| Program | BS (4 Years) | Course Code | APSY-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Clinical Psychology** | | | | |

| Course Introduction |
|---|
| This course is an extension and next level of the course of Clinical Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of clinical psychology as applicable to therapeutic interventions for psychological disorders. |

| Learning Outcomes |
|---|
| On the completion of the course, the students will be able to: <br> 1. Understand different theoretical and treatment approaches in Clinical Psychology <br> 2. Understand models and intervention techniques used by a clinical psychologist. <br> 3. Examine psychological aspects of peace building as individuals, groups, and communities. |

| Course Contents |
|---|

**Cognitive Behavior Therapy**
Introduction to cognitive behavior therapy; Basic principles in cognitive behavior therapy
Techniques of cognitive behavior therapy

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

**Other approaches in Psychotherapy**: Gestalt Psychological Interventions; Family Therapy; Marital Therapy

| Textbooks and Reading Material |
|---|

**2.1 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 (2$^{nd}$ 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 (3$^{rd}$ ed.). UK: Routledge.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2008). Introduction to clinical psychology (7$^{th}$ 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

- Bogdan, R., Baranger, D. A., & Agrawal, A. (2018). Polygenic risk scores in clinical psychology: bridging genomic risk to individual differences. *Annual review of clinical psychology*, *14*, 119-157.
- Bouchard, S., & Rizzo, A. (2019). Applications of virtual reality in clinical psychology and clinical cognitive neuroscience–an introduction. In *Virtual reality for psychological and neurocognitive interventions* (pp. 1-13). Springer, New York, NY.
- Dwyer, D. B., Falkai, P., & Koutsouleris, N. (2018). Machine learning approaches for clinical psychology and psychiatry. *Annual review of clinical psychology*, *14*, 91-118.
- Geach, N., Moghaddam, N. G., & De Boos, D. (2018). A systematic review of team formulation in clinical psychology practice: Definition, implementation, and outcomes. *Psychology and Psychotherapy: Theory, Research and Practice*, *91*(2), 186-215.
- Hajcak, G., Klawohn, J., & Meyer, A. (2019). The utility of event-related potentials in clinical psychology. *Annual Review of Clinical Psychology*, *15*, 71-95.
- Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2018). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology*, *74*(3), 385-397.

**Note**:- It is preferable to use latest available editions of books.

| Teaching Learning Strategies |
|---|
| 1. Lectures/Tutorials<br>2. Semester work<br>3. Class participation /Presentation<br>4. Assignments/Class Projects<br>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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Counseling Psychology** | | | | |

## Course Introduction

This course is an extension and next level of the course of Counseling Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of counseling psychology as applicable to interventions for psychological disorders, problematic behaviors and so on.

## Learning Outcomes

On the completion of the course, the students will be able to:
1. Use applied counseling concepts, and professional ethics in real life setting.
2. Understand different assessment and therapeutic/problem solving techniques within the context of counseling

## Course Contents

The Assessment Interview
Interviewing essentials and techniques; The physical arrangements, Rapport, Communication

**Types of Initial Interviews**
Client versus counselor initiated interview; Information oriented interview; Relationship oriented interviews; Identification of goals; Types of interview: The intake interviews; the case-history interview; the crisis interview; the diagnostic interview; Reliability and validity of interview data, error and bias in interviews; Mental Status Examination

**Use of Tests in Counseling**
Uses and purposes of tests in counseling; Intelligence test, Personality test, Aptitude test, Achievement test, Interest inventories; Test administration, scoring, interpretation and communication of test results

**Counseling Techniques**

**Behavioral**
Therapeutic process; Application: Techniques and procedures

**Person Centered Counseling**
Therapeutic process; Application: Techniques and procedures

**Cognitive Behavioral Counseling**
Rational-Emotive-Behavior-Therapy (REBT)
Therapeutic process: Application: Techniques and procedures; Beck's cognitive therapy
Meichenbaum's cognitive behavior modification
**Existential Counseling**
Therapeutic process; Application: Techniques and procedures

