



فانڈیشن یونیورسٹی اسلام آباد
FOUNDATION UNIVERSITY ISLAMABAD
SCHOOL OF SCIENCE & TECHNOLOGY



Scheme of Studies
for BS Psychology
Fall 2023



فانڈیشن یونیورسٹی اسلام آباد

**FOUNDATION UNIVERSITY ISLAMABAD
SCHOOL OF SCIENCE & TECHNOLOGY**



BS Major in Psychology & Minor in Education

Objectives

This program serves as a basic foundation for higher education in Psychology. The program is designed on the HEC's recommended guidelines and comprises of 8 semesters. Students are offered diversified major and elective subjects to enable them to have a remarkable understanding of the vast applications of Psychology in their prospective professional lives. In addition, students are offered minor courses in Education as a complement to the Psychology major. The minor in Education will broaden the students' interdisciplinary skills, expand their knowledge, and teach them skills in a field distinct from psychology. This will in turn, enhance the students' marketability, boost their resume, and allow them to explore their interest in a different field.

Entry Requirements

Intermediate or Equivalent with minimum 45 % marks

NTS/University entrance test with minimum Aggregate score of 50.

Duration of program

4 – 6 years (8 – 12 semesters)

Assessments Tools

Assessment of the students for each course (other than dissertation) in the BS Program will be carried out according to the following formula:

Assessment	Marks
Mid Term Exams	25%
Final Term Exams	50%
Sessional Marks (Assignments, Quizzes, Presentations, Attendance)	25%
Total	100

Key:

G = General Education Courses

I = Interdisciplinary/ Allied Courses

D = Disciplinary/ Major Courses

M = Minor Courses



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Scheme of Studies

Semester 1		
New course Codes	Course Title	Credit Hours
GER-1200	Functional English (G)	3
GER-1300	Quantitative Reasoning-I(G)	3
GER-2601	Biology (G) (Natural Sciences)	3
PSY1201	Schools & Perspectives in Psychology (D)	3
GER-2401	Ideology & Constitution of Pakistan (G)	2
GER-1503	Fundamentals of Psychology (G) (Social Sciences)	2
	Total	16
Semester 2		
New course Codes	Course Title	Credit Hours
GER-1201	Expository Writing (G)	3
GER-1100	Applications of Information & Communication Technology (G)	3
GER-1301	Quantitative Reasoning-II(G)	3
PSY1202	Applied Areas of Psychology (D)	3
PSY1203	Theories of Personality (D)	3
GER-2400	Islamic Studies (G)	2
	Total	17
Semester 3		
New course Codes	Course Title	Credit Hours
GER-2714	Fundamentals of Sociology (G) (Arts & Humanities)	2
PSY2204	Abnormal Psychology (D)	3
PSY2205	Cognitive Psychology (D)	3
PSY2301	Organizational Psychology (I)	3
PSY2206	Health Psychology (D)	3



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GER-2800	Entrepreneurship (G)	2
	Total	16
Semester 4		
New course Codes	Course Title	Credit Hours
PSY2207	Social Psychology (D)	3
PSY2208	Ethical Issues in Psychology (D)	3
PSY2209	Experimental Psychology + Lab Experiments (D)	3
PSY2210	Positive Psychology (D)	3
PSY2211	Fundamental Research Methods in Psychology (D)	3
GER-2402	Civics & Community Engagement (G)	2
	Total	17
Semester 5		
New course Codes	Course Title	Credit Hours
PSY3212	Psychological Assessment+ Practical (D)	3
PSY3213	Advanced Research Methods in Psychology (D)	3
PSY3214	Statistics in Psychology (D)	3
PSY3215	Developmental Psychology (D)	3
PSY3216	Psychopathology-I (D)	3
PSY3302	Personal and Professional Development (I)	3
	Total	18
Semester 6		
New course Codes	Course Title	Credit Hours
PSY3217	Psychopathology-II(D)	3
PSY3303	Environmental Psychology (I)	3
PSY3218	Neurological basis of Behavior (D)	3
PSY3304	Human Resource Management (I)	3
PSY3219	Data Analysis using SPSS (D)	3
PSY3401	Teaching & Learning Skills (M)	3
	Total	18



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Semester 7		
New Course Codes	Course Title	Credit Hours
PSY4220	Gender Psychology (D)	3
PSY4221	Clinical Psychology-I (D)	3
PSY4222	Guidance and Counseling (D)	3
PSY4501	Clinical Case Studies	3
PSY4402	Educational Technology (M)	3
	Total	15
Semester 8		
New course Codes	Course Title	Credit Hours
PSY4223	Forensic Psychology (D)	3
PSY4224	Clinical Psychology-II (D)	3
PSY5601	Research Thesis	3
PSY4403	Educational Psychology (M)	3
PSY4404	Education for Students with Special Needs (M)	3
	Total	15
	Grand Total Credit Hours (120 +)	132



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**FOUNDATION UNIVERSITY ISLAMABAD
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Elective Disciplinary Courses: Psychology

New Course Codes	Course Title	Credit Hours
PSY4225	Adolescent Behavioral Problems	3
PSY4226	Child & Maternal Mental Health	3
PSY4227	Introduction to Geriatric Psychology	3
PSY4228	Therapeutic Interventions	3
PSY4229	Community Based Rehabilitation	3
PSY4230	Application of Psychological First Aid	3
PSY4231	Stress and Conflict Management	3
PSY4232	Islamic Perspective on Psychology	3

Elective Interdisciplinary Courses: Psychology

New Course Codes	Course Title	Credit Hours
PSY3305	Fundamentals of Psycholinguistics	3
PSY3306	Fundamentals of Biochemistry	3
PSY3307	Media Psychology	3
PSY3308	Intro to Mass Communication	3
PSY3309	Introduction to Public Health	3
PSY3310	Cross cultural Psychology	3
PSY3311	Psychology of Tourism	3

Elective Minor Courses: Education

New Course Codes	Course Title	Credit Hours
PSY4405	School Based Interventions	3
PSY4406	Classroom Management	3
PSY4407	Career Counseling	3



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FOUNDATION UNIVERSITY ISLAMABAD

BS PSYCHOLOGY

Course Outlines

Effective from Fall 2023

FUNCTIONAL ENGLISH

UGE Policy V 1.1 : General Education Course

Credits:	03
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 3 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

SYLLABUS

- 1. Foundations of Functional English:**
 - Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
 - Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
 - Word formation (affixation, compounding, clipping, back formation, etc.)
 - Sentence structure (simple, compound, complex and compound-complex)
 - Sound production and pronunciation
- 2. Comprehension and Analysis:**
 - Understanding purpose, audience and context
 - Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
 - Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
 - Active listening (overcoming listening barriers, focused listening, etc.)
- 3. Effective Communication:**
 - Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
 - Structuring documents (introduction, body, conclusion and formatting)

- Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
- Public speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

PRACTICAL REQUIREMENT

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "The Blue Book of Grammar and Punctuation" by Jane Straus.
4. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
5. "Cambridge English for Job-hunting" by Colm Downes.
6. "Practical English Usage" by Michael Swan.
7. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.

QUANTITATIVE REASONING (I)

UGE Policy V 1.1 : General Education Course

Credits:	03
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

Quantitative Reasoning (I) is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

SYLLABUS

1. **Numerical Literacy**
 - Number system and basic arithmetic operations;
 - Units and their conversions, dimensions, area, perimeter and volume;
 - Rates, ratios, proportions and percentages;
 - Types and sources of data;
 - Measurement scales;
 - Tabular and graphical presentation of data;
 - Quantitative reasoning exercises using number knowledge.
2. **Fundamental Mathematical Concepts**
 - Basics of geometry (lines, angles, circles, polygons etc.);
 - Sets and their operations;
 - Relations, functions, and their graphs;
 - Exponents, factoring and simplifying algebraic expressions;
 - Algebraic and graphical solutions of linear and quadratic equations and inequalities;
 - Quantitative reasoning exercises using fundamental mathematical concepts.
3. **Fundamental Statistical Concepts**
 - Population and sample;
 - Measures of central tendency, dispersion and data interpretation;
 - Rules of counting (multiplicative, permutation and combination);
 - Basic probability theory;
 - Introduction to random variables and their probability distributions;
 - Quantitative reasoning exercises using fundamental statistical concepts.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis.
4. "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

Course Title: Biology
Semester: 1st
Instructor Name:

Course Code: GER-2601
Credit Hours: 03

Course Objectives

1. To make students understand the relation between biology and psychology
2. To help students learn the basics of genetics and evolutionary studies
3. To enlighten the student's ability of critical thinking that make them realize the importance of biology in shaping behaviors
4. To make students learn the underlying root causes of genetic variations and their effect on individuals
5. To make students aware of changing technologies in science and the responsibilities and ethical decisions that come with the use of various technologies.

Course outcomes

1. Students will develop an understanding of basic knowledge about genetics and evolution
2. They will be able to learn about genetic variations and their impact on human psychology
3. Study of evolutionary patterns will develop understanding about speciation and their properties
4. Applied knowledge of genetic engineering will incorporate the concept of genetic manipulations and their importance

WORK PLAN

WEEK	TOPIC	QUIZ/ ASSIGNMENTS/PRESENTATION
Week 1	Introduction to genetics	
Week 2	Structure of chromosomes and DNA	
Week 3	DNA replication	
Week 4	Cell cycle, checkpoints and regulatory proteins	
Week 5	Meiosis and Central dogma of life	Presentation 1 (meiosis)
Week 6	Transcription and Translation	
Week 7	Mendelian genetics	
Week 8	Non- mendelian genetics	Assignment 1 (genetic diseases and inheritance patterns)
Week 9	Mid Term Exams	
Week 10	Mutations	Assignment 2 (role of biology in psychological studies)

Week 11	Introduction to evolution and Lamarkism	
Week 12	Darwinism	
Week 13	Evidences and types of evolution	Final project (assignment 3+ presentation 4) (Applications of genetic engineering)
Week 14	Population genetics	
Week 15	Genetic engineering and its applications	
Week 16	Classification and taxonomy	
Week 17	Major features of different classified groups	
Week 18	Final Term Exams	

References (Books/ Research Articles)

Hartl, D., & Jones, E. (2001). Introduction to molecular genetics and genomics. *Genetics: analysis of genes and genomes, 5th edn.* Jones & Bartlett, Mississauga, ON, Canada, 1-35.

IDEOLOGY AND CONSTITUTION OF PAKISTAN

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizens to enable them function in a socially responsible manner.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

SYLLABUS

- 1. Introduction to the Ideology of Pakistan:**
 - Definition and significance of ideology.
 - Historical context of the creation of Pakistan (with emphasis on socio-political, religious, and cultural dynamics of British India between 1857 till 1947).
 - Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.
 - Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
- 2. Two-Nation Theory:**
 - Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).
 - Role of communalism and religious differences.
- 3. Introduction to the Constitution of Pakistan:**
 - Definition and importance of a constitution.
 - Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
 - Overview of constitutional developments in Pakistan.
- 4. Constitution and State Structure:**
 - Structure of Government (executive, legislature, and judiciary).
 - Distribution of powers between federal and provincial governments.
 - 18th Amendment and its impact on federalism.

5. Fundamental Rights, Principles of Policy and Responsibilities:

- Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
- Overview of Principles of Policy (Articles 29-40).
- Responsibilities of the Pakistani citizens (Article 5).

6. Constitutional Amendments:

- Procedures for amending the Constitution.
- Notable constitutional amendments and their implications.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Ian Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan " by G.W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

Course Title: Schools and Perspective in Psychology
Credit Hours: 03
Instructor:

Course Code: PSY1201
Semester: 1st

Course Description

A psychological perspective is a school of thought or a philosophy which would guide someone's interpretation of an individual's behavior

Course Objectives

The main objective of this course is to:

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

Learning Outcomes

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

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

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Schools of Psychology	Brief history of psychology Structuralism	
Week 2		Functionalism Greek contribution	
Week 3	Introduction to Perspectives	Major assumptions, major contributors and basic concepts	
Week 4	Biological Perspective	Heredity Genes and chromosomes Endocrine glands	Quiz 1
Week 5	Psychodynamic Perspective	Classical psychoanalysis Neo-Freudians	
Week 6	Behavioristic Perspective	Classical conditioning Operant conditioning	Quiz 2

Week 7		Social learning	
Week 8	Cognitive Perspective	Cognitive perspective by Aron Beck Cognitive perspective by Albert Ellis	Quiz 3
Week 9	Mid Term		
Week 10		Cognitive perspective of appraisal and coping Cognitive behavioral model	
Week 11	Humanistic perspective	Abraham Maslow Carl Rogers	
Week 12	Existential Perspective	Thomas Szaz Victor Frankel	
Week 13	Gestalt Perspective	Fritz Perls	Presentations/ Assignment
Week 14	Socio-Cultural Perspective	Socio-Cultural Perspective	
Week 15	Islamic Perspective in the light of teachings of Quran & Sunnah	Ibn Sina Ashraf Ali Thanvi	
Week 16		Al-Ghazali	
Week 17	Current Trends	Modern perspectives in Psychology	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

- Brennan, F. J. (2003). History and system of psychology. USA: Prentice Hall.

- Campo, J. E. (2009). Encyclopedia of Islam. USA: Info base Publishing
- Hergenhahn, B. R. (2008). An Introduction to the history of psychology.(5th ed.). UK: Cengage Learning
- Leahy, T. A. (1998). History of modern psychology. (2nd ed.). New Jersey: Prentice Hall.
- Pervin, L.A. (2003). The science of personality. (2nd ed.). UK: Oxford University press.
- Schultz, D.P. & Schultz, S. E. (2007).A history of modern psychology. Orlando, USA: Harcourt Brace College press.
- Sharif, M. M. (1983).A history of Muslim philosophy. Germany: Alinger Hcmalrerlag, New York: Harcourt Press.
- Tavis, C. & Wade, C. (2001).Psychology in perspective. (3rd ed.). USA: Prentice Hall
- Ymey, W. & King, D. B. (2003).A history of psychology: Ideas and context (3rded.). Boston: Harcourt Press.

Course Title: Fundamentals of Psychology
Credit Hours: 2
Instructor:

Course Code: GER-1503
Semester: I

Course Objectives

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

Course Outcome

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

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

Course Content

Sr.No	Week	Topic	Remarks
		Understanding Psychology	
1	One&Two	<ul style="list-style-type: none">• Psychology: Scientific perspective• Historical perspective• Schools of psychology• Methods of psychology• Ethical issues• Fields of psychology and their application	
		Biological Basis of Behavior and Sensation	
2	Three&Four	<ul style="list-style-type: none">• Neuron and its function• Central nervous system• Peripheral nervous system• Endocrine system	

		<ul style="list-style-type: none"> • Senses: Vision, audition, smell, taste and kinesthetic 	
		Perception and Memory	
3	Five & Six	<ul style="list-style-type: none"> • Introduction to perception • Gestalt principles • Binocular and monocular cues • Illusions and extra sensory perception • Definition and types of memory • Processes and techniques of improving memory • Forgetting: Nature and causes 	
		Learning	
4	Seven	<ul style="list-style-type: none"> • Definition of learning • Types of learning: Classical and operant conditioning • Punishment and its effects • Latent and observational learning 	
5	Eight	MID TERM EXAM	
		Personality	
6	Nine & Ten	<ul style="list-style-type: none"> • Defining personality • Theories of personality • Personality assessment 	
		Cognition and Language	
7	Eleven & Twelve	<ul style="list-style-type: none"> • Concept of cognition 	

		<ul style="list-style-type: none"> • Problem solving • Judgment and decision making • Language development • Language and cognition • Language and culture 	
		Intelligence and Creativity	
9	Thirteen & Fourteen	<ul style="list-style-type: none"> • Concept of intelligence • Theories of intelligence • Assessment of intelligence • Mental retardation • Concept of creativity and its stages 	
		Motivation and Emotion	
10	Fifteen & Sixteen	<ul style="list-style-type: none"> • Introduction to motivation • Factors affecting motivation • Introduction to emotions • Types of emotions • Physiology and emotion • Theories of emotion 	
		Social Thinking and Social Influence	
11	Seventeen	<ul style="list-style-type: none"> • Social facilitation • Attribution theory • Crowd behavior • Conformity, Obedience • Helping behavior 	

12	Eighteen	FINAL TERM EXAM	
Assessment criteria and Marks Distribution			
Mid-Term: 25% (total marks = 25)			
Final-Term: 50% (total marks = 50)			
Sessional (assignments, project and presentation): 25% (total marks = 25)			

Recommended Books

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

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

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

EXPOSITORY WRITING

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Functional English
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 2 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

SYLLABUS

1. **Introduction to Expository Writing:**
 - Understanding expository writing (definition, types, purpose and applications)
 - Characteristics of effective expository writing (clarity, coherence and organization)
 - Introduction to paragraph writing
2. **The Writing Process:**
 - Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
 - Drafting (three stage process of drafting techniques)
 - Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
 - Proof reading (fine-tuning of the draft)
 - Peer review and feedback (providing and receiving critique)
3. **Essay Organization and Structure:**
 - Introduction and hook (engaging readers and introducing the topic)
 - Thesis statement (crafting a clear and focused central idea)
 - Body Paragraphs (topic sentences, supporting evidence and transitional devices)
 - Conclusion (types of concluding paragraphs and leaving an impact)
 - Ensuring cohesion and coherence (creating seamless connections between paragraphs)
4. **Different Types of Expository Writing:**
 - Description



- Illustration
 - Classification
 - Cause and effect (exploring causal relationships and outcomes)
 - Process analysis (explaining step-by-step procedures)
 - Comparative analysis (analyzing similarities and differences)
5. **Writing for Specific Purposes and Audiences:**
- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
 - Writing for academic audiences (formality, objectivity, and academic conventions)
 - Writing for public audiences (engaging, informative and persuasive language)
 - Different tones and styles for specific purposes and audiences
6. **Ethical Considerations:**
- Ensuring original writing (finding credible sources, evaluating information etc.)
 - Proper citation and referencing (APA, MLA, or other citation styles)
 - Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
 - Avoiding plagiarism (ethical considerations and best practices)

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

UGE Policy V 1.1 : General Education Course

Credits: 03 (Class Credits: 02; Lab Credits: 01)
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

SYLLABUS

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social media applications (LinkedIn, Facebook, Instagram, etc.).
3. **ICT in Education:**
 - Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
 - Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.

