a range of organizations and roles within the field of trauma response. 					
Course Contents					
<p>Introduction to Hazards and Disasters Terms and concepts used in disaster management Evolution of disaster risk management Classification of hazardous processes Hazard Mapping Key issues in emergency and disaster management Research and analytical methods</p> <p>Disaster Risk Analysis and Risk Reduction Disaster preparedness and vulnerability reduction Types of Disaster: Natural & man made Complex natural disasters: Hurricanes and Tsunamis, Cyclone and Tornado, Seismic hazards, Flooding, Landslides and volcanic hazards, Climate change and drought, Dengue fever</p> <p>Working in Disaster Settings: Obstacles and Constraints Disaster management planning Protracted disasters Public awareness and community Gender issues in disaster management</p>					

Community based risk reduction
Disaster management cycle
Vulnerability science: methods, models, metrics, indicators
Measuring vulnerability
Vulnerability and adaptation to climate change induced

Textbooks and Reading Material

2.1 Books

- Action Against Hunger UK (2001). *NGO initiative in risk reduction case study no. 14: Preparation for flood-related disasters*. London: Red Cross.
- ADB (1992). *Disaster mitigation in Asia and the Pacific*. Manila: ADB.
- Blakie, P. et al (1994). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.
- Carter, W. N. (1991). *Disaster management: A disaster manager's handbook*. Manila: ADB.
- Hall, G. & Snedden, R. (1996). *Natural disasters: Fact finders*. Bristol, Parragon.
- IDNDR (2000a). *Natural disasters: Strategies for mitigation and disaster response*. Germany: IDNDR.
- InterWorks (1998). *Model for national disaster management structure, preparedness plan and supporting legislation*. Madison: InterWorks.
- Nizamuddin, K. (Ed.) (2001). *Disaster in Bangladesh*. Dhaka: DRTMC.
- Pramanik, M. A. H. (1994). *Natural disasters'* in Rahman, A.A. et al (Eds.). *Environment and Development in Bangladesh*. 1. Dhaka, UPL.
- Reazuddin, M. (1994). *Industry and pollution related issues* in Rahman, A.A. et al (Eds.). *Environment and Development in Bangladesh*, Vol. 2. Dhaka, UPL.
- Wehrich, H. & Koontz, H. (1993). *Management: A global perspective*. New York: McGraw Hill.

2.2 Journal Articles/ Reports

- Ashcroft, J., Byrne, M. H., Brennan, P. A., & Davies, R. J. (2021). Preparing medical students for a pandemic: a systematic review of student disaster training programmes. *Postgraduate medical journal*, 97(1148), 368-379.
- Brooks, S. K., Rubin, G. J., & Greenberg, N. (2019). Traumatic stress within disaster-exposed occupations: overview of the literature and suggestions for the management of traumatic stress in the workplace. *British medical bulletin*.
- Hasan, M. K., Younos, T. B., & Farid, Z. I. (2021). Nurses' knowledge, skills and preparedness for disaster management of a Megapolis: Implications for nursing disaster education. *Nurse Education Today*, 107, 105122.
- Hung, M. S., Lam, S. K., & Chow, M. C. (2020). Nursing students' experiences and perceptions of learner-centred education in a disaster nursing course: A qualitative study. *Nurse education in practice*, 47, 102829.
- King, H. C., Spritzer, N., & Al-Azzeh, N. (2019). Perceived knowledge, skills, and preparedness for disaster management among military health care personnel. *Military medicine*, 184(9-10), e548-e554.

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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.
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Program	BS (4 Years)	Course Code	APSY-472	Credit Hours	3
Course Title	Family Psychology				
Course Introduction					
The family environment is critical for the development of children and for adult adjustment. In this course students will explore key theories and models of the development of parenting and family interactions. They will also look at functional and dysfunctional family relationships and behaviours, and effective ways to assess such interactions. Finally, the course will focus on applications of developmental models to intervention and clinical applications, and the role of parenting interventions in the prevention and management of social, emotional, behavioural and health problems.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<ol style="list-style-type: none"> 1. Identify family stressors, resources, crises, and resilience. 2. Examine the transition to parenthood, and changes in marital relationship. 3. Indicate the prevailing marriage and family traditions in socio-cultural perspective. 4. Evaluate the child, adolescence, spouse and elderly abuse and neglect. 5. Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc. 6. Indicate the development needs of family resources with case studies. 					
Course Contents					
Importance of the Family					
History of family development; Family as a social institution; Individual in family					
Research Methods in Family					
Survey, case study, videos, films, qualitative or quantitative research related to local, regional, national or international perspective.					
Social Development					
Contemporary challenges in the family; Personality development and the Family					
Marriage					
Various perspectives of marriage and family; Psychodynamics of marriage and the family Hill's Theory of ABCX Model; Hill and McCubbin Double ABCX Model; Marriage and the transition to parenthood – dyad to triad; Marital quality and its repercussions					
Textbooks and Reading Material					
2.1 Books					
<ul style="list-style-type: none"> • Bredehoft, D. J., & Walcheski, M.J. (2009). <i>National council on family relations</i>.US. MN: (Ed.). • Brehm, S.S., & Miller, R.S. (2002).<i>Intimate relationships</i>.(3rd ed.). McGraw Hill. • Brock, G.W., & Bernard, C.P. (2009).<i>Procedures in marriage and family therapy</i>, (4th ed.). USA: Pearson. • Busby, D. M., & Loyer-Carlson, V.L. (2003).<i>Pathways to marriage: Premarital and early marital relationships</i>. USA: Pearson. • Cowan, C.P., & Cowan, P.A. (1992). <i>When partners become parents: The big life change for couples</i>. New York. NY: Basic Books. • Davis, C.G., & Mantler, J. (2004).<i>The consequences of financial stress for individuals, families, and society</i>. Doyle Salewski Inc. 					

- Ford, L., & Arter, J.A. (2013). *Human relations: A game plan for improving personal adjustment*, (5th ed.). Pearson.
- McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011). *Expanded family life cycle, the: Individual, family, and social perspectives*, (4th ed.). Pearson.
- Nicholas, M.P., & Schwatz, R.C. (2001). *Family therapy*. Allyn & Bacon.
- Walsh, F. (1993). *Normal family processes*. (3rd ed.). Guilford Press.
- Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

2.2 Journal Articles/ Reports

- Barton, A. W., Lavner, J. A., Stanley, S. M., Johnson, M. D., & Rhoades, G. K. (2020). “Will you complete this survey too?” Differences between individual versus dyadic samples in relationship research. *Journal of Family Psychology*, 34(2), 196.
- Fiese, B. H., Jones, B. L., & Saltzman, J. A. (2019). Systems unify family psychology.
- Kianipour, F., & Aminiha, A. (2020). The effectiveness of emotion-focused couple therapy on emotional divorce and the quality of the relationship with the spouse's family. *Family Counseling and Psychotherapy*, 9(2), 195-212.
- Ryan, R. M., & Padilla, C. (2019). Public policy and family psychology.
- Tadros, E., Schleidan, C., Jenkins, L., & Aguirre, N. (2021). The experiences of marriage and family therapists working in incarcerated settings. *The American Journal of Family Therapy*, 49(5), 461-479.
- Zemp, M., Johnson, M. D., & Bodenmann, G. (2018). Within-family processes: Interparental and coparenting conflict and child adjustment. *Journal of Family Psychology*, 32(3), 299.

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Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
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4. Assignments/Class Projects
5. Quizzes

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