**Counseling in Specific Settings**
Marital and family counseling; Career counseling; School counseling; Counseling of elderly
Counseling people with special needs; Counseling in medical setting; Psychosocial First Aid
Crisis counseling

| 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.
- Eisenbergy, S. & Delaney, D. (1978).The counseling process: Rand McNally Publications.
- Geldard, K. (2010). Counseling adolescents (3rd ed.). Los Angeles: Sage.
- Gilliland, B. E., & James, R. K. (1998).Theories and strategies in counseling and psychotherapy. London: Allyn and Bacon.
- Goldenberg, H., & Goldenberg, I. (2002).Counseling today's families. (4th ed.). USA: Brooks/Cole Publishing Company.
- Hanser, J., Steric, R., &Warmer, R. H. (Latest ed.). Counseling theory and process. Boston: Allyn and Bacon.
- Hough, M. (2010).Counseling skills and theory (3rd ed.). UK: Hodder Education Korchin, S. (Latest edition). Modern clinical psychology. NY: Basic Books company.
- Nayak, A. K. (1997). Guidance and counseling. New Delhi: APH Publishing Corporation.
- Nelson-Jones, R. (2011). Six key approaches to counseling and therapy (2nd ed.). NJ: John Wiley & Sons.
- Nelson-Jones, R. (2011). Theory and practice of counseling and therapy (5th ed.). Los Angeles: Sage.
- Nelson-Jones, R. (2012). Basic counseling skills (3rd ed.). Los Angeles: Sage.
- Palmer, S., & McMahon, G. (2000).Handbook of counseling (2nd ed.). New York: British Association for Counseling.
- Synder, C. R. & Forsyth, D. (1991).Handbook of clinical and social psychology. USA: Pergamon Press.
- Timulak, L. (2011). Developing your counseling and psychotherapy skills and practice. Los Angeles: Sage.
- Yalon, I. D. (Latest edition). The theory and practice of group psychology. New York: Basic Books Publishing Company.

**2.2   Journal Articles/ Reports**

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

- Grzanka, P. R. (2021). The shape of knowledge: Situational analysis in counseling psychology research. Journal of Counseling Psychology, 68(3), 316.
- Lorah, J. A., & Wong, Y. J. (2018). Contemporary applications of moderation analysis in counseling psychology. Journal of counseling psychology, 65(5), 629.
- Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., ... & Ahn, L. H. (2018). Practice recommendations for addressing racism: A content analysis of the counseling psychology literature. Journal of Counseling Psychology, 65(6), 669.
- Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. The Counseling Psychologist, 46(1), 6-49.
- Singh, A. (2020). Building a Counseling Psychology of Liberation: The Path Behind Us, Under Us, and Before Us. The Counseling Psychologist, 48(8), 1109-1130.

**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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|

| Course Title | Organizational Psychology |
|---|---|

## Course Introduction

This course is an extension and next level of the course of Organizational Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of organizational psychology as applicable to workplace, human productivity, leadership and management, occupational health and consumers.

## Learning Outcomes

On the completion of the course, the students will be able to:
1. Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues.

## Course Contents

**Leadership and Management**
Power influence and leadership; Building trust; Development of leadership and effective personal management

**Conditions of work and productivity**
Physical conditions of the work environment (Illumination, temperature, noise)Psychological Conditions (Monotony, Boredom, Stress); Temporal Conditions (rest periods, shift work)

**Occupational Health and Safety**
Concept of organizational safety and occupational health; Magnitude of safety problem in Pakistani organizations; Factors leading to organizational accidents; Preventive models for safety measures; Safety training programs; Enhancing occupational health; Stress management

**Psychology Applied to Consumers**
Techniques in the analysis of consumer behavior; Advertising marketing and motivation research Factors effecting effectiveness of advertisements

## Textbooks and Reading Material

**2.1 Books**
- Aamodt, M. G. (2004). Applied industrial and organizational psychology. Australia: Thomson
- Duening, T. N. & Ivancevich, J. (2005).Managing organizations.(2nd ed.). California: Atomic Dog Publishing.
- Gruneburg, M. M.& Oborone, D.J.(1981).Psychology and industrial productivity. Hong Kong: The Macmillan press Ltd.
- Jewell, L. N. (1998). Contemporary industrial and organizational psychology (3rd ed.). Brooks/Cole Publishing Company. U.S.A.
- Jed, S. M. (2002). Organizational psychology. New York: John Wiley and Sons.
- Landy, F. J. (2004).Work in 21st century: An introduction to industrial and organizational
- psychology. Boston: McGraw Hill
- Riggio, R. E. (2003).  Introduction to industrial organizational psychology. (4th  ed.). USA: Prentice Hall.
- Rogelberg, S. G. (2004). Handbook of research methods in industrial and organizational
- psychology. Malden: Blackwell Publishing

- Schultz, D.P. (2010). Psychology and work today: An introduction. New Delhi: Pearson
- Schultz, S. E. (1984).Psychology and work today. (6th ed.). New York: Macmillan publishing Company.
- Specto, P. E. (1996). Industrial and organizational Psychology. USA: John Wiley & sons, Inc.