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4. ICT in Health and Well-being:

- Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).
- Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).

5. ICT in Personal Finance and Shopping:

- Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, ILINK and MNET, Keenu Wallet, etc.).
- E-commerce platforms (Daraz.pk, Telemart, Shophive, etc.)

6. Digital Citizenship and Online Etiquette:

- Digital identity and online reputation.
- Netiquette and respectful online communication.
- Cyberbullying and online harassment.

7. Ethical Considerations in Use of ICT Platforms and Tools:

- Intellectual property and copyright issues.
- Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.
- Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation).

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, the course will include:

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Discovering Computers" by Vermaat, Shaffer, and Freund.
2. "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan.
3. "Exploring Microsoft Office" Series by Grauer and Poatsy.
4. "Computing Essentials" by Morley and Parker.
5. "Technology in Action" by Evans, Martin, and Poatsy.

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QUANTITATIVE REASONING (II)

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Quantitative Reasoning (I)
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 2 - 4 Semesters
Type: Mandatory
Fields: All

DESCRIPTION

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

SYLLABUS

1. **Logic, Logical and Critical Reasoning**
 - Introduction and importance of logic;
 - Inductive, deductive and abductive approaches of reasoning;
 - Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
 - Logical fallacies;
 - Venn Diagrams;
 - Predicates and quantifiers;
 - Quantitative reasoning exercises using logical reasoning concepts and techniques.
2. **Mathematical Modeling and Analyses**
 - Introduction to deterministic models;
 - Use of linear functions for modeling in real-world situations;
 - Modeling with the system of linear equations and their solutions;
 - Elementary introduction to derivatives in mathematical modeling;
 - Linear and exponential growth and decay models;
 - Quantitative reasoning exercises using mathematical modeling.
3. **Statistical Modeling and Analyses**
 - Introduction to probabilistic models;
 - Bivariate analysis, scatter plots;

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- Simple linear regression model and correlation analysis;
- Basics of estimation and confidence interval;
- Testing of hypothesis (z-test; t-test);
- Statistical inference in decision making;
- Quantitative reasoning exercises using statistical modeling.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
2. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
3. "Discrete Mathematics with Applications" by Susanna S. Epp.
4. "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick.
5. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
6. "Introductory Statistics" by Prem S. Mann.
7. "Applied Statistical Modeling" by Salvatore Babones.
8. "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K. Wolf.

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Course Title: Applied areas of psychology
Credit Hours: 3
Instructor:.

Course Code: PSY1202
Semester: 2

Course description: The purpose of the course is to facilitate understanding of the personal as an integrated physiological ,social and psychological organism .This course applies concepts from these three areas in order to assist students to be successful in university ,the world of work and throughout life .

Course Objectives : Realistic and precise and achievable course objectives

Learning Outcomes : To enable students to identify their strength and weakness . Help students how socially interact with other communicate effectively .

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction to applied psychology	Definition of psychology and scope of psychology	
Week 2	Clinical psychology	Aims and scope of clinical psychology ,Role of clinical psychologist and perspective in clinical psychology	
Week 3	Counseling psychology	History of clinical psychology ,methods of assessment and intervention of counselling psychology	Quiz 1
Week 4	Organizational psychology	Aims and scope ,role of industrial psychologist Brief history of industrial psychology	Assignment 1
Week 5	Developmental psychology	Brief introduction of development psychology and perspective of developmental psychology	
Week 6	Health psychology	Main goals of psychology assessment and intervention of	Quiz 2

		health psychology	
Week 7	Social psychology	<u>Introduction of social psychology</u> .Group types Types of attitudes and characteristics of attitude	
Week 8	Forensic psychology	Aims and scope of forensic psychology origin of forensic psychology	
Week 9	Mid Term		
Week 10	Emerging areas in psychology	Positive psychology Basic assumptions , origin and historical antecedents	
Week 11	Environmental psychology	Eco psychology , behavior setting and eco psychology	Assignment 2
Week 12	School and educational psychology	Introduction of educational psychology ,role of educational psychologist	
Week 13	Stress management	Types of stress management and techniques of stress management	Final Project
Week 14	Anger management	Difference between anger and aggression and techniques of anger management	Presentations
Week 15	Problem solving and leadership styles	Description of leadership style and steps of problem solving	Presentations
Week 16	Social development theory	Stages of social development theory	
Week 17	Revision	Revision	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25

Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

Applied psychology by sarfraz Ahmed meyo

Course Title: Theories of Personality

Course Code: PSY1203

Credit Hours: 3

Semester: 2

Instructor:

Course Description

The course will involve an introduction to the most important theories on personality to date. The existence of a variety of viewpoints indicates that there is no clear and integrated theory that dominates the field. However, each of these theories can be evaluated according to conventional scientific criteria, because all of them claim to be scientific in nature. Therefore, besides giving you an appreciation of the ways in which theorists have conceptualized human personality, the major objective of the course is to place you in a position to evaluate these theories and to decide which ones have merit and are worthy of continuing scientific investigations. Presentation of the material will be via lectures and assigned readings, as well as online discussions.

Course Objectives

This course will introduce you to the major theories of personality, which attempt to explain behavior across the full range of life situations. You will learn about research methods in personality psychology, empirical studies that have been conducted to test the theories, and a set of scientific criteria that can be used to assess the current status of each theory. After completing this course, you will be able to identify the constructs of these major personality theories, describe how they may be applied to understand behavior, and critically evaluate each theory on the basis of scientific criteria.

Learning Outcomes

1. Describe and identify concepts and facts for each major theoretical perspective and for the theories that constitute each perspective. a. Describe the historical and cultural context of each personality theory. b. Describe the contributions of heredity and environment to personality development. c. Describe the bases for behavior posited by theories from each major perspective: psychoanalytic, neoanalytic, trait, cognitive, humanistic and existential, and behavioral and learning.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Dispositional theories: Gordon Allport Personality development Personality traits Critical evaluation		
Week 2	Raymond Cattell View of a person; Understanding of the person Factor analysis; Economic model Basic concepts; Data types; Traits; Personality of nations c) Critical evaluation		
Week 3	Hans Eysenck Basic concepts; Traits and types; Measuring and describing E, N, and P Critical evaluation		
Week 4	Henry Murray		
Week 5	Humanistic and Existential Theories Basic concepts Five basic human needs Self actualizing person Critical evaluation		
Week 6	Carl Rogers Biographical sketch Basic concepts Actualization Importance of self		
Week 7	Personality development Client centered therapy Critical evaluation Cognitive Theories George Kelly Biographical sketch Basic concepts Personality as a system of constructs Relation among constructs		
Week 8	Personality development Predictability Dependency constructs		
Week 9	Mid Term		
Week 10	Role playing Choices: the C-P-C cycle Critical evaluation		
Week 11	Behaviorist theories B.F. Skinner		

	Basic Concepts Operant conditioning Positive reinforcement & Negative reinforcement Positive punishment & Negative Punishment Schedules of reinforcement		
Week 12	Development of humans: Language, Personality and child rearing Critical evaluation		
Week 13	John Dollard Basic concepts Psychopathology		
Week 14	Neal E. Miller		
Week 15	How fear is learned Effect of fear Critical evaluation		
Week 16	Social Learning Theory of Albert Bandura Basic concepts Models and modeling Goals and self regulating		
Week 17	Revision		
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. Engler, B. (2014). Personality Theories/Barbara Engler.
2. Allen, B. P. (2005). Personality theories: Development, growth and diversity. (5th ed.).Boston:Allyn&Bacon.
3. Ewen, R. B. (2010). An introduction to theories of personality. (7th ed.) New Jersey: Lawrence Erlbaun Associate Publishers. 3. Feist, J. (1985). Theories of personality. Sydney: Holt Rinehart

ISLAMIC STUDIES

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles.
2. Describe basic sources of Islamic law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

SYLLABUS

- 1. Introduction to Islam:**
 - Definition of Islam and its core beliefs.
 - The Holy Quran (introduction, revelation and compilation).
 - Hadith and Sunnah (compilation, classification, and significance).
 - Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
- 2. Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana:**
 - Life and legacy of the Holy Prophet PBUH.
 - Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
- 3. Islamic History and Civilization:**
 - World before Islam.
 - The Rashidun Caliphate and expansion of Islamic rule.
 - Contribution of Muslim scientists and philosophers in shaping world civilization.
- 4. Islamic Jurisprudence (Fiqh):**
 - Fundamental sources of Islamic jurisprudence.
 - Pillars of Islam and their significance.
 - Major schools of Islamic jurisprudence.
 - Significance and principles of Ijtihad.
- 5. Family and Society in Islam:**
 - Status and rights of women in Islamic teachings.
 - Marriage, family, and gender roles in Muslim society.
 - Family structure and values in Muslim society.
- 6. Islam and the Modern World:**
 - Relevance of Islam in the modern world (globalization, challenges and prospects).

- Islamophobia, interfaith dialogue, and multiculturalism.
- Islamic viewpoint towards socio-cultural and technological changes.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami.
2. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
3. "Towards Understanding Islam" by Abul A' la Mawdudi.
4. "Islami Nazria e Hayat" by Khurshid Ahmad.
5. "An Introduction to Islamic Theology" by John Renard.
6. "Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
7. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
8. "Islam: Its Meaning and Message" by Khurshid Ahmad.

Note: This course is compulsory for Muslim and optional for non-Muslim undergraduate students. Non-Muslim students can opt for any course of at least the same or more credits in subjects such as religious studies, ethics, theology, comparative religion, Christian ethics, etc.



Course Title: Fundamentals of Sociology

Course Code: GER-2714

Credit Hours: 2

Semester: 3

Instructor:

Course description: This is an introductory course that aims to introduce the key concepts of sociology to the students .Being an introductory level course ,a variety of different sociological concepts will be explored in detail .The reading and the lectures shall provide sociological insight to the students about using sociological concepts and world views to analyze and better understanding .

Course Objectives : To enable students to understand and become familiar with core sociologist thinkers , sociological theories and concepts .

Learning Outcomes : To familiarize students to the principles of sociological research and appreciate it as a science.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction of sociology	Definition of society and characteristics of Pakistani society	
Week 2	Social stratification	Description of cast ,class and ethnicity ,ranks of social classes.	
Week 3	Social institution in Pakistan	Definition of family , Religion and economy .brief description of politics education and recreational	Quiz 1
Week 4	Educational dynamics	Definition of literacy and illiteracy .concepts of universal primary education .status of for and informal education	Assignment 1
Week 5	Historical perspective of Pakistani culture	Provincial culture ,culture of Punjab ,culture of Sindh culture of NWFP,culture of Balochistan and culture of Kashmir and Northern areas	

Week 6	Urban and rural division of Pakistan	Brief introduction of rural society and urban society	Quiz 2
Week 7	Value and beliefs	Social values ,functions of values and how does values develop .	
Week 8	Social structure and social integration	Introduction ,social structure among institutions and criteria of integration	
Week 9	Mid Term		
Week 10	Mass communication	Brief introduction of press and newspapers ,electronic media and social effects of press and newspapers	
Week 11	Power and authority	What is power , description of social power models types of social powers .	Assignment 2
Week 12	Collective behavior and social movement	Definition of collective behavior , characteristics of collective behavior and crowd behavior	
Week 13	Socialization and personality	What is socialization and primary socialization	Final Project
Week 14	Family and kinship	Definition and structure of family ,types of family by size and structure	Presentations
Week 15	Deviance and social control	Deviance ,deviation varies from person to person .	Presentations
Week 16	Social problems of Pakistan	Social problems ,components of social problems steps to reduce social problems of Pakistan	
Week 17	Revision	Revision	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25

Final Term	50
Total Marks	100

Recommended Books

Sociology and social problems by Abdul Hameed Taga

Course Title: Organizational Psychology **Credit Hours:** 3 **Course Code:** PSY2301

Semester: III

Course Instructor:

Course Objectives

- To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, the course is designed to help students learn major dimensions of organizational Psychology within its ethical and legal framework.

Course Outcomes

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

- Understanding of the principles of organizational behavior with complete understanding of interpersonal interaction in organizations and related issues

Course Contents		
Week 1 & 2	<p>Introduction to industrial and organizational Psychology: An overview</p> <ul style="list-style-type: none"> • Nature and scope • the science and practice of Industrial and organizational psychology • Research Methods in I/O Psychology • Measurement and analysis in I/O psychology 	Assignment on role of I/O Psychologist
Week 3	<p>Multicultural and Cross-cultural Issues in I/O psychology</p> <ul style="list-style-type: none"> • The Multicultural Nature of Life in the 21st Century • Cross-National Issues in the Workplace • Why Should Multiculturalism Be Important to You? • Why Is Multiculturalism Important for I-O Psychology? • Some Theories of Cultural Influence • Hofstede’s Theory • Some Thoughts on Theories of Cultural Influence 	
Week 4	<p>The Roots and Early History of Industrial/Organizational Psychology</p> <ul style="list-style-type: none"> • The Beginnings World War I and the 1920s 	Quiz-I

	<ul style="list-style-type: none"> • The Great Depression Years and World War II • The Postwar Years and the Modern Era 	
Week 5 and 6	Work, organization and Health <ul style="list-style-type: none"> • The problem of stress • Common Stressors at work Physical/Task Stressors Psychological Stressors • Consequences of Stress Behavioral Consequences of Stress Psychological Consequences of Stress Physiological Consequences of Stress 	
Week 7 & 8	Work Schedules Shift Work Flexible and Compressed Workweek Schedules Flex time Compressed workweek Consequences of flextime and compressed workweek	
Week 9	Midterms Exams	
Week 10	Theories of Stress <ul style="list-style-type: none"> • Demand–Control Model • Person–Environment Fit Model • Individual Differences in Resistance to Stress The Type A Behavior Pattern 	
Week 11	Organizational Culture <ul style="list-style-type: none"> • Structure of organizations • Different types of structures • Psychological climate and work environment 	
Week 12	Organizational Communication <ul style="list-style-type: none"> • Basic model of organizational communication • Forms of communication • Flow of communication • Effective communication strategies • Barriers to effective communication 	

	Job Analysis <ul style="list-style-type: none"> • Job analysis • How to conduct job analysis • Importance of job analysis • Types of job analysis 	
Week 13	Employee motivation Leadership and Management <ul style="list-style-type: none"> • Power influence and leadership • Building trust • Development of leadership and effective personal management • Organizational politics 	
Week 14	Employee Satisfaction Organizational Commitment	
Week 15	Occupational Health and Safety <ul style="list-style-type: none"> • 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 	Assignment + Presentations
Week 16	Psychology Applied to Consumers <ul style="list-style-type: none"> • Techniques in the analysis of consumer behavior • Advertising marketing and motivation research • Factors effecting effectiveness of advertisements 	
Assessment Criteria and Marks Distribution Mid-term: 25% (total marks = 25) Final-term: 50 % (total marks = 50) Sessional: 25% (total marks = 25)		
Recommended books Aamodt, M. G. (2004). <i>Applied industrial and organizational psychology</i> . Australia: Thomson Landy, F. J. (2004). <i>Work in 21st century: An introduction to industrial and organizational</i>		

psychology. Boston: McGraw Hill

Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall. Duening, T. N. & Ivancevich, J. (2005). *Managing organizations*. (2nd ed.).

California: Atomic Dog Publishing.

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.

Rogelberg, S. G. (2004). *Handbook of research methods in industrial and organizational psychology*. Malden: Blackwell Publishing

Gruneburg, M. M & Oborone, D.J. (1981). *Psychology and industrial productivity*. Hong Kong: The Macmillan press Ltd.

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.

