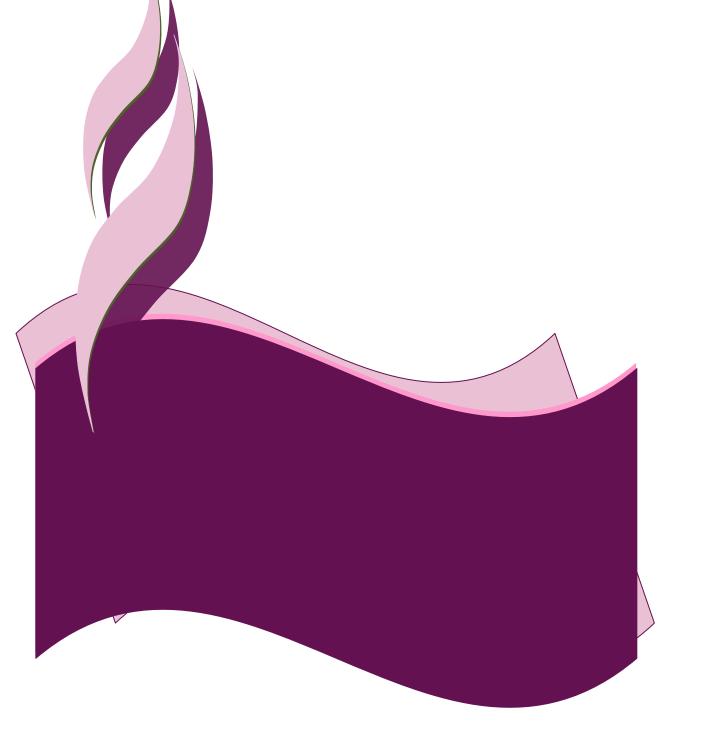# SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF PSYCHOLOGY

Details of Meetings of Statutory bodies.

10th Meeting of Board of Studies .
12th Meeting of Board of Faculty
19th Meeting of Academic Council.
_____ meeting of Syndicate

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF PSYCHOLOGY

Vision Statement of the Department

The aim of psychology department is to excel nationally in its undergraduate and graduate programs, besides providing environment in which professional and academic skills of students and faculty members flourish.

Mission Statement of the Department

The mission of the psychology department is to provide quality education, proficiency in research methods and to enable students to apply this knowledge and skills in their professional and personal lives.

4-YEAR BS PROGRAM IN PSYCHOLOGY

Psychology is the scientific study and application of knowledge concerning the behavioral and cognitive processes of humans and other animals. The Department offers a Bachelor of Science (BS) degree in Psychology. This degree prepares students for employment in applied settings or for graduate study in psychology and related fields. Students who choose not to continue toward a graduate degree may find employment in a wide variety of organizations and agencies as well as in research settings where knowledge of behavior and cognition is useful. For such students, a BS in psychology offers a broad liberal arts background.

The psychology curriculum introduces students to the basic scientific and applied areas of the discipline. It emphasizes theories, methods, and terminology, as well as research findings in each of psychology's major subareas. Students learn about various research methods used to study psychological phenomena, as well as the strengths and limitations of each.

BS PROGRAMME OBJECTIVES

The BS program is designed to:

- Equip the student with basic knowledge, skills and capabilities required in the various areas of Psychology;

- Give students a balanced and firm foundation in theory and research vis-à-vis the contemporary demands of society;

- Develop critical thinkers and creative workers who will use their knowledge for the full development of human beings in a growing society; and

- Cultivate scientific literacy in the appreciation of the role played by science in a developing society.

LEARNING OUTCOMES OF THE BS PROGRAMME

At the completion of this program, students will be prepared to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.

- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.

- Understand and apply psychological principles to personal, social, and organizational issues.

- Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.

- Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

ADMISSION REQUIREMENTS

ELIGIBILITY

At least 45% marks in Intermediate in aggregate.

DURATION

- 4 years
- Program spread over 8-Semesters.
- 2-Semesters per year.