**2.2Journal Articles/ Reports**
- Drenth, P. J., Thierry, H., & de Wolff, C. J. (2018). What is Work and Organizational Psychology?. In Handbook of work and organizational psychology (pp. 1-10). Psychology Press.
- Ghislieri, C., Molino, M., & Cortese, C. G. (2018). Work and organizational psychology looks at the fourth industrial revolution: how to support workers and organizations?. Frontiers in psychology, 9, 2365.
- Hüffmeier, J., & Zacher, H. (2021). The basic income: Initiating the needed discussion in industrial, work, and organizational psychology. Industrial and Organizational Psychology, 14(4), 531-562.
- Landers, R. N., & Marin, S. (2021). Theory and technology in organizational psychology: A review of technology integration paradigms and their effects on the validity of theory. Annual Review of Organizational Psychology and Organizational Behavior, 8, 235-258.
- Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. Industrial and Organizational Psychology, 14(1-2), 1-35.
- Schultz, D. P., & Schultz, S. E. (2020). Psychology and work today: An introduction to industrial and organizational psychology. Routledge.

**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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| Course Title | Forensic Psychology | | | | |

## Course Introduction

This course is an extension and next level of the course of Forensic Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on application of theoretical orientations within the field of forensic psychology to the areas such as treatment of rehabilitation of victims and offenders and dealing with crime and criminals in legal system such as testimony, eye witness memory etc.

## Learning Outcomes

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

## Course Contents

**Risk Assessment and Profile Analysis**

**Treatment and rehabilitation in Forensic setting**
1. Treatment of psychological impact of violence on victims of sexual assault, abuse and family violence
2. Working with child abuse and domestic violence survivors: PTSD
3. Treatment of Perpetrators and Offenders in Prison settings

**Applying Forensic Psychology to Crime**
1. Law and legal System
2. Consultation with criminal and civil courts in testifying
3. Assessment  and analysis of crime
4. Trial consultation and expert testimony

**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**

- Doychak, K., & Raghavan, C. (2021). Queering forensic psychology: What intimate partner violence and   sex trafficking can tell us about inclusivity. In Queer Psychology (pp. 291-310). Springer, Cham.
- Grimshaw, G. M. (2018). Affective neuroscience: a primer with implications for forensic psychology. Psychology, Crime & Law, 24(3), 258-278.
- Hill, D., & Demetrioff, S. (2019). Clinical-forensic psychology in Canada: A survey of practitioner characteristics, attitudes, and psychological assessment practices. Canadian Psychology/psychologie canadienne, 60(1), 55.
- Neal, T. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. American Psychologist, 73(5), 651.

**Note:-** It is preferable to use latest available editions of books.

| Teaching Learning Strategies |
|---|
| 1. Lectures/Tutorials<br>2. Semester work<br>3. Class participation /Presentation<br>4. Assignments/Class Projects<br>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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Neuropsychology** | | | | |

## Course Introduction

This course is an extension and next level of the course of Neuropsychology (area of specialization) offered in 7th Semester. The main focus of this course is on neuropsychological assessment, diagnosis of disorders and their pathophysiology.

## Learning Outcomes

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

## Course Contents

**Neuropsychological Assessment**
Choosing neuropsychological tests, case histories and interviews, test administration and interpretation(WAIS, WMS, Trail making Test, Luria Nebraska Battery, Star Pattern, NFI, Dyslexic screening; executive Functioning test, Stroop test, Wisconsin Card Sorting, etc.)

**Neurobehavioral Disorders**
Amnesia, delirium, dementia, PTSD, other acquired neurobehavioral disorders, preexisting neurobehavioral disorders: ADHD, Tourette's Syndrome, learning disabilities

**Neurological Disorders**
Traumatic brain injury & head injury, stroke, epilepsy, tumors, headaches, infections, disorders of motor neurons and spinal cord, disorder of sleep.