Course Title: Cognitive psychology **Course Code:** PSY2205 **Credit Hours:** 3

Semester: III

Instructor:

Course Description

An examination of the cognitive processes involved in human mentation. Includes the study of attention, perceptual processes, memory, knowledge representation, language, decision making and problem solving. How do we think, make decisions, solve problems, perceive our world, and remember our past? What is intelligence, creativity, or awareness? Cognitive psychology explores these complex and important human processes

Course Objectives

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

Learning Outcomes

After completing this course, students will be able to think critically about the internal processes involved in human cognition and articulate the basic principles, major theories, and research concerning higher mental processes.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction to COGNITIVE PSYCHOLOGY	Definition and meanings of Cognitive Psychology Nature and Scope of Cognitive Psychology History and methods of Cognitive Psychology	
Week 2	Neural Basis of Cognition	Cognitive neuroscience, Definition Structure and function of a Neuron Axon, Dendrite and the Cell body	
Week 3	Neural Basis of Cognition	The Hemispheres ,The four Lobes of the Brain, Frontal, Temporal Parietal, Occipital lobes, Association Cortices, Structures and the functions involved Relationship of Brain	Assignment 1

		Structures with important cognitive areas.	
Week 4	Perception	Perceptual Laws of Organization Depth Perception, Color Perception Perception of Movement	
Week 5	Eye and Ear	structure and function of eye and ear	
Week 6	Attention	Definition of Attention Aspects of Attention: Sustained, Selective, Alternating, Divided Attention. Theories of Attention Broadbent's Filter Model of Attention Treisman's Attenuation Model of Attention Deutsch and Deutsch Model of Attention	Quiz
Week 7	Attention	Types of Attention Volitional and non-volitional Attention Divided Attention Top-down processing Bottom-up Processing Overt and Covert Attention Exogenous and Endogenous Attention	
Week 8	Memory	What is Memory? Definition of Memory Stages of Memory Process Encoding (Visual, Acoustic and Semantic) Storage and Retrieval Types of Memory: Sensory (Iconic, Echoic and Haptic) Short-term and Working Memory Long-term memory Declarative Episodic memory Semantic Procedural Working memory and long term memory	
Week 9	Mid Term		
Week 10	Memory	Models of Memory, Atkinson-Shiffrin Model of Memory Baddeley and Hitch Model of Working Memory Phonological loop Visuo-spatial Sketchpad Central Executive Episodic Buffer Craik and Lockhart Model of LTM, Problems Associated with Memory, Alzheimer's Disease, Amnesias and Dementias	

Week 11	Thinking ,Problem solving	Cycle of Thinking Concepts Propositions, Schemas ,Scripts Mental models, Images, Cognitive maps ,Thinking Strategies: Formal and Informal Reasoning,Problem Solving: Analogical Thinking,	Assignment 2
Week 12	Thinking ,Problem solving	Obstacles to Problem Solving Multiple hypothesis, Mental Sets, Ignoring Negative Evidence, Confirmation Bias Heuristic and algorithmsCreative Thinking Stages of Creative Thinking Problems of Creative Thinking Reasoning Deductive and inductive reasoning Syllogism	
Week 13	Language	The elements of language,Three Criteria of a Language ,Semanticity, Generativity ,Displacement ,Components of a Spoken LanguagePhonologySyntax ,SemanticsDevelopment of Language: Child language Acquisition StagesBabblingSingle WordsWord Combinations	
Week 14	Language	Sentences and Complex Constructions Language comprehension Language and thought Psycholinguistics Theories of language acquisition Piaget and Vygotsky Behaviorism: Language is acquired thru Imitation Noam Chomsky: Language is Innate Interactionist Perspective: Combined Effect	
Week 15	Latest	Latest research, scientific discoveries in	

	developments in cognitive science	cognitive psychology	
Week 16	Latest developments in cognitive science	Latest research, scientific discoveries in cognitive psychology	
Week 17	Revision Week		
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.). John Wiley Inc.
2. Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth.
Sternberg,R.J.(1999).*Cognitivepsychology*(2nded.).NewYork:Harcourt College Publishers.
3. Groome,D.(1999).*Cognitivepsychology:Processesanddisorders*.London: Psychology Press.
4. Reed,S.K.(2000). *Cognition* (5thed.).Belmont: Wadsworth / Thomson Learning.

Course Title: Abnormal Psychology

Course Code: PSY2205

Semester: 3

Crd Hrs: 3

Course description

This course provides a foundational knowledge about the historical background as well as theoretical, clinical, and experimental perspectives of the study of psychopathology, known as abnormal psychology. Emphasis is placed on terminology, classification, and etiology of abnormality.

Course Objectives

To gain Knowledge of the psychological theories and models for the field of abnormal psychology. Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders. Familiarity with ethical considerations appropriate for the study of abnormal psychology.

Course outcomes

At the completion of the course the students will be able to articulate each theories' approach to understanding and treatment of psychopathology. Students will be able critically evaluate each theory.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction to Abnormal Psychology	Concept of Abnormality; Criteria of Normality and Abnormality; Cultural relativism Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger) Paradigm shift of mental health	
Week 2	Historical Background of Modern Abnormal Psychology	Ancient views and treatment Greek and Roman views; Europe in the middle ages	Assignment #1
Week 3	Historical Background of Modern Abnormal Psychology	The Renaissance; 19th Century Views of abnormality; modern trends	
Week	The Psychodynamic	Origins of Psychodynamic Model	Written Quiz

4	Model	Freudian Explanations Neo Freudians Other psychodynamic Explanations Current status of Psychodynamic Model	
Week 5	Behavioral Model	Origins of the Behavioral Model Classical Conditioning Explanations Operant Conditioning Explanations Treatment Methods	
Week 6	Cognitive Model	Origins of Cognitive Model Cognitive Explanations Treatment Methods	
Week 7	Humanistic Model	Origins of Humanistic Model Humanistic Explanations Treatment Methods	
Week 8	Biological Model	Origins of Biological Model Biological Explanations Treatment Methods	
Week 9		Mid Term	
Week 10	Diagnostic Classification Systems	Diagnostic and statistical Manual of Mental disorders Historical Background of the DSM Past and latest Version DSM 5 TR Introduction	
Week 11		International Classification of Diseases History and Brief Overview Comparison with the DSM Course review	
Week 12	Schizophrenia Spectrum Disorders	Schizophrenia, Schizophreniform, Schizoaffective, Brief Psychotic	
Week 13		Assessment and mental status exam for psychosis	
Week 14	Anxiety Disorders	Anxiety Vs. Fear Models of Acquisition Separation Anxiety, Social Anxiety, Specific Phobias,	
Week 15		Agoraphobia, Panic Disorder, Panic Attacks. Generalized Anxiety Disorder	

Week 16	Obsessive Compulsive and Related Disorders	OCD, body dysmorphic disorders, hoarding, excoriation, trichotillomania	
Week 17		Course Review	
Week 18		Final Term	

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.
2. American Psychiatric Association. (2013). *DSM 5 Guidebook* (5th ed.). Washington, DC.
3. Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman and Company.
4. Neale, J.M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.

Course Title: Health Psychology

Course Code: PSY2206

Credit Hours: 3

Semester: III

Instructor:

Course Description

Health psychology examines how biological, social and psychological factors influence health and illness

Course Objectives

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

Learning Outcomes

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

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

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Historical Background	Definition, development, and scope of health psychology The modern concept of health and illness	lecture
Week 2	Theoretical Models in Health Psychology	1. The Biopsychosocial Model 2. The Health Belief Model 3. Theory of Planned Behavior/ Reasoned Action	lecture

Week 3	Theoretical Models in Health Psychology	<ol style="list-style-type: none"> 1. Transtheoretical Models/ Theories of behavior change 2. Psychoneuroimmunology model (PNI) 	
Week 4	The Psychology of Health and Illness A brief introduction	Psychophysiological Disorders The immune system & Stress	Quiz 1
Week 5	Psychological Factors Influencing Physical Health	Illness Perceptions Health Beliefs Health Locus of Control Doctor – patient communication Compliance and Medication Adherence Personality type & Health (The Big Five Traits and Health & Illness) Health beliefs, locus of control and self-efficacy	Assignment
Week 6	Stress, Coping, and Health	Models of stress: Seyle, Mason, and Lazarus Stress and illness (Assessment of stress and identification of stressors) Stress management	Quiz 2
Week 7	Stress, Coping, and Health	Models of stress: Seyle, Mason, and Lazarus Stress and illness (Assessment of stress and identification of stressors) Stress management	lecture
Week 8		Revision	
Week 9	Mid Term		
Week 10	Application of Health	Risk factors, prevention, rehabilitation, and psychological interventions	

	Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles	Coronary heart disease (CHD) Cancer Pain AIDS Diabetes Mellitus	
Week 11	Application of Health Psychology with Reference to Specific Physical Ailments and Unhealthy Lifestyles	Obesity and eating disorders: Bulimia and Anorexia Nervosa Substance abuse disorders: Smoking and drinking Arthritis	Lecture / assignment 2
Week 12	Grief and Bereavement	Acceptance, adjustment and coping with chronic and terminal illnesses.	Lecture
Week 13	Working with the Community	Health promotion programs for public awareness and disease prevention	lecture
Week 14	Psychological Interventions in Health Psychology	In order to develop health promoting behaviors and adjustment to Chronic physical conditions <ul style="list-style-type: none"> • Cognitive Behavior Therapy • Counseling 	presentations
Week 15	Research in Health Psychology	Identification of vulnerable populations for developing psychophysiological disorders Identification of causal relationships i.e. Predictors and Outcomes in health and illness. Psychological consequences of physical illnesses	presentations

Week 16		presentations	
Week 17		revision	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

- Bernard, L.C. & Krupat, E. (1994). *Health psychology: Biopsychological factors in health and illness*. New York; Harcourt Brace College Publishers.
- Brannon, L. & Feist, J. (2004, 2010). *Health psychology: An introduction to behavior and health*. (5th ed.). USA: Wadsworth.
- Cockerham, W. C. (1998). *Medical sociology*. New Jersey: Prentice – Hall.
- Ewles, L. & Simnett, I. (1989). *Promoting health: A practical guide to health education*. Chichester: John Wiley & Sons.
- Forshaw, M. (2002). *Essential health psychology*. London: Arnold.
- Ogden, J. (2005) *A Text book of Health Psychology*. (6th ed.). Open University Press
- Pearce, S., & Wardle, J. (Eds.). (1989). *The practice of behavioral medicine*. Oxford: BPS Books.
- Sanderson, C. A. (2004). *Health psychology*. USA: Wiley
- Sanders, G. S., & Suls, J. (Eds.). (1982). *Social psychology of health and illness*. Hillsdale; Lawrence Erlbaum Associates Publishers.
- Spacapan, S., & Oskamp, S. (Eds.). (1988). *The Social psychology of health and illness*. London: SAGE Publication.

ENTREPRENEURSHIP

UGE Policy V 1.1 : General Education Course

Credits:	02
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills and abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation. Overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process;
2. Understanding of different personal, social and financial aspects associated with entrepreneurial activities;
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on exports;
4. Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

SYLLABUS

1. **Introduction to Entrepreneurship:**
 - Definition and concept of entrepreneurship;
 - Why to become an entrepreneur?
 - Entrepreneurial process;
 - Role of entrepreneurship in economic development.
2. **Entrepreneurial Skills:**
 - Characteristics and qualities of successful entrepreneurs (including stories of successes and failures);
 - Areas of essential entrepreneurial skills and abilities such as creative and critical thinking, innovation and risk taking.
3. **Opportunity Recognition and Idea Generation:**
 - Opportunity identification, evaluation and exploitation;
 - Innovative ideas generation techniques for entrepreneurial ventures.
4. **Marketing and Sales**
 - Target market identification and segmentation;

- Four P's of Marketing;
 - Developing a marketing strategy;
 - Branding.
5. **Financial Literacy:**
- Basic concepts of income, savings and investments;
 - Basic concepts of assets, liabilities and equity;
 - Basic concepts of revenue and expenses;
 - Overview of cash-flows;
 - Overview of banking products including Islamic modes of financing;
 - Sources of funding for startups (angel financing, debt financing, equity financing etc.)
6. **Team Building for Startups:**
- Characteristics and features of effective teams
 - Team building and effective leadership for startups.
7. **Regulatory Requirements to Establish Enterprises in Pakistan:**
- Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.);
 - Intellectual property rights and protection;
 - Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms;
 - Taxation and financial reporting obligation.

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and abilities acquired in the course to develop a feasible business plan and where possible explore the possibility of implementing the plan with support and assistance from established business-persons and entrepreneurs.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffrey A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.

Course Title: Fundamental Research Methods in Psychology

Course Code: PSY2211

Credit Hours: 3

Semester: 4

Instructor:

Course Description

Research Methodology is understanding of research through critical exploration of research language, ethics and approaches.

Course Objectives

This course aims to:

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

Learning Outcomes

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

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

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Why Psychologists	Using Science to Understand and	lecture

	Conduct Research	<p>Explain Behavior</p> <p>How Psychologists Use The Scientific Method: Salient features of the Scientific Method</p> <p>Types of Research: Basic & Applied: Qualitative & Quantitative</p>	
Week 2	Literature Review	<p>How do researchers develop a research question?</p> <p>Developing A Research Question.</p> <p>Steps in the Research Process.</p> <p>How do researchers conduct a literature review?</p> <p>What are some useful resources for a literature review? Online literature search: Science Direct, Ebscohost, Blackwell-Synergy, Psychinfo, Psycharticle, Medical Index, and other related data bases</p> <p>What will you find in a literature review?</p> <p>What are the different types of research articles, and how are they organized?</p> <p>Revision Class</p>	Lecture + Quiz 1
Week 3		<p>How do researchers develop a research question?</p> <p>Developing A Research Question.</p> <p>Steps in the Research Process.</p> <p>How do researchers conduct a literature review?</p> <p>What are some useful resources for a literature review? Online</p>	

		<p>literature search: Science Direct, Ebscohost, Blackwell-Synergy, Psychinfo, Psycharticle, Medical Index, and other related data bases</p> <p>What will you find in a literature review?</p> <p>What are the different types of research articles, and how are they organized?</p> <p>Revision Class</p>	
Week 4	Formulation of a Hypothesis	<p>How do we use a literature review to make hypotheses?</p> <p>Types of Hypothesis</p> <p>Characteristics of a good Hypothesis</p> <p>Reporting Investigations</p> <p>The structure of a research report based upon APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion</p>	
Week 5	Defining and Measuring Variables in Research	<p>Constructs and Operational Definitions</p> <p>Limitations of Operational Definitions</p> <p>Validity of Instruments in Research</p> <p>Reliability of Instruments in Research</p> <p>Scales of Measurement</p>	Lecture+ Quiz 2
Week 6	Formulation of a Hypothesis	<p>How do we use a literature review to make hypotheses?</p> <p>Types of Hypothesis</p> <p>Characteristics of a good Hypothesis</p> <p>The structure of a research report</p>	

	Reporting Investigations	based upon APA standards: Title page, abstract, introduction, review of relevant literature, method, results, discussion	
Week 7	Survey Research Method	Types of Questions open-ended question restricted question rating-scale question Constructing a Survey Cross-sectional design Successive independent samples design. Longitudinal design Administering a Survey Mail Survey Telephone Survey Internet Survey In person Survey and Interviews	
Week 8	Case study Design	Strengths and Weaknesses Revision Class	
Week 9	Mid Term		
Week 10	Correlational Research Strategy	Data for Correlational Study Characteristics of a Relationship Evaluating Relationships for Non-Numerical Scores Applications of the Correlational Strategy Strengths and Weaknesses of the Correlational Research Strategy	
Week 11	Experimental	Four Basic Elements of an	

	Research Strategy	<p>Experiment</p> <p>Terminology for the Experimental Research Strategy</p> <p>Types of extraneous variables</p> <p>Causation and the Third-Variable Problem</p> <p>Causation and the Directionality Problem</p> <p>Confounding Variables</p> <p>Controlling extraneous variables</p> <p>Randomization</p> <p>Control Groups</p> <p>Simulation and Field Studies</p>	
Week 12	Sampling Methods	<p>Population and sample</p> <p>Selecting Research Participants</p> <p>Probability Sampling Methods</p> <p>Simple random sampling</p> <p>Systematic random sampling</p> <p>Stratified random sampling</p> <p>Cluster sampling</p> <p>RDD</p>	
Week 13	Non-probability Sampling Methods	<p>Quota sampling</p> <p>Snow ball sampling</p> <p>Purposive sampling</p> <p>Convenience sampling</p> <p>Revision Class</p>	
Week 14	Ethics in Psychological	<p>APA Ethical Guidelines for Research with Humans</p>	

	Research	Ethics in planning research Ethics in execution of research: Informed consent, Deception, Coercion, Anonymity, Risk assessment, Debriefing Ethics in Writing and Publishing: Plagiarism, reporting results, credit of authorship, Copyrights	
Week 15		Project Presentations	
Week 16		Project Presentations	
Week 17		Project Presentations	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

Research Methods in Psychology (2009) – Shaugnessy et al.

Course Title: Social Psychology

Course Code: PSY2207

Credit Hours: 3

Semester: 4

Instructor:

Course Description

Social Psychology is the scientific study of how individuals think, behave, and are influenced by others. Current theories in the field will be applied to real-life situations to make sense of human behavior.

Course Objectives

Social Psychology is to give awareness of certain fundamental concepts and principles involved in human behavior. It provides an awareness of the major problems and issues in the discipline of social psychology, and the capacity to interpret research findings. To accomplish this goal, this course emphasizes the understanding and interpretation of research findings and an ability to evaluate their usefulness.