**Pathophysiology of Psychological disorders** (i.e. Schizophrenia, Anxiety, Depression, OCD, Substance Use disorder).

## Textbooks and Reading Material

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

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

## 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., & Skakkebæk, A. (2018). Klinefelter syndrome: integrating genetics, neuropsychology, and endocrinology. Endocrine Reviews, 39(4), 389-423.
- Hewitt, K. C., Rodgin, S., Loring, D. W., Pritchard, A. E., & Jacobson, L. A. (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. The Clinical Neuropsychologist, 34(7-8), 1335-1351.
- Hewitt, K. C., & Loring, D. W. (2020). Emory university telehealth neuropsychology development and implementation in response to the COVID-19 pandemic. The Clinical Neuropsychologist, 34(7-8), 1352-1366.
- Parr, T., Rees, G., & Friston, K. J. (2018). Computational neuropsychology and Bayesian inference. Frontiers in human neuroscience, 12, 61.
- Shaw, S. D., & Bagozzi, R. P. (2018). The neuropsychology of consumer behavior and marketing. Consumer Psychology Review, 1(1), 22-40.

**Note:-** It is preferable to use latest available editions of books.

| Teaching Learning Strategies | | | |
|---|---|---|---|
| 1. Lectures/Tutorials<br>2. Semester work<br>3. Class participation /Presentation<br>4. Assignments/Class Projects<br>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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Psychology of Ageing** | | | | |

## Course Introduction

This course is an extension and next level of the course of Psychology of Ageing (area of specialization) offered in 7th Semester. The main focus of this course is on theoretical orientations within the field of clinical psychology as applicable to therapeutic interventions for psychological disorders.

## Learning Outcomes

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

## Course Contents

**Cognition**
The aging brain
Information processing and adult cognition: Perception, attention and memory
Human factors and aging
Creating cognitive prosthetic environments
Language
Disorders of aging: Cognitive impairment and dementia

**Social and Emotional Aging**
Social and emotional processes in older adulthood
Biology and socio-emotional processing in aging
Successful aging: role of adaptation
Grandparenthood; Aging parents and the sandwich generation
Widowhood
Psychosocial aspects of retirement, identity continuity
Elderly abuse

**Mental Health Issues, Depression, Clinical Intervention**
Psychological assessment of older adults
Sensory declines with aging process
Drugs, alcohol and aging: Abuse or misuse.
Suicide and depression
Alzheimer's, Dementia and related memory disorders: Etiology, diagnosis and treatment
Clinical interventions
**Ageing in the Pakistani Context**
Islamic Perspective
Concept of old homes and its implications
Ageing and family system

## Textbooks and Reading Material

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

- Birren, J. E. & Schaie, K. W. (Eds.). (2005). Handbook of the psychology of aging, (6th ed.). UK: Academic Press.
- Carr, D. C. & Komp, K. S. (2011). Gerontology in the era of the third age implications and next steps. UK: Springer Publishing Company
- Cavanaugh, J. C., & Whitbourne, S. K. (1999). Gerontology: An interdisciplinary perspective (Eds.). USA: Oxford University Press.
- Cruikshank, M. (2009).Learning to be old: Gender, culture, and aging USA: Rowman & Littlefield Publishers.
- Demick, J. & Andreoletti, C. (2003). Handbook of adult development in adulthood. NY: Kluwer
- Academic/ Plenum Publisher.
- Hillier, S. M. (2011).Aging, the individual, and society (9th ed.). Australia: Wadsworth
- Nelson, T. (2004).Ageism: Stereotyping and prejudice against older persons. UK: Bradford
- Books.
- Santrock, J. W. (2006). Life-span development (3rd ed.). India: Tata McGraw-Hill Education.
- Stuart-Hamilton, I. (2006). The psychology of ageing: An introduction. UK: Jessica Kingsley
- Publishers.