Learning Outcomes

- 1) Describe the psychological concepts, theories, and principles explaining social cognition, self-perception, self-presentation, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity, obedience, stereotyping, and prejudice.
- 2) Apply knowledge of social psychology to situations in everyday life such as interpersonal and group relations.
- 3) Explain how behavior is influenced by social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc.
- 4) Collaborate effectively with classmates in student-led discussions.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	The field of to Social Psychology	<ul style="list-style-type: none">• Introduction, definition , history• Theories<ul style="list-style-type: none">a) Geneticsb) Psychoanalytic	Importance of social psychology in daily life

		<ul style="list-style-type: none"> c) Social learning d) Cognitive e) role • Socialization 	
Week 2	Self- Presentation and Social Perception	<ul style="list-style-type: none"> a) Nonverbal behavior b) Attribution c) Impression management 	Examples from everyday life while of using social perception.
Week 3	Attribution	<ul style="list-style-type: none"> a) Criteria of attribution b) Attribution error 	Create scenario\ practical example of attribution errors in daily life
Week 4	Social Cognition	<ul style="list-style-type: none"> a) Schemas b) Heuristics c) Affect and Cognition. 	Create\ practical example of scenario of heuristics in daily life
Week 5	Behavior and Attitudes	<ul style="list-style-type: none"> a) Definitions of attitude b) How attitudes are measured c) Attitudes and behaviors d) Source of attitudes e) Attitude and persuasions f) Persuasion techniques 	Evaluation of persuasive attempt
Week 6	Attitudes	<p>Cognitive consistency</p> <ul style="list-style-type: none"> a) Heider's balance theory b) Festinger's theory of cognitive dissonance 	Discussion on videos shown during lecture
Week 7	Aspects of Social Identity	<ul style="list-style-type: none"> I. The self a) Nature of the self b) Self-concept c) Social diversity d) Self esteem 	Evaluation of self-concept on the basis of learned lesson

Week 8	Aspects of Social Identity	<p>II. Other aspects of self-functioning</p> <p>a) Self focusitig</p> <p>b) Cognitiveandaffectiveaspects</p> <p>c) Self Monitoring</p> <p>d) Self Efficacy</p>	
Week 9	Mid Term		
Week 10	Aspects of Social Identity	iii. & socialization	Social experiment assignment
Week 11	Social Influence	<p>a) Conformity</p> <p>b) Compliance</p> <p>c) Obedience</p>	Evaluation of daily life of social influence technique
Week 12	Pro-social Behavior	<p>a) Why do we help?</p> <p>b) When do we help?</p> <p>c) Does true altruism really exist?</p> <p>d) Whom do we help?</p> <p>e) How we can increase helping?</p>	<p>Search for Practical examples for pro-social behavior.</p> <p>Practicing altruism and controlling aggression</p>
Week 13	Hurting others	<p>Aggression</p> <p>a) What is aggression?</p> <p>b) Influences on Aggression</p> <p>c) Internal factors</p> <p>d) External factors</p>	
Week 14	Hurting others	<p>e) Controlling and elimination aggression</p> <p>f) Lucifer effect</p> <p>g) Bullying</p>	

Week 15		Presentations + experiment	
Week 16		Presentations + experiment	
Week 17		Presentations + experiment	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Assessment on social issue of interest

- Presentations
- Social psychology experiment
- Report

Recommended Books

- Myers, D. G., & Twenge, J. M. (2018). *Social Psychology*: McGraw-Hill Education.
- Gilovich, Keltner, & Nisbett (2012). *Social Psychology* (3rd Ed). New York: W.W. Norton. ISBN: 978- 0393913231
- *Social Psychology* Robert A Baron, Nyla R Branscombe 13th Edition - PEARSON 2016
- Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature*. Cengage Learning.

Semester IV

Course Code: PSY2109

Crd Hrs: 3

Course Title: Experimental Psychology + Lab Psychology

Course Objectives

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

.Course Contents

1. Psychophysics:

Importance of Psychophysics; Absolute & Differential Thresholds; Psychophysical Methods; Theory of signal detection.

2. Perception:

Perception and Sensation; The Gestalt Concept of Perception; Perceptual Consistencies; Depth Perception; Figure and Ground Perception; Perception of Movement; Perceptual defense and vigilance; Perception of time; Visual illusions

3. Practical Work:

The following experiments shall be performed by the students:

- a. Meaningful vs. Nonsense Learning
- b. Retroactive Inhibition Simple
- c. Reaction Time Transfer of
- d. Training
- e. Trial Position Effect under
- f. Massed and Distributed
- g. Practice
- h. Whole vs. Part Learning

4. Learning:

- a. Simple Learning and Conditioning.
- b. Classical versus instrumental conditioning.
- c. Basic factors in learning and performance.
- d. Role of reinforcement in learning.
- e. Contemporary theories of Learning
- f. Transfer of training

5. Memory:

- a. Theories of Memory.
- b. Compartments of Memory.
- c. The storage and retrieval process.
- d. Transplantation of Memory.
- e. Memory Experiments.
- f. Mnemonics: ways of improving memory (Devices Mnemonics)

6. Thinking and Problem-Solving:

- a. Nature of Thinking.
- b. Concept formation.
- c. Imageless thought Controversy.
- d. Set and attitude as factors in Thinking.
- e. Creative Thinking.
- f. Theories of Thinking.

7. Practical Work:

Following experiments shall be performed by the students:

Judgment Time Mapping
Cetaceous Sense Spot Mental Fatigue Negative after Image Retention
for Complete and Interrupted Task Thermal Adaptation

RECOMMENDED BOOKS:

1. McGuigan, F. J. (2001). *Experimental Psychology-Methods of Research: (7th Edition)*. Prentice Hall. UK.
2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). *Experimental Psychology: Understanding Psychological Research. (5th edition)*. West Publishing Company, USA.
3. Boring, E. G. (2007). *History of Experimental Psychology*. Cosmo Publications New Delhi.
4. Postman, L & Eagan, J. P. (2007). *An Introduction*. New York: Harper and Row.
5. Andreas, B.G. (1972). *Experimental Psychology (2nd ed)*. New York: John Wiley and Sons,

Course Description:

Experimental Psychology is designed to provide students with a deep understanding of experimental methodologies and current research in the fields of learning, perception, and memory. This course aims to develop an investigative and experimental approach among students. Through theoretical exploration and hands-on experiments, students will delve into the intricacies of human perception, cognitive processes, and memory.

Course Objectives:

By the end of this course, students should be able to:

CLO 1: Understand the Foundations of Experimental Psychology

- Explain the importance of experimental psychology in studying human behavior.
- Define and differentiate between absolute and differential thresholds.
- Describe various psychophysical methods and the theory of signal detection.

CLO 2: Explore Perception

- Analyze the relationship between perception and sensation.

- Explain the Gestalt concept of perception.
- Identify and understand perceptual consistencies, depth perception, figure-ground perception, and the perception of movement.
- Discuss perceptual defense, vigilance, and time perception.
- Analyze visual illusions and their impact on perception.

CLO 3: Perform Experimental Investigations

- Conduct meaningful experiments in the areas of learning, perception, and memory.
- Analyze and interpret experimental results effectively.

CLO 4: Investigate Learning

- Define and differentiate between simple learning and conditioning.
- Compare classical and instrumental conditioning.
- Identify the basic factors influencing learning and performance.
- Explain the role of reinforcement in learning.
- Discuss contemporary theories of learning and the concept of transfer of training.

CLO 5: Explore Memory

- Summarize various theories of memory.
- Identify the compartments of memory.
- Explain the storage and retrieval processes.
- Analyze experiments related to memory.
- Discuss mnemonics as tools for memory improvement.

CLO 6: Study Thinking and Problem-Solving

- Explore the nature of thinking.
- Explain concept formation and the imageless thought controversy.
- Analyze set and attitude as factors in thinking.
- Discuss creative thinking and various theories of thinking.

Course Outline:

Week 1-2: Introduction to Experimental Psychology

- Definition and importance of experimental psychology
- Absolute and differential thresholds
- Psychophysical methods and theory of signal detection

Week 3-4: Perception

- Perception vs. sensation
- Gestalt concept of perception
- Perceptual consistencies
- Depth perception
- Figure and ground perception
- Perception of movement
- Perceptual defense, vigilance, and time perception
- Visual illusions

*Week 5-7: Practical Work in Perception**

- Meaningful vs. nonsense learning
- Retroactive inhibition
- Reaction time transfer of training
- Trial position effect under massed and distributed practice
- Whole vs. part learning

*Week 8-9: Learning**

- Simple learning and conditioning
- Classical vs. instrumental conditioning
- Basic factors in learning and performance
- Role of reinforcement in learning
- Contemporary theories of learning

- Transfer of training

*Week 10-11: Memory**

- Theories of memory
- Compartments of memory
- Storage and retrieval processes
- Transplantation of memory
- Memory experiments
- Mnemonics for memory improvement

*Week 12-14: Thinking and Problem-Solving**

- Nature of thinking
- Concept formation
- Imageless thought controversy
- Set and attitude in thinking
- Creative thinking
- Theories of thinking

*Week 15-16: Practical Work in Memory and Thinking**

- Judgment time mapping
- Cetaceous sense spot
- Mental fatigue
- Negative afterimage
- Retention for complete and interrupted tasks
- Thermal adaptation

Assessment Plan:

Assessment 1: Experiment Analysis (Individual)

- Analyze and present findings from a conducted experiment.

- Weeks: 7
- Weightage: 15%

Assessment 2: Research Paper (Individual)

- Write a research paper on a selected topic related to the course content.
- Weeks: 11
- Weightage: 20%

Assessment 3: Practical Experiments (Group)

- Conduct practical experiments in perception, learning, and memory.
- Weeks: 5, 9, 16
- Weightage: 30%

Assessment 4: Midterm Exam (Individual)

- Comprehensive examination covering the first half of the course.
- Weeks: 8
- Weightage: 15%

Assessment 5: Final Exam (Individual)

- Comprehensive examination covering all course topics.
- Weeks: 16
- Weightage: 20%

Note: This is a suggested course outline and assessment plan. Adjustments and additional readings/resources may be made by the instructor as needed.

Course Details:

Course Title: Positive Psychology
 Course Code: PSY2210
 Credit Hours: 03
 Semester: 4

Tutor Information:

Course Tutor:

Course Description: Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people’s experiences of love, work, and play.

Course Objectives: This class is a participatory seminar based on short presentations and discussion. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

Learning Outcomes:

- Become familiar with the core theories and topics relevant to Positive Psychology
- research and intervention
- Summarize, discuss, and critically analyze scientific journal articles in the field of Positive Psychology
- Debate critical issues in the field of Positive Psychology
- Experience first-hand exercises developed to enhance well-being by leaders in the field of Positive Psychology.
- Skillfully reflect upon and discuss your experiences with these exercises.
- Understand the scientific roots of these exercises.

Course Content	
Week 1	Positive Introductions Positive Psychology- Introduction
Week 2	Dimensions of Positive Psychology (Subjective, Individual, Societal levels) Why Positive Psychology is needed today? (Early Missions of Psychology)
Week 3	Brief History of Positive Psychology (Early Hebrews, Greeks, Early Christianity, Middle ages, Renaissance, Romanticism, Twentieth Century)

Week 4	Emotions and Motivation in Positive Psychology Evolutionary Need and Biology of Positive Emotions Different Roles of Positive and Negative Emotions The Broaden and Build Model
Week 5	Positive Emotional States and Processes The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being
Week 6	Positive Cognitive States and Processes Self Efficacy Optimism
Week 7	Hope Wisdom
Week 8	Courage & Mindfulness Flow
Week 9	Altruism, Gratitude, and Forgiveness Attachment, Love, and Flourishing Relationships
Week 10	Positive Environments Positive Schooling
Week 11	Flow
Week 12	POSITIVE PSYCHOLOGY WEEK (Display of Projects and Campaigns)
Week 13	Positive Coping Definitions, Importance and Dimensions
Week 14	Positive Development Across the Life Span Theories of Innate Potentials
Week 15	Religion, Spirituality and Well-being Psychosocial Theories of Spiritual Development

Assessment detail and Marks Distribution

Mid -term: 25% (Total marks=25)

Final -term: 50% (Total marks=50)

Sessional: 25% (Positive Campaigns = 18, Quiz =7)

Recommended Books:

1. Compton, W. C. & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing*. (2nd ed.) Belmont : Wadsworth.
2. Snyder, C. R. & Lopez, S. J. (2007). *Positive psychology: the scientific and practical explorations of human strengths*. USA: Sage.



فانڈیشن یونیورسٹی اسلام آباد

FOUNDATION UNIVERSITY ISLAMABAD

RAWALPINDI CAMPUS

Department of Psychology



Course Title: Ethical Issues in Psychology

Course Code: PSY2208

Credit Hours:3

Semester: 4

Instructor:

Course Description

This is a general ethics course is designed to sensitize students to ethical decision making, including an awareness of ethical issues, knowledge about what constitutes an ethical dilemma, and an understanding of the steps to take when one encounters an ethical dilemma. Ethics will be explored broadly with respect to psychology including research, teaching, practice, as well as more focused topic areas/issues. The learning outcomes will be achieved through assigned readings/tutorials of key ethical standards in the field of psychology (the CPA Code of Ethics for Psychologists, the Tri-Council Policy Statement on Ethical Conduct for Research involving Humans) and supplemented by articles that explore particular issues in depth.

Course Objectives

Students will identify and describe the professional ethical standards, laws, and regulations by which researchers, educators and practitioners are held accountable. Students will apply ethical principles to specific cases. Students will integrate ethical concepts in the context of practice. Students will learn foundational principles of effective supervision, including the roles and best practices of both supervisors and supervisees. Understand the foundational elements of consulting in common contexts. Students will learn about consulting in schools, medical settings, legal settings, and business.

Learning Outcomes

This class is designed to sensitize the students to the special challenges in ethics and professional behavior which psychologists face. Ours is a profession fraught with such difficulties, and the decisions we make sometimes affect lives in powerful ways. Your welfare, and that of your clients and the public, demands constant attention and truly professional behavior.

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction. CPA code of ethics in context.	Gauthier et al (2010). The Universal Declaration of Ethical Principles for Psychologists: A Culture-Sensitive Model for Creating and Reviewing a Code of Ethics. <i>Ethics & Behavior</i> , 20(3), 179-196	
Week 2	Respect for the Dignity of Persons and Peoples	CPA Code of Ethics (focus on Principal I) o Complete TCPS-2 Tutorial Course on Research Ethics (CORE): www.pre.ethics.gc.ca/eng/education/tutorialdidacticie	
Week 3	Responsible Caring and Integrity in Relationships	Review Principle II CPA Code o Review Principle III CPA Code o Why Ethics Codes Fail, L. Stark: https://www.insidehighered.com/views/2015/07/21/essay-why-scholarly-ethics-codes-	
Week 4	Responsibility to Society	Review Principle IV CPA Code o Kakkad (2005). A new ethical praxis: Psychologists' emerging responsibilities in issues of social justice. <i>Ethics & Behavior</i> , 15(4), 293-308.	
Week 5	Ethics in Psychotherapy	Articles Review & Case studies discussion	
Week 6	Multiple-Role Relationships	Pope, K. S., & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. <i>Journal of Clinical Psychology</i> , 64, 638-652.	
Week 7	Dangerousness and Suicidality; Practice Standards – Forensic, Child Custody, Lesbian/Gay/Bisexual Clients	APA Specialty Guidelines for Forensic Psychology Zimmerman, J., Hess, A. K., McGarrah, N. A., Benjamin, G. A. H., Ally, G. A., Gollan, J. K., & Kaser-Boyd, N. (2009). Ethical and professional considerations in divorce and child custody cases. <i>Professional Psychology: Research and Practice</i> , 40, 539-549. APA Guidelines for Child Custody Evaluations in Family Law Proceedings	
Week 8	Ethical Issues in Treatment / Consultation / Practice	Tunick, Mednick, & Conroy (2011). A snapshot of child psychologists' social media activity: Professional and ethical practice implications and recommendations. <i>Professional Psychology: Research and Practice</i> , 42, 440- 447. o Pipes et al. (2005). Examining the personalprofessional distinction. <i>American Psychologist</i> , 60, 325-334	
Week 9	Mid Term		
Week 10 & 11	Practice Standards	APA Guidelines for Prevention in Psychology APA Guidelines for the Practice of	

	Prevention Psychology, Telepsychology, Women/Girls, Older Adults, Disability, Dementia, Child Protection	Telepsychology APA Guidelines for Psychological Practice with Girls and Women APA Guidelines for Psychological Practice with Older Adults APA Guidelines for Assessment of and Intervention with Persons with Disabilities APA Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change APA Guidelines for Psychological Evaluations in Child Protection Matters	
Week 12 & 13	Consultation Business and Industry, Courts	Brown, D., Pryzwansky, W., & Schulte, A. (2002). Psychological consultation: Introduction to theory and practice (5th ed.). Upper Saddle River, NJ: Allen & Bacon/Pearson. Fuqua, D. R., Newman, J. L., Simpson, D. B., & Choi, N. (2012). Who is the client in organizational consultation? Consulting Psychology Journal: Practice and Research, 64(2), 108-118. Welner, M. Mastellon, T., & Stewart J. J. (2012). Peer-reviewed forensic consultation: Safeguarding expert testimony and protecting the uninformed court. Journal of Forensic Psychology Practice, 12(1), 1- 34.	
Week 14 & 15	Consultation – Schools, Medical Settings	Rosenfield, S. (1995). Instructional consultation: A model for service delivery in the schools. Journal of Educational & Psychological Consultation, 6(4), 297-316. Robinson, P. J., & Reiter, J. T. (2007). Behavioral consultation and primary care: A guide to integrating services (chapters 1 and 10). New York: Springer.	
Week 16 & 17	Professional & Ethical guidelines for Counseling	Video tutorials & Case studies	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
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Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

Essential Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues by **Thomas F. Nagy, PhD**

Ethics for Psychologists: A Casebook Approach by [G. Andrew H. Benjamin](#), [Amy Davis](#), [Liang Tien](#), [Thomas H. Arnold](#)

CIVICS AND COMMUNITY ENGAGEMENT

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. Students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

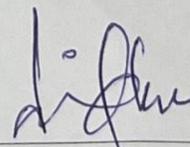
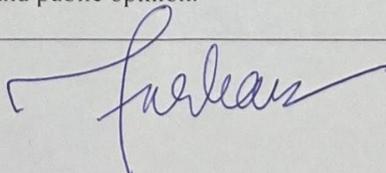
COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

SYLLABUS

1. **Introduction to Civics and Citizenship:**
 - Definition of civics, citizenship, and civic engagement.
 - Historical evolution of civic participation.
 - Types of citizenship: active, participatory, digital, etc.
 - The relationship between democracy and citizenship.
1. **Civics and Citizenship**
 - Concepts of civics, citizenship, and civic engagement.
 - Foundations of modern society and citizenship.
 - Types of citizenship: active, participatory, digital, etc.
2. **State, Government and Civil Society**
 - Structure and functions of government in Pakistan.
 - The relationship between democracy and civil society.
 - Right to vote and importance of political participation and representation.
3. **Rights and Responsibilities**
 - Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
 - Civic responsibilities and duties.
 - Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
4. **Community Engagement**
 - Concept, nature and characteristics of community.
 - Community development and social cohesion.
 - Approaches to effective community engagement.
 - Case studies of successful community driven initiatives.
5. **Advocacy and Activism**
 - Public discourse and public opinion.