**2.2 Journal Articles/ Reports**
- Cavanaugh, J. C. (2019). Ageing. In Companion encyclopedia of psychology (pp. 752-771). Routledge.
- Costa, L. V., Veloso, A. I., Loizou, M., & Arnab, S. (2018, May). Breaking barriers to game-based learning for active ageing and healthy lifestyles A qualitative interview study with experts in the field. In 2018 IEEE 6th International Conference on Serious Games and Applications for Health (SeGAH) (pp. 1-8). IEEE.
- Klimecki, O., Marchant, N. L., Lutz, A., Poisnel, G., Chetelat, G., & Collette, F. (2019). The impact of meditation on healthy ageing—the current state of knowledge and a roadmap to future directions. Current opinion in psychology, 28, 223-228.
- Röcke, C., Guye, S., Girolami, M., & Kniestedt, I. (2021). Social Behaviour and Cognitive Monitoring in Healthy Ageing. In Digital Health Technology for Better Aging (pp. 103-114). Springer, Cham.
- Tislenkova, I., Tikhaeva, V., Bgantseva, I., & Ionkina, E. (2020). Psycholinguistic and Sociolinguistic Parameters of Upper-Class Ageing Women's Speech. Journal of psycholinguistic research, 49(2), 319-334.
**Note:-** It is preferable to use latest available editions of books.

| Teaching Learning Strategies |
|---|
| 1. Lectures/Tutorials<br>2. Semester work<br>3. Class participation /Presentation<br>4. Assignments/Class Projects<br>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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Human Resource Management (HRM)** | | | | |

## Course Introduction

This course is an extension and next level of the course of Human Resource Management (HRM; area of specialization) offered in 7th Semester. The main focus of this course is on personal and interpersonal aspects of HRM such as employee wellbeing and relations between employees and employees and organizations.

## Learning Outcomes

On the completion of the course, the students will be able to:
1. At the completion of the course, the student will be able to understand the role of psychologist in HRM and organizational settings and in improving interpersonal interactions in the organizational context.

## Course Contents

**Career development and Personnel management**

**Compensating Human Resources**
Organizational reward system
Base wage and salary system
Incentive pay system

**Employee Well-Being**
Psychological assessment in organizational settings
Employee benefits
Employee safety and health

**Conflict Management styles**
Conflict Resolution techniques
Performance appraisal and evaluation

**Labor Relations**
Legal environment and structure of labor unions
Unions' organizations and collective bargaining

## Textbooks and Reading Material

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

**2.2   Journal Articles/ Reports**
- Adam, M. (2018). The role of human resource management (HRM) for the implementation of sustainable product-service systems (PSS)—an analysis of fashion retailers. *Sustainability*, *10*(7), 2518.
- Milon, M. (2019). Present scenario of human resource management (HRM) practices in the life

insurance companies: Bangladesh perspective. *Can. J. Bus. Inf. Stud*, *1*(6), 17-27.

- Obeidat, D., Yousef, B., Tawalbeh, H. F., & Masa'deh, R. E. (2018). The relationship between human resource management (HRM) practices, total quality management (TQM)  practices and competitive advantages. *Total Quality Management (TQM) Practices and Competitive Advantages (December 12, 2018). Modern Applied Science*, *12*(11).
- Otoo, F. N. K. (2019). Human resource management (HRM) practices and organizational performance: The mediating role of employee competencies. *Employee Relations: The International Journal*.
- Przytuła, S., Strzelec, G., & Krysińska-Kościańska, K. (2020). Re-vision of future trends in human resource management (HRM) after COVID-19. *Journal of Intercultural Management*, *12*(4), 70-90.
- Santana, M., Morales-Sánchez, R., & Pasamar, S. (2020). Mapping the link between corporate social responsibility (CSR) and human resource management (HRM): How is this relationship measured?. *Sustainability*, *12*(4), 1678.

**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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Sports Psychology** | | | | |

## Course Introduction

This course is an extension and next level of the course of Sports Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on role of sports in mental health. Sports skills and teams and theoretical approaches to enhancement of sports performance.

## Learning Outcomes

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

## Course Contents

**Sports Exercise and Mental Health**
Perceptual and cognitive expertise in sports; identifying patterns of play; reading on opponents intentions; visual search behavior;
Role of deliberate practice in developing expertise in sport
Depression; anxiety; blood state; stress responsively
Self-esteem; body image; endorphin hypothesis; mastery hypothesis; distraction or time-out-hypothesis; thermo-genic hypothesis

**Acquiring Sports Skills**
Demonstrating the skills; providing verbal instructions about the skills; practice scheduling; feed back

**Teams**
Defining a team
Individual performance in team
Dynamics of team
Leadership skills and team building

**Athlete's Career**
Gerontology Theory; Transition Models

**Cognitive and Behavioral Interventions for Enhancing Sport Performance**
Use of imagery and sport performance
Relaxation strategies
Arousal energizing strategies
Coach- athlete, and parent interaction
The role of hypnosis in sports: The hypnotic trait issue
Effectiveness of psychological intervention programs

**Issues in Modern Day Sports**
Ethics in sport
Burnout in athletes
The psychology of athletic injuries
Psycho-physiological effects of banned substances

| 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**
- Gilmore, S., Wagstaff, C., & Smith, J. (2018). Sports psychology in the English Premier League:'It feels precarious and is precarious'. Work, Employment and Society, 32(2), 426-435.
- Guo, J., Liu, S., & Liu, X. (2018). Construction of visual cognitive computation model for sports  psychology based on knowledge atlas. Cognitive Systems Research, 52, 521-530.
- Khandare, R. B. Role of sports psychology in physical education. International Journal of Health, Physical Education & Computer Science in Sports, 55.
- Malkin, V., Serpa, S., Garcia-Mas, A., & Shurmanov, E. (2020). New paradigm in modern sports  psychology. Revista de Psicología del Deporte (Journal of Sport Psychology), 29(2), 149-152.
- Rodionov, V., Serpa, S., & Rodionova, I. (2020). The Development of Russian Sports Psychology in the International Context: from the XIX to the XX Century1. Revista de Psicología del Deporte (Journal of Sport Psychology), 29(2), 139-148.
- Thakkar, A. (2020). Sports Psychology and its Need in India. Indian Journal of Mental Health, 7(2), 143-147.

**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-482 | Credit Hours | 3 |
|---|---|---|---|---|---|
| **Course Title** | **Military Psychology** | | | | |

## Course Introduction

This course is an extension and next level of the course of Military Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on practical issues such as role of psychologists in armed forces, theoretical approaches to leadership in military setup and application of psychological science in military operations.

## Learning Outcomes

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

## Course Contents

**Role of psychologist in Armed forces**

In selection at preliminary level and at higher level and in placement; In training of offers and soldiers; as instructor, as researcher and behavior analyst; as clinical psychologist/ counselor & advisor; responsibilities as Psychometrician**;** brief review ofIndividual differences, intelligence, aptitude and personality; Intelligence versus Emotional Intelligence; Intelligence and personality tests used for screening / recruitment of military personnel in Pakistan. Biases and errors in judgment /selection and decision making.

**Theories of Military Leadership**

Personality traits of a military leader; comparison of personality traits of civil leadership and military leadership; various models of Military leadership; Organizational structure of leadership in different world Armies and in Pakistan Armed forces.Group dynamics and leadership development in military set up

**Psychological operation (Psy-ops)**

Psychology of intelligence; *human skills required in* psych-operations*; Psychology of Terrorism, factors leading to develop the terrorist behavior;* theories of terrorism; Different types of terrorist organizations based on various criteria including motives, means, objectives.

## 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.
- Wilson,J.P., Boris, M. D., & Drozdek, M.A. (2004).Broken spirits: The treatment of
- Traumatized asylum seekers, refugees, war and torture victims. Brunner-Routledge.

### 2.2  Journal Articles/ Reports
- Johnston, S. L., Robinson, C., Earles, J. E., Via, J., & Delaney, E. M. (2017). State of psychology in the US armed forces. In Handbook of Military Psychology (pp. 1-15). Springer, Cham.
- Kamphuis, W. (2006). A model of psychological resilience for the Netherlands Armed Forces. Psychology, 18, S131.
- Reger, M. A., Etherage, J. R., Reger, G. M., & Gahm, G. A. (2008). Civilian psychologists in an Army culture: The ethical challenge of cultural competence. Military Psychology, 20(1), 21-35.
- Skomorovsky, A., Bullock, A., & Wan, C. (2019). Single parents in the Canadian Armed Forces: the impact of military life on psychological distress. In The Politics of Military Families (pp. 283-296). Routledge.
- Sturgeon-Clegg, I., & McCauley, M. (2019). Military psychologists and cultural competence: exploring implications for the manifestation and treatment of psychological trauma in the British armed forces. BMJ Military Health, 165(2), 80-86.
- Skomorovsky, A., Norris, D., Martynova, E., McLaughlin, K. J., & Wan, C. (2019). Work–family conflict and parental strain among Canadian Armed Forces single mothers: The role of coping. Journal of Military, Veteran and Family Health, 5(1), 93-104.