- Role of advocacy in addressing social issues.
 - Social action movements.
- 6. Digital Citizenship and Technology**
- The use of digital platforms for civic engagement.
 - Cyber ethics and responsible use of social media.
 - Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.
- 7. Diversity, Inclusion and Social Justice:**
- Understanding diversity in society (ethnic, cultural, economic, political etc.).
 - Youth, women and minorities' engagement in social development.
 - Addressing social inequalities and injustices in Pakistan.
 - Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
2. **Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service-Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. **Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel.

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Instructor:Mr.

Course Title: Psychopathology-I

Course Code: PSY3216

Semester: V

Crd Hrs: 3

Course description

Course consist of detail and in depth study of psychological disorders in children and adolescents, their diagnostic criteria and associated features, prevalence, development and course, differential diagnosis and co-morbidity.

Course Objectives

The Course specifically enables the students to diagnose mental disorders commonly present in children and adolescents while using the Diagnostic & Statistic Manual of Mental Disorders.

Learning Outcomes

At the completion of this course students will get the ability to apply course materials to case studies of individuals by using manual DSM-5.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	DSM	DSM IV & DSM V Classification of Mental Disorders 7 Biggest Changes from DSM-IV to DSM-V Changes from DSM 5 to DSM 5 TR What Replaces NOS?	
Week 2	Introduction of psychological Disorders	Definition of a Mental Disorder The Purposes of Diagnosis, Diagnostic Approaches DSM-5 Structure and Use	
Week 3	Neuro developmental disorders	Intellectual Developmental Disorders Communication Disorders	
Week 4		Autism Spectrum Disorder	

Week 5		Attention Deficit Hyperactivity Disorder	
Week 6		Specific Learning Disorder Motor Disorders	
Week 7	Elimination Disorders	Enuresis Encopresis	
Week 8	Feeding & Eating Disorders	Pica Rumination Disorder Avoidant/Restrictive Food Intake Disorder	
Week 9		Mid Term	
Week 10		Anorexia Nervosa Bulimia Nervosa Binge Eating Disorder Other Specified Eating/ Feeding Disorders	
Week 11	Disruptive, Impulse Control & Conduct Disorders	Oppositional Defiant Disorder Intermittent Explosive Disorder Conduct Disorder	
Week 12		Pyromania Kleptomania Other Specified & Unspecified Disorders	
Week 13	Depressive & Anxiety Disorders	Disruptive Mood Dysregulation Disorder Major Depressive Disorder Separation Anxiety Disorder Selective Mutism Specific Phobia	
Week 14	Trauma & Stress Related Disorders	Reactive Attachment Disorder Disinhibited Social Engagement Disorder PTSD in Children Adjustment Disorders	
Week 15	Other Conditions that Maybe A Focus of Clinical Attention	Relational Problems Suicidal Behavior and Non-suicidal self-injury Abuse & Neglect Educational Problems	
Week 16	Gender Dysphoria	Gender dysphoria	
Week 17		Course Review	
Week 18		Final Term	

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.
6. Additional readings as required

Course Title: Psychological Assessment+Practical

Course Code: PSY3212

Credit Hours: 3

Semester: V

Instructor:

Course Description

An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas.

Course Objectives

To introduce the student to the basic theoretical psychometric concepts and use of psychological tests. Main course objectives include understanding of the basic principles of psychological measurement and the techniques of test construction, administration, and validation. Test rationale, construction, characteristics and the use of evaluation are emphasized.

Learning Outcomes

Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Understand reliability, validity, and understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Psychological Assessment and tests:	<ul style="list-style-type: none">a. Definitionb. Nature of Psychological assessmentc. Psychological testingd. Types and usese. Control in use of psychological tests	
Week 2	Psychological Assessment and tests:	<ul style="list-style-type: none">e. Control in use of psychological testsf. Sources of information	

		<p>about tests</p> <p>g. Ethics of psychological testing</p> <p>h. Standards of testing and test administration</p>	
Week 3	History of psychological testing:	<p>a. Antecedents</p> <p>b. Rise of modern psychological testing</p> <p>c. Current status and controversies</p>	
Week 4	Test construction and adaptation:	<p>a. A general introduction</p> <p>b. Characteristics of a good psychological test</p> <p>c. Steps of test construction and adaptation.</p>	Quiz 1
Week 5	Item writing:	<p>a. Types of items</p> <p>b. General guidelines for writing items</p> <p>c. Methods of scoring</p>	
Week 6	Item analysis:	<p>a. Meaning and purpose of item analysis</p> <p>b. Item difficulty</p> <p>c. Item discrimination</p> <p>d. Item distracters</p> <p>e. Factors influencing item difficulty and item discrimination</p>	
Week 7	Item analysis:	<p>i. Item response theory</p> <p>g. Item characteristic curves.</p> <p>h. Problems of item analysis: Cross Validation.</p> <p>i. Item analysis of tests.</p>	

Week 8	Reliability:	<ul style="list-style-type: none"> a. Introduction b. Types of reliability c. Measurement of reliability d. Test-retest, split-half reliability e. Parallel forms and inter-rater reliability f. Cronbach alpha. g. Factors influencing reliability of test scores h. Improving reliability of tests. 	Assignment 1
Week 9	Mid Term		
Week 10	Validity:	<ul style="list-style-type: none"> a. Introduction b. Types of validity c. Face / Content, Criterion, Concurrent, Predictive and Construct validity d. Relation of validity & reliability e. Convergent & divergent validation f. Statistical methods for calculating validity g. Threats to validity h. Handling threats to internal and external validity. 	
Week 11	Test norms	<ul style="list-style-type: none"> a. Introduction b. Types of norms c. Steps in developing norms d. Relativity of norms e. Cut-off scores. 	
Week 12	Test norms	f. Response sets in test	

		<p>scores</p> <p>g. Meaning of response sets Types of response sets</p> <p>h. Implications of response sets Methods to eliminate response sets</p>	
Week 13	Use of Psychological tests:	Beck's depression Inventory	
Week 14		Rotter Incomplete Sentences Blank	
Week 15		Bender-Gestalt Test	
Week 16		Childhood Autism Rating Scale	
Week 17		House tree Person	
Week 18	Final Term		

A Research Article based on new test development should be submitted as partial fulfillment of this course. (for 1 credit hour)

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. Anastasia, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan. Anastassi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). New York: Prentice-HallInc.
2. Cronbach, L. J. (1970). *Essentials of psychological testing*(3rd ed.). London: Harper & Row Publishers.
3. Thorndike R. L., & Hagen, E. P. (1995). *Measurement and evaluation in psychology*

Course Title: Advance Research Methods in Psychology **Course Code:** PSY3213

Credit Hours:3

Semester: 5

Instructor:

Course Description

Research Methodology is understanding of research through critical exploration of research language, ethics and approaches.

Course Objectives

1. The course will enable the students to select research designs, methodologies, and measurement strategies used in social work research, and be able to assess the strengths and weaknesses.
2. Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications.
3. Apply research concepts and principles in the development and use of qualitative and quantitative methodologies and analytical approaches.

Learning Outcomes

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

6. Knowledge of research concepts and processes and they will be able to critically evaluate different qualitative and quantitative research methods.
7. Make decisions and follow steps involved in designing and executing a qualitative and quantitative research plan.
8. Design, conduct, analyze and interpret findings of an empirical investigation.
9. Read through and evaluate research papers in scientific journals.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Experimental Research Methods	<ol style="list-style-type: none">a. Experimental method: Control and variability, logic, characteristicsb. Independent measure designs/Between group	

		<p>design Random group design.</p> <p>c. Alternative independent groups design.</p> <p>d. Methodological issues: Individual differences; Assigning conditions.</p> <p>e. Repeated Measures designs/Within group design.</p> <p>f. Advantages and methodological issues: Differential carry-over effect, and general practice effect Complex designs Small N designs Classical, After – only, Before – after no control group, Crossover, Solomon four-group, and Factorial designs</p>	
Week 2	Quasi- Experimental Designs	Retrospective \ Ex Post Facto Designs Prospective Quasi – Experimental Designs Time Series Designs Event – Specific Alignment Designs Twin Studies and Adoption Studies	Lecture + Quiz 1
Week 3	Small N design/ single case research	<ul style="list-style-type: none"> • Types of Single-Case Designs • Reversal Designs ABA Reversal Designs • ABAB Reversal Designs • Multiple-Baseline Designs • 	
Week 4	Small N design/ single case research	<ul style="list-style-type: none"> • Multiple Baselines across Participants • Multiple Baselines across Behaviors 	

		<ul style="list-style-type: none"> Multiple Baselines across Situations 	
Week 5	Time dimension In research	<p>Cross sectional</p> <p>Longitudinal</p> <p>Panel</p> <p>Cohort'</p> <p>Time series</p> <p>Practice: article review (how article incorporate time dimension in research)</p>	
Week 6	Qualitative Research Methods	<ul style="list-style-type: none"> Ethnographic studies Content Analysis/ thematic analysis <p>Practice : content analysis of book, pictures, videos, interview</p>	Lecture+ Assignment 1
Week 7		Revision Class	Lecture+ Quiz 2
Week 8	Time dimension In research	<p>Cross sectional</p> <p>Longitudinal</p> <p>Panel</p> <p>Cohort'</p> <p>Time series</p> <p>Practice: article review (how article incorporate time dimension in research)</p>	
Week 9	Mid Term		
Week 10	Reference writing	<p>APA reference writing using APA 7</p> <p>Manual+ endnote</p>	lecture
Week 11	Reference writing	<p>APA reference writing using APA 7</p> <p>Manual+ endnote</p>	lecture
Week 12		Grounded theory	Lecture+ Presentation
Week		Grounded theory	Lecture+

13			Presentation
Week 14		Focus group	Lecture+ Presentation
Week 15		Interpretative phenomenological analysis Revision Class	Quiz 3
Week 16	Reporting Investigations	Results and tables, References and Citations	
Week 17		Research project should be submitted as a partial fulfillment of this course	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. Ellis, L. (1994). *Research methods in the social sciences*. Madison: Brown & Benchmark Publishers.
2. Goodwin, C. J. (2002). *Research in psychology: Methods and design*. (3rd ed.). New York: John Wiley & Sons.
3. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

Course Title: Developmental Psychology

Course Code: PSY3215

Credit Hours: 3

Semester: BS-5th

Instructor:

Course Description

The purpose of this course is to develop a broad understanding of normative developmental across infancy, childhood, adolescence and adulthood, focusing on developmental changes and the variables that influence those changes.

Course Objectives

To think critically about genetic and environmental contributions to development, examining some of the primary theoretical, empirical and methodological influences on these fields of study. Understand the crisis and their effects on the individual developmental stages throughout the lifespan.

Learning Outcomes

Upon completion of this course, students should be able to:

Understand the basic developmental patterns and typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood and late adulthood. Think critically about issues relevant to human development. Make connection between theories in human development and actual child and adult behaviors. Use research strategies to investigate human development as well as use critical thinking skills necessary to evaluate the results and conclusion drawn from such research.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction	What is Developmental Psychology? Nature & Scope	
Week 2		Growth and development concept and definitions	

		key aspects of developmental Psychology	
Week 3	Human Development	Principles of Human Development Change and Continuity in Development Direction of Development Individual Differences in development Predicable nature of human development	
Week 4		Role of Maturation and Learning Early development and critical period versus later development Role of social expectations in development	
Week 5		Aspects of Development Physical, emotional, cognitive, and social development Potential hazards Satisfaction at various stages of development	
Week 6	Studying Human Development	Ethical Issues In human development Difficulties in study of human development	
Week 7		Research Designs used in DP Experimental research design Epidemiological Studies	
Week 8		Course Review	
Week 9	Mid Term		
Week 10	Factors Affecting Development	Hereditary Environmental Home and culture Socioeconomic Normative Education & training Nature vs. Nurture	
	Childhood	1)Stages of Childhood	

	development	development 2)Challenges in childhood	
Week 11	Theories of Development in Childhood	Vygotskian perspectives Jean Piaget theory <i>Character Styles by Johnson S.M</i>	
Week 12	Adolescent development	Physical and cognitive development Social and emotional development;	
Week 13		Kohlberg's theory of moral development	
Week 14		<i>Erikson Psychosocial theory</i> Adulthood development (Aspects of development)	
Week 15	Adulthood development	Stages of adulthood Theories related to adulthood period challenges in adulthood	
Week 16	Geriatrics and Gerontology	Development in old age Challenges Death and Dying	
Week 17		Review	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

1. Berk, L. E., & Meyers, A. B. (2017). *Child Development* (9th ed). Pearson India Education Services Pvt. Ltd.
2. Berk, E.L. (2000). *Child development* (5th ed). Boston: Allyn & Bacon.
3. Patricia H. Miller. *Theories of developmental psychology* (5th ed). Worth Publishers
4. Papalia, E.D...Olds, W.S., & Feldman, D.R.(2000). *Human development* (8th ed). New York: McGraw-Hills
5. Sprinthall, N.A., & Collins, W.A. (1984). *Adolescent psychology: A developmental view*. (3rd ed). USA: McGraw-Hills.
6. Hurlock, E.B. : *Child Growth and Development*, TATA McGraw-Hill Publishing Company LTD., New Delhi, 5th Edition,

Course Title: Statistics in Psychology

Course Code: PSY3214

Credit Hours: 03

Semester: V

Instructor:

Course Description

An introduction to Standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course.

Course Objectives

- This course is designed to train the students in theoretical as well as applied statistics, with particular reference to psychology.
- The statistical analysis is a very essential part of psychological research and students need to grasp the concepts, theoretical rationale, use of certain statistical analysis, and also to learn to carry out thesis analysis.

Learning Outcomes

- Students attending this course will be able to understand the basic operations of SPSS.
- Also, they will be able to enter data in SPSS and apply basic statistical analyses.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction and Review of Statistics	Descriptive Statistics Inferential Statistics	
Week 2	Inferential Statistics	Terminology Population, sample, parameter, statistic, Measurement Levels	
Week 3	Hypothesis testing	Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors	
Week 4		Level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis	Practice Exercises
Week 5	Parametric & Non-parametric tests	Difference Assumptions	

		Introducing Parametric Tests	
Week 6	Testing of Hypothesis- Single Population	Introduction, Testing of hypothesis and confidence interval about the population mean and proportion for small and large samples	
Week 7		Review and Practice	Quiz
Week 8	Testing of Hypotheses- Two or more Populations	Introduction, Testing of hypothesis and confidence intervals about the difference of population means and proportions for small and large samples	
Week 9	Mid Term		
Week 10		Analysis of Variance and ANOVA Table. Types and uses of different Post-hoc analysis	Practice Exercises
Week 11	Testing of Hypothesis- Independence of Attributes	Introduction, Contingency Tables, Testing of hypothesis about the Independence of attributes. Chi Square, Phi & Kramer's V	
Week 12	Correlation	Correlation. Coefficient of linear correlation, its estimation and interpretation.	Practice Exercises
Week 13	Regression	Introduction, cause and effect relationships, examples, simple linear regression, estimation of parameters and their interpretation.	
Week 14		Types of Regression, Multiple regression, and interpretation of its parameters. Examples	
Week 15		Mediation and Moderation analysis, introduction, difference, estimation and interpretation	
Week 16	Non parametric Tests	When and where to use? Non parametric tests for single, two, two or more populations	Quiz

Week 17		Nonparametric tests for independence of attributes and contingency, correlation and regression	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

- Field, A. (2017). *Discovering Statistics using SPSS*. (5th ed.). London: Sage Publishers.
- Bluman, A. G. (2014). *Elementary Statistics*. (9th ed.). New York: McGraw-Hill.

Semester V

Course Code: PSY3110

Crd Hrs: 3

Course Title: Educational Psychology

Course Objectives

The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self- esteem, cooperative learning, individual differences, motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.

Course Contents

1. Educational Psychology defined: Nature and Scope
2. Introduction to development
3. Individual Differences: Intelligence, Cognitive styles
4. Learner's Characteristics: Abilities, Motivation, Interest, Aptitude
5. Learning theories and practical applications of behavioral, cognitive and constructivist approaches
6. Characteristics of a Good Teacher
7. Counseling and Vocational Guidance
8. Behavior Modification
9. Designs of Evaluation
10. Psychology of teaching (constructivism)
11. Special Education:
12. Segregated education; integrated education; inclusive education
13. Class Room Management: Managing the Class Room Methods of Control

RECOMMENDED BOOKS:

1. Borich, G. D., & Tombari, M. L. (1997). *Educational psychology: A contemporary approach* (2nd ed.). New York: Addison Wesley Longman, Inc.
2. Cartwright, G. P., Cartwright, C. A. & Ward, M. E. (1985). *Educating special learners* (2nd ed.). California: Wadsworth Publishing Company.
3. Crow, L., & Crow, A. (2000). *Educational psychology*. New Delhi: Euroasia Publishing House Ltd.
4. Lefranceis, G.R (1988) *Psychology for Teaching* (6th ed.). California: Wordsworth Publishing Co.
5. Slavin, R. (1994). *Educational psychology*. Boston Allyn & Bacon. Sprinthall, N., & Sprinthall, R. (1987). *Educational psychology: A developmental approach* (4th ed.). New York: Raudom House.

Course Description:

Educational Psychology is a comprehensive course that explores the psychological principles and theories relevant to education. This course provides students with the knowledge and skills to apply learning theories to classroom situations, understand individual differences among learners, and create productive learning environments. It also covers topics such as teacher characteristics, counseling, behavior modification, and special education.

Course Objectives:

By the end of this course, students should be able to:

CLO 1: Apply Learning Theories

- Utilize learning theories (behavioral, cognitive, and constructivist) to analyze and address classroom situations.