**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-482 | Credit Hours | 3 |
|---------|--------------|-------------|----------|--------------|---|
| **Course Title** | **Disaster and Trauma Management** | | | | |

## Course Introduction

This course is an extension and next level of the course of Disaster Management and Trauma (area of specialization) offered in 7th Semester. The main focus of this course is on application of principles of psychology to emergency settings, trauma and dealing with trauma.

## Learning Outcomes

On the completion of the course, the students will be able to:
1. Understand trauma and its impact and his/her role as a trauma response worker
2. Understand and appreciate the specific contributions of various movements to the practice and conceptual understanding of disaster and trauma management and their significance in the current context
3. Critically evaluate disaster risk reduction and trauma management policy and practice from multiple perspectives
4. Critically understand the strengths and weaknesses of disaster and trauma management approaches, planning and programming in different countries, particularly their home country or the countries they work in
5. Respond to disaster and trauma risk reduction initiatives and disasters and trauma in an effective, humane and sustainable manner.
6. Effectively document the essential elements of patient assessment, care and transport.
7. Integrate patho-physiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with severe injuries
8. Work safely and professionally across a range of organizations and roles within the field of trauma response.

## Course Contents

**Communicating in Emergency Settings**
Coordination of actors: public private partnerships in disaster situations
Disaster responders and psychosocial issues
Disaster response and post-disaster recovery
Nature and type of immediate response
Humanitarian aid, principles, values, relief and rehabilitation and development
Media in disasters
Organizational and policy context of disaster management

**Communication Skills for Working in the Field of Trauma**
Listening Skills
Reflective practice
Cultural sensitivity
Micro-counseling

**Trauma and its Impact**
Types of trauma; The impact of trauma on individuals and groups; Normal responses to change, loss and grief; Personal responses to trauma; Understanding different personality types and reactions

**Responding within the Context of a Traumatic Event**
The role of a worker in the context of a traumatic event; Ethical and legal issues involved in trauma response; Working effectively with groups in response to trauma; Working within cultures; Referral procedures across a range of organizations; Self-care and safe practice; Support and individual coping strategies

| Techniques for Working in the Field of Trauma |
|---|
| Psychological management of trauma in various settings; Working safely: Self care<br>Traumatic incidents and environments; Trauma response plans and risk assessments<br>Referral processes; Legal and ethical boundaries; Case management and record keeping<br><br>**Trauma Intervention Techniques**<br>Supervision; Vicarious trauma |
| <div align="center">**Textbooks and Reading Material**</div> |

**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.
- Stoner, J. A. F. & Freeman, R. E. (2000).Management. New Delhi: Prentice-Hall.
- Weihrich, H. & Koontz, H. (1993).Management: A global perspective. New York: McGraw Hill.
- Withers, J. (1988).Major industrial hazards: The appraisal and control. Aldershot (UK), Gower Technical Press.

**2.2 Journal Articles/ Reports**
- Borders, M. A., & Kennedy, C. H. (2006). Psychological Interventions after Disaster or Trauma.
- Boscarino, J. A. (2015). Community disasters, psychological trauma, and crisis intervention.
- International journal of emergency mental health, 17(1), 369.
- Brooks, S. K., Dunn, R., Amlôt, R., Rubin, G. J., & Greenberg, N. (2019). Protecting the psychological wellbeing of staff exposed to disaster or emergency at work: a qualitative study. BMC psychology, 7(1), 1-11.
- Kar, N. (2009). Psychological impact of disasters on children: review of assessment and interventions. World journal of pediatrics, 5(1), 5-11.
- Mitchell, J. T., & Dyregrov, A. (1993). Traumatic stress in disaster workers and emergency personnel. In International handbook of traumatic stress syndromes (pp. 905-914). Springer, Boston, MA.
- Pennebaker, J. W. (2000). The effects of traumatic disclosure on physical and mental health: the values of writing and talking about upsetting events.

**Note:-** It is preferable to use latest available editions of books.

| Teaching Learning Strategies |
|---|
| 1.  Lectures/Tutorials<br>2.  Semester work<br>3.  Class participation /Presentation<br>4.  Assignments/Class Projects<br>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-482 | Credit Hours | 3 |
|---------|--------------|-------------|----------|--------------|---|
| **Course Title** | **Family Psychology** | | | | |

## Course Introduction

This course is an extension and next level of the course of Family Psychology (area of specialization) offered in 7th Semester. The main focus of this course is on social institution of family and parenting. The students will learn the application of psychology in parenting practices and interventions within family context.