CLO 2: Understand Individual Differences

- Examine the importance of individual differences in areas such as intelligence, cognitive styles, abilities, motivation, interests, and aptitudes.

CLO 3: Describe Teacher Characteristics

- Identify the characteristics that make an effective teacher.

CLO 4: Explore Counseling and Vocational Guidance

- Understand the role of counseling and vocational guidance in the educational process.

CLO 5: Discuss Behavior Modification

- Explain the principles and practical applications of behavior modification in educational settings.

CLO 6: Evaluate Learning Environments

- Evaluate the designs of evaluation used in educational contexts.

CLO 7: Analyze the Psychology of Teaching

- Analyze the psychology of teaching, particularly constructivist approaches.

CLO 8: Understand Special Education

- Discuss various models of special education, including segregated, integrated, and inclusive education.

CLO 9: Manage Classroom

- Develop strategies for effective classroom management and methods of control.

CLO 10: Reflect on Beliefs About Education

- Articulate personal beliefs about education and the role of educational psychology.

Course Outline:

Week 1-2: Educational Psychology Defined

- Nature and scope of educational psychology

Week 3-4: Introduction to Development

- Understanding human development and its relevance to education

Week 5-6: Individual Differences

- Intelligence and its impact on learning
- Cognitive styles and their influence on education

Week 7-8: Learner's Characteristics

- Abilities and their role in the learning process
- Motivation, interest, and aptitude as determinants of academic performance

Week 9-10: Learning Theories

- Behavioral approach to learning
- Cognitive approach to learning
- Constructivist approach to learning
- Practical applications of learning theories in the classroom

Week 11-12: Characteristics of a Good Teacher

- Traits and qualities of effective educators

Week 13-14: Counseling and Vocational Guidance

- The importance of counseling in education
- Vocational guidance for students

Week 15-16: Behavior Modification, Evaluation, and Classroom Management

- Principles and applications of behavior modification

- Evaluation methods in education
- Strategies for classroom management

Assessment Plan:

Assessment 1: Quiz (Individual)

- Quiz on the nature and scope of educational psychology.

Assessment 2: Assignment (Individual)

- Research assignment on a topic related to individual differences in education.

Assessment 3: Midterm Exam (Individual)

- Comprehensive examination covering course content up to Week 8.

Assessment 4: Presentation (Group)

- Group presentation on the psychology of teaching and constructivist approaches.

Assessment 5: Final Exam (Individual)

- Comprehensive examination covering all course topics.

Assessment 6: Reflective Essay (Individual)

- Essay on personal beliefs about education and the role of educational psychology.



فناؤنڈیشن یونیورسٹی اسلام آباد

FOUNDATION UNIVERSITY ISLAMABAD

RAWALPINDI CAMPUS

Department of Psychology



Course Title: Psychopathology II

Course Code: PSY3217

Credit Hours: 3

Semester: BS-VI

Instructor:

Course description

Course consist of detail and in depth study of psychological disorders their diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.

Course Objectives

The Course specifically enables the students to diagnose mental disorders while using the Diagnostic & Statistic Manual of Mental Disorders.

Learning Outcomes

At the completion of this course students will get the ability to apply course materials to case studies of individuals by using manual DSM-5.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Schizophrenia Spectrum & Other Psychotic Disorders	Delusional Disorder Brief Psychotic, Schizophreniform, Schizophrenia, Schizoaffective Disorders Catatonia Other Specified Psychotic Disorders	
Week 2	Bipolar & Related Disorders	Bipolar I & II, Cyclothymic Disorder, Other specified bipolar disorders, substance & medication induced Specifiers	
Week 3	Depressive Disorders	Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder, Other Specified,	

		Medication & Substance induced Specifiers	
Week 4	Anxiety Disorders	Social Anxiety Disorders Generalized Anxiety Disorder Panic Disorder + Panic Attack Specifier Agoraphobia Substance, Medication Induced, other medical conditions, specified disorders	
Week 5	Obsessive Compulsive & Related Disorders	Obsessive Compulsive Disorder, Body Dysmorphic Disorder Hoarding Disorder Excoriation Disorder Trichotillomania Other Specified Disorders	
Week 6	Trauma and Stress Related Disorders	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	QUIZ
Week 7	Dissociative Disorder	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	Class Activity
Week 8	Somatic Symptom and Related Disorder	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	Assignment
Week 9		Mid Term	
Week 10	Sleep-Wake Disorders	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	Assignment
Week 11	Substance-Related and Addictive Disorder	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	
Week 12	Neurocognitive Disorders	diagnostic criteria Diagnostic features associated features prevalence	Quiz

		development and course Differential diagnosis co morbidity.	
Week 13	Sexual Dysfunctions + Paraphilic Disorders	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	
Week 14	Personality Disorders Introduction, Cluster A	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	Assignment
Week 15	Personality Disorders Cluster B, Cluster C	diagnostic criteria Diagnostic features associated features prevalence development and course Differential diagnosis co morbidity.	
Week 16	Medication Induced Movement disorders Other conditions of clinical focus	Medication Induced Movement disorders Other conditions of clinical focus	
Week 17		Revision	
Week 18		Final Term	

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

7. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.
8. Comer, R. J. (2004). *Abnormal psychology*. USA: Freeman and Company.
9. Neale, J.M. & Davison, G. C. (2004). *Abnormal psychology*. New York: John Wiley & Sons.
10. DSM 5 Guidebook (Black)

Course Title: Neurological Basis of Behaviour

Course Code: PSY3218

Credit Hours: 3

Course Objectives

This course will cover the underlying biological basis of human behavior including Brain and Glands. It is designed to be an introductory course focusing on the relationship between the nervous system, structure and function of brain, glandular system and human behavior as well as implications of glands and nervous system in psychiatric disorders.

Course Outcome

It is expected that after completion of this course students will:

- Possess a good understanding of structure and function of brain, different parts of nervous system, neurochemistry, and hormones.
- Be able to understand the link between biological factors underlying human behavior and disorders.

It is designed to be an introductory course focusing on the relationship between the nervous system and behavior.

Course Contents

Introduction

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

Structure and Function of Nervous System

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

The central nervous system

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

Methods of studying the nervous system

- Behavioral research methods of biopsychology

Glands

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

Neurochemistry

- Characteristics of neurotransmitters, neuromodulators and neuroHormones
- Major neurotransmitters
 - Dopamine
 - Nor epinephrine
 - Serotonin
 - Acetylcholine
 - GABA
 - Glycine,Peptides (opiates)

Motivation

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

Emotions

- Hormonal changes in emotion
- Involvement of brain in emotions

Clinical Neuropsychology

- Introduction to Neuropsychology
- Role of a Neuropsychologist
- Neuropsychological assessment techniques

Memory and Amnesia

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

Communication

- Brain areas in speech & factors in the development of speech

- Speech abnormalities, speech disorders

Neurological Disorders

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

Brain Damage

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

Recommended Books:

Kalat, W.J. (2013). Behavioral Psychology, 11th Edition. Wadsworth, Cengage Learning.

LECTURE PLAN

Week	Topics
1.	Introduction to course: Course outline, brief historical background, current trends and related areas/disciplines
2.	Structure and function of Nervous System: Neurons and glial cells. Video: Resting and Action potential; video about functions of nervous system
3.	Central nervous system: Fore, mid and hind brain. Neuroanatomical terms and planes of reference.
4.	Central nervous system: Spinal cord, peripheral nervous system, autonomic nervous system. Quiz
5.	Neurochemistry: Neurotransmitters and synaptic communication. Life Activity: Daily life events using different parts of the brain
6.	Neurochemistry: Endocrine glands and function of hormones. Video: behavioral research methods of biopsychology – summary
7.	Neurochemistry: Hypothalamopituitary axes and their effects. Review of course for midterms.
	Mid-terms
	Mid-terms
8.	Emotions: hormonal changes and brain parts involved + Quiz
9.	Motivation: Aggression – attack and escape behaviors
10.	Internal Regulation: Temperature, thirst, eating
11.	Reproductive behavior, sleep and circadian rhythms

12. | Memory + Communication + **Assignment** clinical neuropsychology.

13. | Group presentations + Review

Course Title: Data Analysis Using SPSS

Course Code: PSY3219

Credit Hours: 03

Semester: VI

Instructor:

Course Description

An introduction to Standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course.

Course Objectives

- The statistical analysis is an essential part of psychological research and students need to have a grasp over the concepts, theoretical rational to use certain statistical analysis and also to learn the procedure to carry out these analyses.
- This course is designed to enhance their competence in using SPSS for data processing, entry, analysis and interpretation of output files and also to select and report analysis in form of table and be able to interpret the findings.

Learning Outcomes

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

- Process research data, prepare variable view file, enter data, and select appropriate analysis as per type of data and hypotheses been formulated. Interpret analysis output file, report results in form of tables and graphic form and interpret results in qualitative form in their research report, thesis and research article.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	APA reference writing	a. Introduction to APA reference writing style and formatting b. Difference between APA 6 th and APA 7 th reference writing style	
Week 2		Exercising reference writing	

Week 3	software packages	<ul style="list-style-type: none"> a. Introduction to different software packages <p>END Note SPSS AMOS</p> <ul style="list-style-type: none"> b. Introduction to endnote c. Uses of endnote a. 	
Week 4		<ul style="list-style-type: none"> a. Different functions in endnote b. How to make endnote library c. Local library d. Use of online search mode in endnote 	Quiz 1
Week 5		<ul style="list-style-type: none"> a. Importing citations and references into endnote b. Cite while you write c. Connecting endnote to word processor 	
Week 6	Demonstration	Demonstration of Endnote software	
Week 7	Applied statistics	<ul style="list-style-type: none"> a. Introduction to Applied statistics b. The research process c. Generating theories d. Levels of measurement e. Data collection: how to measure 	
Week 8		<ul style="list-style-type: none"> a. Types of variation b. Analyzing data c. Building statistical models d. Mean Median Mode <p>Variability</p>	Assignment 1

Week 9	Mid Term		
Week 10	a. Introduction to SPSS	Data Entry Data formatting and handling Data cleaning Practical demonstration	
Week 11		Recoding (same and different variable) Computation Use of Syntax file Handling Missing data Measuring reliability Practical demonstration	
Week 12		Exploring data with graphs Exploring assumptions	
Week 13		Analyzing Data T test Anova Correlation Practical Demonstration	
Week 14		Regression Multiple regression	
Week 15		Mediation Moderation through process MACRO	
Week 16		Exploratory factor analysis	
Week 17		Introduction to Amos Confirmatory factor analysis	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Los Angeles: Sage.

Gelfand, H. (2010). *Mastering APA style* (6th ed.). Los Angeles: Sage.

Kinnear, P. R. (2010). *IBM SPSS statistics 18 made simple*. New York: Psychology press.

Maran, R. (1995). *Windows 95 simplified*. Foster City, C.A: IDG Books Worldwide, Inc.

Maran, R., & Wing, K. (1997). *Teach yourself word 97*. Foster City, C.A: IDG Books worldwide, Inc.

Nelson, K.Y. (1996). *Windows 95 is driving me crazy*. Berkeley, CA: Peach pit Press.

Person, R. (1993). *Using excel version 5 for windows*. Indianapolis: Que Corporation.

Rajathi, A., & Chandren, P. (2010). *SPSS for you*. India: MJM Publisher

Course Title: Teaching & Learning Skills

Course Code: PSY3401

Credit Hours: 3

Semester: 6

Instructor:

Course Description

This course provides opportunities for students to understand the notion of teaching as a standards-based profession. Students will gain an initial understanding of curriculum theory with an emphasis on the Australian curriculum, the SACE, and the International Baccalaureate. Students will have opportunities to develop effective teaching and learning strategies. The topic demonstrates a variety of instructional approaches for students' learning and engages students with the processes involved in planning, implementing, and evaluating teaching and learning programs.

Course Objectives

A major focus of the course allows students to gain a knowledge and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages, drawing on historical and philosophical knowledge, including learning a basic knowledge of the Kaurna language. Students will participate in the eLearning Program that requires students to own an iPad with pencil and keyboard. The University of Adelaide will assist students with procurement upon enrolment.

Learning Outcomes

Demonstrate broad knowledge and understanding of teaching as a standards based profession. Demonstrate a variety of instructional approaches for student learning that provide achievable challenges for students of varying abilities and characteristics.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	PART I Teaching and Assessing	Creating Learning Environment	
Week 2		Creating Learning Environment	
Week 3		Teaching Every Student	
Week 4		Teaching Every Student	
Week 5		Class Room Assessment, Grading, and Standardized Testing	
Week 6		Class Room Assessment, Grading, and Standardized Testing	
Week 7	PART II	Learning	
Week 8		Behaviorism and beginnings of theory	
Week 9	Mid Term		
Week 10		Behaviorism	
Week 11		Cognitive, constructivist learning	
Week 12		Multiple intelligence	
Week 13		Learning styles	
Week 14		Learning styles	
Week 15		Difficulties with learning	
Week 16		Difficulties with learning	
Week 17		Revision	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books

Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. Routledge.

Anita Woolfolk Hoy, (2016). *Educational Psychology*. Boston; Pearson

Course Title: Human Resource Management

Course Code: PSY3304

Credit Hours: 3

Semester: VI

Instructor:

Course Description

The course develops a critical understanding of the role and functions of the various human resource activities in an organization, providing students with a comprehensive review of key HRM concepts, techniques and issues.

Course Objectives

- To provide students understanding of main concepts of Human Resource management and role of Psychologist in HRM.

Learning Outcomes

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 Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction	Historical perspective HRM as a human capital Strategic human resource management	lecture
Week 2	Theoretical models of HRM	Integrative models HERO Model	lecture
Week 3	Job Analysis and Job Design	Strategic human resource planning Job analysis and Job design: Techniques and strategies	Quiz 1

Week 4	Recruitment, Selection & Placement	Human resource planning and recruitment (recruitment policies and practice) Recruitment methods and their effectiveness	Assignment 1
Week 5	Recruitment, Selection & Placement	Personnel selection and placement (selection process, selection methods standards, types of selection methods) Staff Counseling & Stress Management	lecture
Week 6	Training and Developing Programs	Orientation to workplace training Training needs assessment and methods of trainings (management and organizational development)	lecture
Week 7	Training and Developing Programs	Evaluating training and performance Developing and implementing training programs Career development Personnel management	Quiz 2
Week 8		revision	
Week 9	Mid Term		
Week 10	Compensating Human Resources	Organizational reward system Base wage and salary system	lecture

Week 11	Compensating Human Resources	Incentive pay system	
Week 12	Employee Well-Being	Psychological assessment in organizational settings	quiz
Week 13	Employee Well-Being	Employee benefits Employee safety and health	lecture
Week 14	Conflict Management styles	Conflict Resolution techniques Performance appraisal and evaluation	Assignment 2
Week 15	Labor Relations	Legal environment and structure of labor unions Unions' organizations and collective bargaining	lecture
Week 16		Revision + presentation	
Week 17		Revision+presentation	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended 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.

Course Details:

Course Title: Gender Psychology
 Course Code: PSY4220
 Credit Hours: 03
 Semester 07

Tutor Information:

Course Tutor:

Course Description: This course provides an overview and analysis of psychological research on gender. Emphases include the origins and consequences of gender stereotypes as well as sex differences and similarities in cognition, personality, and social behavior.

Course Objectives:

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

Learning Outcomes:

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

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

Course Content	
Week 1	Introduction Definition of Terms
Week 2	Cultural Differences in the Construal of Gender
Week 3	Gender Role Attitude Attitudes Toward Men's and Women's Roles
Week 4	Affective Component: Sexism Traditional Versus Modern Sexism Hostile Versus Benevolent Sexism
Week 5	Sexism Toward Men Cognitive Component: Gender-Role Stereotyping

Week 6	<p>What Is a Gender-Role Stereotype?</p> <p>Components of Gender-Role Stereotypes</p>
Week 7	<p>Subcategories of Gender-Role Stereotypes</p> <p>Effects of Gender-Role Stereotypes</p> <p>Altering Gender-Role Stereotypes</p> <p>Do Stereotypes Reflect Reality?</p>
Week 8	<p>What Is the Status of Stereotypes Today?</p> <p>Behavioral Component: Sex Discrimination</p>
Week 9	<p>Sex Related Comparisons</p> <p>Maccoby and Jacklin's Psychology of Sex Differences</p>
Week 10	<p>Sex Comparisons in Cognitive Abilities</p> <p>Spatial Ability</p> <p>Mathematical Ability</p> <p>Verbal Ability</p> <p>Comprehensive Assessment of Cognitive Abilities</p>
Week 11	<p>Sex Comparisons in Social Domains</p> <p>Empathy</p> <p>Helping Behavior</p> <p>Aggression</p> <p>Sexuality</p> <p>General Personality Attributes</p>
Week 12	<p>Sex Comparisons in Moral Development</p> <p>Sex Comparisons in Social Development</p> <p>Sex Similarities Hypothesis Revisited</p>
Week 13	<p>Theories of Gender Comparison</p> <p>Biology Perspective</p> <p>Cognitive Development Theory</p> <p>Gender Schema Theory</p>
Week 14	<p>Psychobiosocial Models</p> <p>Evolutionary Theory and Sociobiology</p> <p>Psychoanalytic Theory</p>

Week 15	Social Learning Theory Gender-Role Socialization Social Role Theory
Assessment detail and Marks Distribution	
Mid -term: 25% (Total marks=25)	
Final -term: 50% (Total marks=50)	
Sessional: 25% (Project = 20, Debate =5)	

Recommended Books:

Brannon, L. (2011, 2008, 2005). Gender: Psychological perspectives .USA: Allyn and Bacon.