## Learning Outcomes

On the completion of the course, the students will be able to:
1. Identify family stressors, resources, crises, and resilience.
2. Examine the transition to parenthood, and changes in marital relationship.
3. Indicate the prevailing marriage and family traditions in socio-cultural perspective.
4. Evaluate the child, adolescence, spouse and elderly abuse and neglect.
5. Understand the prevailing family laws in Pakistan including child, marriage, divorce, inheritance, harassment, violence etc.
6. Indicate the development needs of family resources with case studies.

## Course Contents

**Parenthood**

Birth – prenatal and postnatal development; Expectant mother and expectant father's concerns
Number of children, gender and sociocultural perspective; Issue of non-fertility, causes and related aspects

**Parenting Process**

Importance and process of early childhood development; Parental child rearing practices and implications on personality development; Adolescent development, issues and interventions
Genetics, brain development, cognitive & socio-emotional development in family

**Marriage and Family Traditions**

Indicative and contraindicative in Pakistani socio-cultural perspectives and human rights
Child marriage, inheritance, harassment, violence and all family related laws in Pakistan

**Intergenerational Relationship**

Empty nest syndrome, physical and mental health of the elderly; Work and family life balance
Dealing individuals with special needs; Death and grief in the family; Stress and conflict management in intra-and-inter familial relationship, Communication skills

**Intervention in Family**

Child, marriage and family counseling, and wellbeing; Group and individual therapy
Divorce issues – Laws, settlements, maintenance, and child custody

## Textbooks and Reading Material

**2.1 Books**
- Bredehoft, D. J., &Walcheski, M.J. (2009). National council on family relations.US. MN: (Ed.).
- Brehm, S.S., & Miller, R.S. (2002).Intimate relationships.(3rd ed.). McGraw Hill.
- Brock, G.W., & Bernard, C.P. (2009).Procedures in marriage and family therapy, (4th ed.). USA: Pearson.
- Busby, D. M., & Loyer-Carlson, V.L. (2003).Pathways to marriage: Premarital and early marital relationships. USA: Pearson.
- Cowan, C.P., & Cowan, P.A. (1992). When partners become parents: The big life change for couples. New York. NY: Basic Books.

- Davis, C.G., & Mantler, J. (2004).The consequences of financial stress for individuals, families, and society. Doyle Salewski Inc.
- Ford, L., & Arter, J.A. (2013).Human relations: A game plan for improving personal adjustment,(5th ed.). Pearson.
- McGoldrick, M., Carter, B., & Gracia-Preto, N. (2011).Expanded family life cycle, the: Individual, family, and social perspectives, (4th ed.). Pearson.
- Nicholas, M.P., & Schwatz, R.C. (2001).Family therapy. Allyon& Bacon.
- Walsh, F. (1993).Normal family processes. (3rd ed.). Guilford Press.
- Latest version of the Muslim Marriage and Family Laws including Harassment, Violence etc. related to the course outline.

**2.2 Journal Articles/ Reports**

- Cohler, B. J., & Paul, S. (2002). Psychoanalysis and parenthood.
- Fiese, B. H., Jones, B. L., & Saltzman, J. A. (2019). Systems unify family psychology.
- Morse, J. L., & Steger, M. F. (2019). Giving birth to meaning: Understanding parenthood through the psychology of meaning in life. In Pathways and Barriers to Parenthood (pp. 1-17). Springer, Cham.
- Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. American Psychologist, 75(5), 631.
- Stanton, M., & Welsh, R. (2012). Systemic thinking in couple and family psychology research and practice. Couple and family psychology: research and practice, 1(1), 14.
- Journal of Family Psychology
- Journal of Family Relations
- Journal of Family Theory and Review
- Journal of Marriage and Family
- Journal of Marriage and Family Counseling
- Journal of Marriage and Family Therapy

**Note:-** It is preferable to use latest available editions of books.

| Teaching Learning Strategies |
| --- |
| 1. Lectures/Tutorials<br>2. Semester work<br>3. Class participation /Presentation<br>4. Assignments/Class Projects<br>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. |