Brettell, C. B. & Sargent, C. F. (2009).Gender in cross-cultural perspective (5th ed.). New Delhi, India: PHI Learning.

Lindsey, L. L. (2011). Gender roles: A sociological perspective. (5th ed.). New Delhi, India: PHI Learning.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Semester VII

Course Code: PSY4222

Crd Hrs: 3

Course Title: Guidance & Counseling

Instructor:

Course Objectives:

The course is aimed at enabling the students to understand and practice psychological guidance & Counseling in a professional way.

Course Contents:

Introduction to Counseling

Definition

The difference between counseling and psychotherapy

Common factors in counseling for helping the clients

Ethical essentials

Variations in Counseling techniques

Psychoanalytic approach to counseling

Brief analytic approach to counseling

Object-relations approach to counseling

Interpersonal approaches to counseling

Individual Psychology: Alfred Adler's approach

Analytical Counseling: Carl Jung's approach

Existential theory and counseling

Person-centered approach of Carl Rogers

Behavioral and Cognitive approaches in counseling

Rational Emotive Behavioral approach of Albert Ellis

Choice Theory and Reality therapy

The multi-model approach of Arnold Lazarus

Books Recommended:

1. John, S. F. & Rita, S. F. (2004). *Counseling and psychotherapy: Theories in context and practice*. USA, New Jersey: John Wiley & Sons, Inc.
2. Windy, D. & Jill, M. (1999). *Four approaches to counseling and psychotherapy*. London: Roulledge.

Week 1-2: Introduction to Counseling

- Definition and meaning of counseling
- Difference between counseling and psychotherapy
- Common factors in counseling for helping clients
- Ethical essentials

Week 3-4: Variations in Counseling Techniques

- Psychoanalytic approach to counseling
- Brief analytic approach to counseling
- Object-relations approach to counseling
- Interpersonal approaches to counseling

Week 5-6: Variations in Counseling Techniques (Continued)

- Individual Psychology: Alfred Adler's approach
- Analytical Counseling: Carl Jung's approach
- Existential theory and counseling

Week 7-8: Person-centered approach of Carl Rogers

- Principles of person-centered counseling
- Techniques and applications

Week 9-10: Behavioral, Cognitive, and REBT Approaches in Counseling

- Behavioral counseling techniques
- Cognitive counseling techniques
- Rational Emotive Behavioral Approach of Albert Ellis

Week 11-12: Choice Theory, Reality Therapy, and Eclectic Approach

- Basic concepts of reality therapy
- Application of reality therapy
- Eclectic approach in counseling

Week 13-14: Multi-Model Approach and Evaluation of Counseling

- The Multi-Model Approach of Arnold Lazarus
- Evaluation of counseling
- Criteria for evaluation

Week 15-16: Career Counseling and Special Topics

- Career counseling and its skills
- Career counseling for individuals and groups
- Overview of additional topics (e.g., human nature, causes of mental issues, mental health counseling)

Course Title: Clinical Psychology-I

Course Code: PSY4221

Credit Hours: 3

Semester: VII

Instructor:

Course Objectives

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

Course Outcome

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

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

Course Content and Weekly Schedule

Week	Topic	Contents
Week 1	Introduction of clinical psychology	Definition of Clinical Psychology Aims of Clinical Psychology Nature of Clinical Psychology (Clinical Setting and Activities). Allied fields: Counseling, Health Psychology, Neuropsychology Characteristics of a clinical psychologist
Week 2	How to Become a Clinical Psychologist	Characteristics of an effective Clinical Psychologist Role & Responsibilities of a Clinical Psychologist Personal values of Clinical Psychologist Professional Ethics
Week 3	Assessment in Clinical Settings	How to conduct a clinical interview <ul style="list-style-type: none">▪ Interviewer's skill and specific behaviors▪ Components of Interview▪ Types of Interview

		<ul style="list-style-type: none"> ▪ Interview with children <p>Mental status examination: behavior, cognition, mood, effects.</p>
Week 4	Psychological testing	<ul style="list-style-type: none"> ▪ Issues related to psychological testing ▪ Neuropsychological tests ▪ Intelligence testing ▪ Diagnostic assessment: Use of tests, scales, and inventories
Week 5	Research in clinical psychology	<p>SCOPE OF CLINICAL PSYCHOLOGY IN PAKISTAN</p> <ul style="list-style-type: none"> ▪ Neighboring Professions ▪ Para profession ▪ Research Methods ▪ Research Design ▪ Ethics in clinical psychology
Week 6	Behavioral therapy	<p>Introduction to Behavior Therapy</p> <p>Clinical applications and demonstration of behavior techniques:</p> <p>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</p>
Week 7	Relaxation Exercises	Deep breathing, 16 PMR
Week 8		Role play and assessment (quiz)
Week 9	Individual psychology: Alfred Adler	Basic theory, inferiority complex, types of inferiority Superiority complex style of life, birth order, stages of therapy, phase of therapy, and counselor techniques.
Week 10		Mid term
Week 11	Psychotherapy	<p>PSYCHOTHERAPY</p> <ul style="list-style-type: none"> ▪ General Issues in Psychotherapy ▪ Psychodynamic psychotherapy ▪ Interpersonal therapy

Week 13	Psychotherapy	<p>PSYCHOTHERAPY</p> <ul style="list-style-type: none"> ▪ Behavioral Therapy <p>DIFFERENT TECHNIQUES</p> <ul style="list-style-type: none"> ▪ Techniques based on classical conditioning ▪ Relaxation techniques ▪ Systematic desensitization ▪ Assertive training ▪ Modelling ▪ Schedules of Reinforcement ▪ Token economies ▪ Contingency Management ▪ Aversion Therapy ▪ Biofeedback
Week 14	The rational emotive behavior approach by Ellis	Concept of Irrational Beliefs: ABC model, disputing thoughts: imaginal, behavioral, and cognitive disputing—the role of a counselor/ Psychologist.
Week 15		Concept of Irrational Beliefs: ABC model, disputing thoughts: imaginal, behavioral, and cognitive disputing—the role of a counselor/ Psychologist.
Week 16	The multi-model approach of Arnold Lazarus	Modalities of stress: behavior, sensation, Affect Steps of model: Primary Appraisal, secondary appraisal, Use Coping Strategies, and SWOT analysis.
Week 17	Sessional assessment	Role-play, assignments, presentations, practical demonstration of counseling techniques
Week 18		Final term

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Assessment on social issue of interest

- Presentations
- Assignments
- Role plays on techniques

Recommended Books

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

Course Title: Educational Technology
Credit Hours: 3
Instructor:

Course Code: PSY4402
Semester: 7

Course Description: This course introduces students to the dynamic field of educational technology and its essential role in modern education. It provides a comprehensive overview of educational technology, covering its historical development, principles of effective teaching, and various approaches used in instructional design. Students will explore the challenges and opportunities presented by 21st-century education and the integration of technology into teaching and learning.

The course delves into practical aspects, including the selection and utilization of teaching aids such as boards, displays, audio-visual aids, and modern multimedia resources. Students will learn how to plan and execute effective demonstrations, experiments, and programmed instruction.

Additionally, the course explores computer-assisted instruction (CAI) and its applications in today's classrooms, emphasizing the role of technology in enhancing the learning experience. The importance of well-organized and managed field trips in education is also discussed.

Throughout the course, students will engage in discussions, hands-on activities, and practical exercises to develop their skills in using educational technology to create engaging and effective learning environments. By the end of the course, students will have the knowledge and tools needed to apply educational technology principles in various educational contexts.

Course Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Define and describe the scope and historical development of educational technology.
2. Differentiate between teaching strategies, methods, and techniques, and apply them effectively in various educational settings.
3. Identify and apply the principles and maxims of successful teaching.
4. Analyze the challenges and opportunities presented by 21st-century education and technology integration.
5. Explain the concepts of pedagogy and andragogy and their relevance in instructional design.
6. Implement instructional scaffolding techniques to support learners at various levels.
7. Evaluate and select appropriate teaching aids, including projected aids, boards, and displays.

8. Utilize audio-visual aids, including tape recorders, radio, television, and modern multimedia resources in education.
9. Plan and conduct effective demonstrations, experiments, and programmed instruction.
10. Describe the role of computer-assisted instruction (CAI) and its applications in the classroom.
11. Organize and manage educational field trips, considering their purpose and types.

Course Contents and Weekly Plan

Week 1: Introduction to Educational Technology

- Definition, Meaning, and Scope of Educational Technology
- Historical Development of Educational Technology
- Types and Branches of Educational Technology
- Teaching Strategy vs. Teaching Method vs. Teaching Techniques

Week 2: Principles of Effective Teaching

- Principles and Maxims of Successful Teaching
- Modern Educational Psychology and Teaching
- Approaches in Educational Technology
- Challenges in 21st Century Education

Week 3: Instructional Technology and Learning

- Understanding Pedagogy and Andragogy
- How Instructional Technology Supports Learning
- The Role of Technology in Modern Learning Environments

Week 4: Phases of Teaching

- Preparation Phase: Planning for Effective Instruction
- Implementation Phase: Delivery and Facilitation
- Evaluation Phase: Assessing Learning Outcomes

Week 5: Instructional Scaffolding

- Definition and Concept of Scaffolding
- Guidelines for Implementing Scaffolding in Teaching

- Scaffolding in Various Educational Contexts

Week 6: Teaching Aids - Projected Aids

- Filmstrips, Overhead Projector, and Opaque Projector
- Visual Aids: Comics, Diagrams, Tables, Graphs, and Models
- Interactive Teaching Aids: Globe, Pictures, Posters

Week 7: Teaching Aids - Boards and Displays

- Chalkboard: Types, Usage, Advantages, and Disadvantages
- Display Board, Bulletin Board, Flannel Board
- Modern Interactive Whiteboards and Their Applications

Week 8: Teaching Aids - Audio-Visual Aids

- Utilizing Tape Recorders for Instruction
- Radio and Its Educational Benefits
- Television in Education: Pros and Cons

Week 9: Activity Aids

- Demonstrations and Their Importance in Teaching
- Effective Planning Steps for Demonstrations
- Experimentation as a Learning Tool

Week 10: Programmed Instruction

- Understanding Programmed Instruction
- Designing Effective Programmed Instruction Materials
- Advantages and Challenges of Programmed Instruction

Week 11: Computer-Assisted Instruction (CAI)

- Role of Computers in Education
- Types of CAI Programs
- Implementing CAI in Modern Classrooms

Week 12: Field Trips in Education

- Concepts and Features of Field Trips

- Purpose and Types of Field Trips
- Organizing and Managing Successful Field Trips

Week 13-14: Application and Practical Use

- Case Studies: Real-World Examples of Educational Technology
- Group Projects: Designing Educational Technology Solutions
- Ethical Considerations in Educational Technology

Week 15-16: Final Projects and Course Review

- Final Projects Presentation
- Course Review and Assessment
- Future Trends in Educational Technology

Assessment Plan:

- Sessional Marks (Assignments, Quizzes, Presentations): 25%
- Mid-Term Exam: 25%
- Final-Term Exam: 50%

Course Title: Clinical Psychology II
Credit Hours: 3
Instructor:

Course Code: PSY4224
Semester: 8

Course Objectives

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

Course Outcome

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

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

Course Content and Weekly Schedule

Week	Topic	Contents
Week 1	Evidence based factors contributing to efficacy of Psychotherapy	Basic Interviewing Skills Factors in individual therapy Factors in group therapy
Week 2	Diversity and Cultural Competence	<ul style="list-style-type: none">• Cultural factors in clinical psychology• Cultural competence and ethical considerations Addressing diversity in assessment and treatment
Week 3		<ul style="list-style-type: none">▪ Making therapy culturally relevant in south east Asia and Pakistan▪ Culture specific presentations of psychopathology• Case studies with diverse populations
Week 4	Ethical issues in clinical Practice	<ul style="list-style-type: none">▪ APA Code of Conduct▪ Other ethical bodies

		<ul style="list-style-type: none"> • Way forward in Pakistan ▪ Role of clinical psychologist in Pakistan
Week 5		<ul style="list-style-type: none"> • Ethical dilemmas in clinical practice • Informed consent and confidentiality • Professional boundaries and dual relationships • Legal regulations and responsibilities
Week 6	Evidence-Based Therapies	<ul style="list-style-type: none"> • Introduction to evidence-based practice in clinical psychology • Overview of empirically supported treatments
Week 7	Cognitive Behavior therapy and it's modules	CBT, DBT, ACT,
Week 8		Mindfulness based approaches, Gratitude
Week 9	Existential Psychotherapy	Logotherapy by Viktor Frankl
Week 10	Mid term	
Week 11	Existential Psychotherapy	Irvin Yalom's theory and concepts, group therapy basics
Week 13	Gestalt therapy	Introduction to Gestalt Therapy Clinical applications and demonstration of techniques
Week 14	Trauma Informed treatment modules	Trauma focused CBT, EMDR, MEMI, Salutogenic approaches
Week 15	Internal Family Systems therapy	Introduction, demonstration, roleplays
Week 16	Psychotherapy Integration	<ul style="list-style-type: none"> • Integration of various psychotherapy approaches • Eclectic and integrative psychotherapy • Case studies showcasing the use of multiple therapies
Week 17	Advanced Topics and Future Directions	<ul style="list-style-type: none"> • Cutting-edge research and trends in clinical psychology • Emerging therapies and technologies • Preparing for a career in clinical psychology
Week 18		Final term

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Assessment on social issue of interest

- Presentations
- Assignments
- Role plays on techniques

Recommended Books

- Edelstein, M. R. & Steele, D. R. (1997). *Three minute therapy: Change your thinking, change your life*. UK: Sussex Publishers.
- Edi, G. M. R. (2010). *Clinician's guide to posttraumatic stress disorder*. NJ: Wiley.
- Edi, J. M. G. (2010). *Handbook of clinical neuropsychology*. UK: Oxford University Press.
- Edi, N. K. (2010). *Cognitive and behavioral theories in clinical practice*. NY: The Guilford Press.
- Ellis, A., & Maclaren, C. (1998). *Rational emotive behavior therapy: A therapist's guide*. USA: Impact Publishers.
- Ellis, A., & Becker, M. I. (1982). *A guide to personal happiness*. USA: Melvin Powers.
- Falender, C. A. (2012). *Getting the most out of clinical training and supervision*. Washington: American Psychological Association.
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- 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.
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- Sink, C. (2011). *Mental health interventions for school counselor*. Australia: Brooks/Cole.
- Spiegler, M. D. & Guevremont, D. C. (1998). *Contemporary behavior therapy* (3rd ed.).

Course Title: Forensic Psychology

Course Code: PSY4223

Credit Hours: 3

Semester: 8

Instructor:

Course Description:

Forensic Psychology is a specialized field that explores the intersection of psychology and the legal system. This course provides students with an in-depth understanding of the history, practices, and ethical considerations of forensic assessment. Students will learn about various types of forensic tests used to assess individuals, including those related to ability, personality, mental health, and risk assessment. The course covers both adult and juvenile forensic assessment, including topics like adjudicative competence, psychopathy, and violence risk assessment. Additionally, students will gain insights into civil forensic assessment, particularly in the context of child custody and disability insurance. Through this course, students will develop the knowledge and skills necessary to work effectively in forensic psychology and the legal system.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Trace the historical development of forensic assessment and understand its significance in contemporary psychology.
2. Describe the training required for forensic assessment professionals and the practical issues they may encounter.
3. Analyze the ethical considerations and challenges specific to forensic psychology.
4. Demonstrate competence in administering forensic tests while ensuring data confidentiality and protection.
5. Apply principles of scaling, standardization, norm-referenced score interpretation, and test theory in forensic assessment.
6. Evaluate the reliability, validity, and utility of forensic tests.
7. Differentiate between various types of forensic tests and their applications, including ability, personality, and risk assessment.
8. Interpret and utilize test results effectively in forensic evaluations.
9. Develop feedback discussions based on forensic assessment outcomes.
10. Examine the complexities of adult forensic assessment, including issues related to competency, psychopathy, violence risk, and capital sentencing.

11. Analyze the unique challenges of juvenile forensic assessment, such as adjudicative competence, psychopathy in adolescents, and risk assessment in juveniles.
12. Explore civil forensic assessment in the context of child custody evaluations and disability insurance assessments.

16-Week Course Plan:

Weeks 1-4: Introduction to Forensic Psychology

- History of forensic assessment
- Training and practical issues
- Ethical considerations
- Professional standards in forensic psychology

Weeks 5-8: Test Administration

- Administering forensic tests
- Data confidentiality and protection
- Scaling, standardization, and score interpretation
- Test theory, reliability, and validity

Weeks 9-12: Types of Forensic Tests

- Ability and aptitude assessment
- Measuring personality and personality disorders
- Mental health and risk assessment
- Decision-making regarding the use of forensic tests
- Interpreting and using test results
- Feedback discussions

Weeks 13-16: Specialized Forensic Assessment

- Adult forensic assessment topics
- Juvenile forensic assessment topics
- Civil forensic assessment
- Child custody evaluations
- Disability insurance and social security assessments

Throughout the course, students will engage in discussions, case studies, and practical exercises to enhance their understanding of forensic psychology and assessment practices.

Course Title: Education for Students with Special Needs

Course Code: PSY4404

Credit Hours: 3

Semester: 8

Instructor:

Course Description:

"Education for Students with Special Needs" is a comprehensive course that provides educators with the knowledge and skills necessary to effectively teach and support students with a diverse range of special needs. This course covers various categories of special needs, including learning disabilities, higher ability students, hearing impairments, visual impairments, physical impairments, emotional problems, and Attention Deficit Hyperactivity Disorder (ADHD). Through a combination of theoretical understanding and practical strategies, educators will learn how to create inclusive and supportive learning environments that cater to the unique needs of these students.

Course Learning Outcomes:

Upon successful completion of this course, participants will be able to:

1. Define and differentiate various categories of special needs, including learning disabilities, giftedness, hearing impairments, visual impairments, physical impairments, emotional problems, and ADHD.
2. Identify the characteristics associated with each category of special needs.
3. Explore effective teaching techniques and strategies for students with learning disabilities, gifted students, those with hearing impairments, visual impairments, physical impairments, emotional problems, and ADHD.
4. Analyze and apply instructional methods that promote inclusive and supportive learning environments.
5. Understand the importance of individualized education plans (IEPs) and how to develop and implement them effectively.
6. Recognize the significance of assistive technologies and accommodations for students with special needs.
7. Demonstrate an understanding of the legal and ethical considerations related to special education.
8. Develop a teaching philosophy that prioritizes inclusivity, diversity, and equity.

16-Week Course Plan:

Weeks 1-2: Introduction to Special Education

- Overview of special needs and disabilities
- Historical and legal perspectives in special education
- Importance of inclusive education

Weeks 3-4: Students with Learning Disabilities

- Characteristics and identification
- Effective teaching techniques and strategies

Weeks 5-6: Students Who Have Higher Ability (Gifted Students)

- Characteristics and identification
- Differentiated instruction for gifted students

Weeks 7-8: Students Who Have Hearing Impairments

- Characteristics and identification
- Teaching techniques and communication strategies

Weeks 9-10: Students Who Have Visual Impairments

- Characteristics and identification
- Teaching techniques, braille, and assistive technologies

Weeks 11-12: Students Who Have Physical Impairments

- Characteristics and identification
- Teaching techniques, accessibility, and adaptive equipment

Weeks 13-14: Students Who Have Emotional Problems

- Characteristics and identification
- Teaching techniques, behavior management, and counseling approaches

Weeks 15-16: Students Who Have ADHD

- Characteristics and identification
- Teaching techniques, classroom accommodations, and support strategies

Assessment Plan:

Assessment methods will include:

1. Weekly quizzes and assignments to evaluate understanding of course content.
2. Participation in class discussions and group activities.
3. Development of individualized education plans (IEPs) for students with various special needs.
4. Case studies and practical projects related to teaching strategies.
5. A final exam assessing overall knowledge and application of course concepts.

ADDITIONAL OUTLINES

Course Title: Classroom Management **Course Code:** PSY4406

Credit Hours: 03 **Semester:**

Instructor:

Course Description

One of the foremost reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise as classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed, and actively involved in learning. Many events need to occur simultaneously, and the course of these events is often unpredictable. Teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time, and activity. A programme of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for becoming effective classroom managers. In its narrowest sense, classroom management is defined in terms of disciplining and controlling students. However, this course places the goal of student learning at the heart of classroom management. That is, it views the best-managed classrooms as ones in which each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines, and connect learning to the real world outside the classroom. It also views the best-managed classrooms as learning communities with shared values of respect and caring. In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places learning as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach and how to teach it and to view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures, and community building.

Learning Outcomes

After completing this course, Students will be able to:

- Define classroom management as a means to maximizing student learning
- Identify key features of a well-managed classroom
- Plan lessons, activities, and assignments to maximize student learning
- Differentiate instruction according to student needs, interests, and levels
- Design and practice predictable classroom routines and structures to minimize disruptions
- Plan for a culture of caring and community in the classroom.

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Learning theories and classroom management	Why a course on classroom management? How does personal philosophy about teaching and learning affect beliefs about classroom management?	
Week 2		What happens in a well-managed classroom? What are the features of classroom management (e.g. physical environment, social environment)?	
Week 3		What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ?	
Week 4		What do I need to think about in designing an effective classroom environment?	
Week 5	Curriculum and classroom management	How can my curriculum support classroom management?	
Week 6		In what ways can teachers create a plan for teaching and learning that is consistent with their philosophy?	
Week 7		Planning, motivating, teaching, and assessing the curriculum • Differentiation of instruction	

Week 8		<ul style="list-style-type: none"> • Multigrade classrooms • Overcrowded classrooms 	
Week 9		Mid Term	
Week 10	Routines, schedules, and time management in diverse classrooms	<p>What are classroom routines and structures?</p> <p>How do they help in the management of classroom time?</p>	
Week 11		<p>How do you create structures and routines in a multigrade context?</p> <p>How can routines and structures help me deal with special needs and situations?</p>	
Week 12		<p>How might routines and structures be used to teach specific subject content such as maths, science, or literacy?</p>	
Week 13		<p>How might routines and structures be used to promote co-operation and collaborative learning?</p>	
Week 14	Creating shared values and community	<p>What is community inside and outside the classroom and school? What is community participation and involvement?</p>	
Week 15		<p>What routines and structures need to be put in place for community involvement in schools and classrooms? In what ways might community involvement be different in multigrade classroom?</p>	
Week 16		<p>What are typical practices of community participation?</p> <p>How can I involve the community in my classroom?</p>	

Week 17		How can I create an ethic of care in my classroom? • Diverse classrooms as caring, democratic communities • Respectful relations between teacher and students and among students How can a caring classroom help me build responsible actions and personal accountability? What happens when behaviour breaks down? How do I deal with unexpected events?	
Week 18		Final Term	

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books: As needed

Course Title: School based Interventions

Course Code: PSY4405

Credit Hours: 03

Semester:

Instructor:

Course Description

Course Objectives

This course is designed to introduce BS students to the research, theory, and practice of implementing evidence-based interventions in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory and research related to behavioral and cognitive behavioral interventions and will expose students to direct and consultation-based common practice elements along with manualized treatments to address internalizing and externalizing behaviors in school-aged children. Students will become acquainted with the growing empirical literature on evidence-based practices in supervision and consultation and developing cultural competence in the implementation of evidence based practices. Implementation issues specific to school settings will be examined.

Learning Outcomes

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

1. Knowledge of theory and mechanisms of CBT interventions delivered in schools to improve the emotional, behavioral, and social functioning of children and youth;
2. Knowledge of issues related to identification and selection of evidence-based interventions;
3. Skills in delivering manualized interventions and common treatment elements for children and adolescents addressing anxiety, anger/aggression, and depression;
4. Skills in evaluating the evidence-based practices and measuring intervention fidelity and adaption of evidence-based interventions for diverse clients in diverse settings

;

Course Content and Weekly Schedule

Week	Topic	Contents	Self-Study/Assignments
Week 1	Introduction and Course Overview Introduction to the Evidence-Based Intervention Movement.	Why the need for evidence-based interventions in schools. Introduction to the course, review syllabus and assignments. History and complexity of evidence-based intervention movement, criteria for designating interventions as evidence-based, access to EBIs, cultural competence.	
Week 2	Common Elements/Modular Treatment Approach.	Theory and mechanisms of change using a cognitive-behavioral and behavioral perspective, manualized treatments vs. common practice elements, case conceptualization/CBT session structure.	
Week 3	Anxiety Part 1: Case Conceptualization and Anxiety Management Common Elements.	Case conceptualization and assessment of anxiety in children and youth. Anxiety common elements (psychoeducation, learning to relax, quick calming). Specifying intervention goals.	
Week 4	Individual Supervision Meetings.	Planning for intervention and presentations.	
Week 5	Anxiety Part 2	Exposures a Exposures and Student Presentations	
Week 6	Anxiety Part 3	Manualized Approach to Anxiety Treatment.	
Week 7	Disruptive Behaviors Part 1	Assessment, Case Conceptualization, and Indirect Interventions. Overview of externalizing disorders, assessing	

		disruptive behaviors in children and youth, case conceptualization and common elements (psychoeducation with parents and teachers).	
Week 8	Disruptive Behaviors Part 2	Indirect Interventions Continued. Differential attention, effective instructions, effective reward systems). Risk assessment for depression.	
Week 9	Mid Term		
Week 10	Disruptive Behaviors Part 3	Direct Interventions. DB direct common elements (anger management, problem-solving, perspective taking, attribution retraining). Group management and process. Time to discuss individual cases	
Week 11	Depression	Case conceptualization and assessment of depression using a CBT framework. Common elements for depression (behavioral activation, cognitive coping, cognitive restructuring, presenting a positive self.	
Week 12	Using a Tiered Approach to Delivering Evidence-Based Interventions in Schools	Building strong home school-partnerships, enhancing student behavior by promoting an equity lens in student discipline.	
Week 13	Trauma Interventions in Schools Part 1	Assessment, Case Conceptualization, and a Common Elements Approach to Intervention. Case conceptualization and assessment of trauma, common elements (psychoeducation, emotional expression, safety behaviors, trauma narrative, cognitive restructuring).	

Week 14		Methods of Conflict Resolution	
Week 15	Trauma Interventions in Schools Part 2	Manualized Interventions. TF CBT, CBITS and Bounceback (Case Application)	
Week 16	Crisis Intervention in Schools – Evidence-Informed Models	Revisit professional development goals/theoretical orientation established during Week 3. Crisis Intervention in Schools – Evidence-Informed Models.	
Week 17		Revision	
Week 18	Final Term		

Marks Distribution:

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25
Mid Term	25
Final Term	50
Total Marks	100

Recommended Books: As needed

Course Title: Career Counseling

Credit Hours: 3

Instructor:

Course Description:

Career Counselling is a comprehensive course designed to provide students with a profound understanding of career development and the pivotal role of career counsellors. This course delves into the exploration of career development theories, decision-making processes, sources of occupational information, and various career counselling techniques. Ethical and legal considerations in career planning and placement are examined in depth. The course aims to equip students with both theoretical knowledge and practical skills required for effective career counselling across diverse populations in educational and community settings. Topics include ethical issues, historical perspectives, contemporary trends, and the application of career counselling models.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Define and comprehend key terms and concepts related to career counselling.
2. Explore the historical evolution of career counselling and guidance.
3. Analyze and apply ethical and legal considerations in career planning and placement.
4. Evaluate and differentiate between various theories of career development and decision making.
5. Examine sociological, psychological, and social learning theories that underpin career development.
6. Utilize cognitive and constructivist theories in career counselling.
7. Understand the intricacies of the decision-making process in the context of career choices.
8. Identify and access major sources of occupational information.
9. Leverage career resources centers and computerized sources for occupational data.
10. Harness the power of computer technology and internet resources in career planning and counselling.
11. Demonstrate proficiency in conducting career assessment interviews.
12. Implement tests and measurements effectively in career counselling, including interest, values, and aptitude assessments.

Course Code:

Semester:

13. Utilize computerized counselling programs for career guidance.
14. Develop comprehensive career development programs for educational and community settings, encompassing planning, organization, implementation, administration, and evaluation.
15. Recognize and address the unique career counselling needs of diverse populations, including multicultural groups, adults in transition, individuals with disabilities, and LGBTQ+ clients.
16. Tailor career counselling strategies for different educational levels, including elementary, middle, high school, and college settings.
17. Guide individuals in resume writing, information interviewing, job search strategies, and job interview preparation.

16-Week Course Plan:

Weeks 1-3: Introduction to Career Counselling

- Definition of terms and concepts
- Historical perspectives of career counselling and guidance
- Ethical and legal considerations in career planning and placement

Weeks 4-6: Theories and Techniques of Career Development

- Trait-factor, development, sociological, psychological, and social learning theories
- Cognitive and constructivist theories
- Decision-making processes

Weeks 7-9: Sources of Occupational Information and Technology

- Major sources of information
- Career resource centers and computerized sources
- Internet resources in career planning and counselling
- Use of technology in career counselling

Weeks 10-12: Use of Assessment in Career Counselling

- Career assessment interviews
- Utilization of tests in career counselling
- Measurement of interests, values, and aptitudes

- Computerized counselling programs

Weeks 13-15: Career Development Program Planning

- Planning, organization, implementation, administration, and evaluation
- Specialized career counselling needs of diverse populations
- Career planning and placement in different educational settings

Week 16: Final Review and Evaluation

- Resume writing
- Information interviewing
- Job search strategies
- Job interview preparation

Course Title: Adolescent Behavioral Problems**Course Code:** PSY4225

Course Description: This course explores the complexities of adolescent behavioral problems, providing a comprehensive understanding of adolescent development, primary prevention, family and community influences, treatment principles, and evidence-based practices. Students will delve into various disorders and problem behaviors affecting adolescents, gaining insights into assessment, intervention, and prevention strategies.

Course Learning Outcomes: By the end of this course, students will be able to:

1. Analyze the developmental stages of adolescence and their implications for behavioral problems.
2. Evaluate primary prevention strategies and their effectiveness in reducing adolescent behavioral issues.
3. Assess the impact of family dynamics and community influences on adolescent development.
4. Understand treatment principles and therapeutic approaches for addressing adolescent behavioral problems.
5. Identify evidence-based practices and their application in adolescent mental health.
6. Examine common disorders in adolescents and develop intervention plans.
7. Address specialized disorders and problem behaviors in adolescents.
8. Explore advanced topics in adolescent behavioral issues.
9. Develop strategies for addressing school-related challenges.
10. Critically analyze current research and future directions in the field.

18-Week Course Outline:**Week 1-2: Introduction to Adolescent Development**

- Introduction to Adolescence
- Theories of Adolescent Development

Week 3-4: Primary Prevention and Influences

- Primary Prevention Strategies
- Family and Community Influences

Week 5-6: Treatment Principles and Approaches

- Treatment Modalities
- Therapeutic Approaches

Week 7-8: Evidence-Based Practices

- Evidence-Based Interventions
- Measuring Treatment Efficacy

Week 9-10: Common Disorders

- Anxiety Disorders and ADHD

Week 11-12: Specialized Disorders and Problem Behaviors

- Eating Disorders, Obesity, and Self-Harm
- Juvenile Delinquency and Substance Abuse

Week 13-14: Advanced Topics and Interventions

- Schizophrenia and PTSD
- Sex Offenders, Incest Offenders, and Gang Behavior

Week 15-16: School-Related Issues and Academic Success

- School Failure and Dropout Prevention
- Supporting Academic Success

Week 17-18: Review and Future Directions

- Review of Key Concepts
- Future Directions in Adolescent Behavioral Problem Research

Assessment:

1. **Quizzes (5%):** Regular quizzes to assess knowledge of key concepts and readings.
2. **Class Presentation (5%):** An individual or group presentation on a chosen topic within the field of adolescent behavioral problems.
3. **Group Project (10%):** Collaborative research and presentation on a specific adolescent behavioral problem.
4. **Case Studies (5%):** Analysis of real-life cases related to adolescent behavioral issues.
5. **Midterm Exam (25%):** A comprehensive exam covering foundational topics.
6. **Final Exam (50%):** A comprehensive final exam covering all course material.

Recommended Books:

Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment

Course Title: Child and Maternal Mental Health

Course Code: PSY4226

Course Description: This course explores the multifaceted aspects of child and maternal mental health. It delves into the psychological and emotional well-being of children and mothers, addressing various developmental stages, risk factors, and intervention strategies. Students will gain insights into assessing, promoting, and maintaining mental health during pregnancy, infancy, childhood, and adolescence.

Course Learning Outcomes: By the end of this course, students will be able to:

1. Describe the importance of child and maternal mental health.
2. Identify key factors influencing maternal mental health during pregnancy.
3. Analyze the impact of maternal mental health on infant development.
4. Explain the various stages of child development.
5. Recognize common mental health challenges in childhood and adolescence.
6. Assess and apply intervention strategies for child and maternal mental health.
7. Evaluate the role of families and communities in promoting mental health.
8. Discuss cultural and societal influences on child and maternal mental health.
9. Understand the ethical considerations in this field.
10. Engage in critical discussions on current issues and research.

Assessment Parameters:

1. **Quizzes and Assignments (30%):** Weekly quizzes and assignments based on readings and lectures.
2. **Midterm Exam (20%):** A comprehensive midterm exam covering foundational concepts.
3. **Final Exam (30%):** A comprehensive final exam covering all course content.
4. **Group Project (15%):** Collaborative group project on a relevant topic.
5. **Class Participation (5%):** Active participation in discussions, case studies, and group activities.

Week-by-Week Course Outline:

Week 1-2: Introduction to Child and Maternal Mental Health

- Importance of Child and Maternal Mental Health
- Overview of Course Content
- Historical Perspectives and Current Trends

Week 3-4: Maternal Mental Health during Pregnancy

- Factors Influencing Maternal Mental Health
- Common Mental Health Challenges During Pregnancy
- Screening and Intervention Strategies

Week 5-6: Impact of Maternal Mental Health on Infants

- Prenatal and Postnatal Bonding
- Infant Development and Attachment
- Early Intervention and Support

Week 7-8: Child Development: Infancy and Early Childhood

- Stages of Child Development
- Parenting and Mental Health
- Infant Mental Health and Well-being

Week 9-10: Child Development: Middle Childhood

- Cognitive and Social Development
- School-Aged Children: Challenges and Resilience
- Assessment and Support

Week 11-12: Child Development: Adolescence

- Physical and Emotional Changes
- Mental Health Challenges in Adolescents
- Adolescence: Identity and Relationships

Week 13-14: Common Mental Health Issues in Childhood and Adolescence

- Anxiety and Mood Disorders
- Attention-Deficit/Hyperactivity Disorder (ADHD)

- Autism Spectrum Disorders (ASD)
- Intervention Approaches

Week 15-16: Family and Community Support

- Role of Families in Child Mental Health
- School-Based Programs
- Community Resources and Networks

Week 17-18: Ethical Considerations and Future Perspectives

- Ethical Considerations in Child and Maternal Mental Health
- Current Research and Future Directions
- Review and Final Exam (Comprehensive)

Recommended Books:

Ehiri, J (Ed.) (2009). *Maternal and Child Health: Global Challenges, Programs, and Policies*. New York: Springer.

Additional readings as needed.