COURSE AND CREDIT REQUIREMENTS

A total of 120-144 credits are required to complete Bachelor of Science in Psychology.
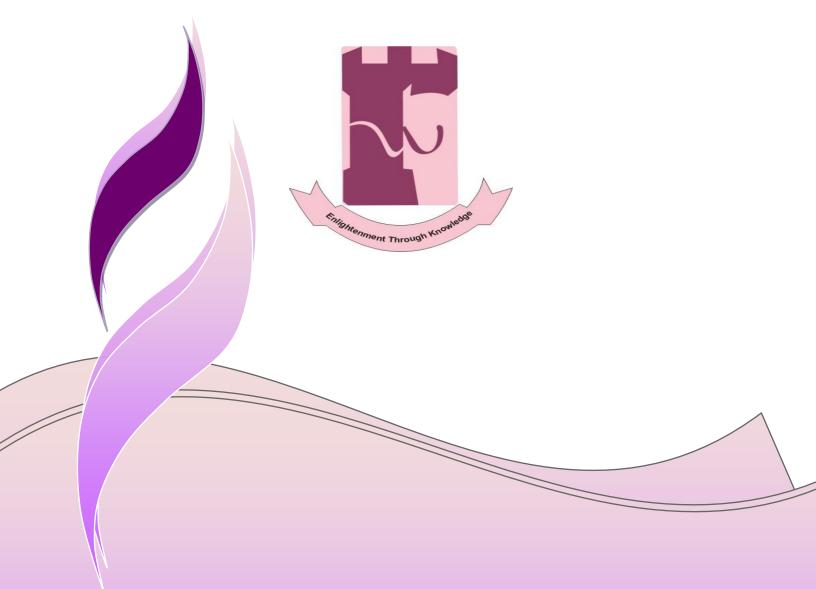
EVALUATION

For uniformity in the evaluation system, the minimum CGPA required for award of degree is 2.5 out of 4.0 at undergraduate level subject to meet all requirements of the university.

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Minutes of The Meeting of The Board of Studies
(September 2023)
DEPARTMENT OF PSYCHOLOGY

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Enlightenment Through Knowledge

10th MEETING OF BOARD OF STUDIES
DEPARTMENT OF __PSYCHOLOGY__

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF _____PSYCHOLOGY_____

Department Curriculum Committee

1. Dr.Ume Kalsoom
   (Assistant Professor)

2. Dr.Sidra Iqbal
   (Lecturer)

3. Ms. Bargees Khattak
   (Lecturer)

Curriculum Revamp Committee

_____
Dr.Farhat Amin. Associate Professor
Department of Bioinformatics, SBBWU
(Convener)

_____   _____

Ms.Sadia Nazeer (Member)   Dr. Soofia Iftikhar (Member)
Assistant Professor   Assistant Professor
Department of English. SBBWU   Department of Statistics, SBBWU

_____   _____

Dr. Samra Kiran (Member)   Dr. Rehana Masood (Member)
Assistant Professor   Assistant Professor
Department of Management Science, SBBWU   Department of Biochemistry, SBBWU

_____   _____

Ms.Mehwish Asmat Ullah (Member)   Ms.Tashfeen Zia (Member)
Deputy Director.   Deputy Director.
Quality Enhancement Cell, SBBWU   Affiliation and Monitoring, SBBWU

_____
Dr.Rubi Bilal (Secretary)
Controller of Examinations, SBBWU

_____
Dr.Safia Ahmed (T.I)
Dean Faculty of Sciences & Social Science, SBBWU

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
MEETING OF BOARD OF STUDIES
DEPARTMENT OF __PSYCHOLOGY_____

TABLE OF CONTENTS

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

ITEM No. I: Approval of Revised Scheme of Studies as per HEC New UEP 2023

STRUCTURE

Sr.	Categories	Credit Hours Min – Max
1.	General Education (Gen Edu) Requirements: Mandatory Courses of General Education.	30 – 30
2.	Major (Disciplinary) Requirements: Area of Study in Which the Degree is offered	*72 ≥
3.	Interdisciplinary/Allied Requirements (To Support Horizon of the Major)	**12 ≥
4.	Field Experience/Internship (Practical Work Experience related to a Student's Field of Study or Career interest)	03 – 03
5.	Capstone Project or Capstone Research Project	03 – 06
	Total	**120 – 144**

*The Credit Hours for the courses of Major Disciplines may vary but not less than 72 Credit Hours.
**The Credit Hours for Interdisciplinary/Allied Courses may vary but not less than 12 Credit Hours.

- ➤ Total number of Credit hours   120-144
- ➤ Duration   4 years
- ➤ Semester duration   16-18 weeks
- ➤ Semesters   8
- ➤ Course Load per Semester   15-18 Cr hr
- ➤ Number of courses per semester   4-6 (not more than 3 lab / practical courses)

The 10th Meeting of Board of Studies was conducted on 22nd, September 23.

Thereafter, the agenda was presented in the meeting of the Board of Faculty held on 24th, October 2023 and taken up for consideration by the board members.

Decision: The board, after having a detailed discussion expressed their satisfaction with the curriculum and content of the courses offered and recommended adopting the HEC UEP 2023 with the following modifications.

1. To approve the following scheme of studies for BS ____Psychology_____ session 2023 onwards presented as Agenda item No. I as per the following recommendations of members of BOF.

2. The Board approved Revised scheme of studies and admission policy of PGDCP program.

The board approved new scheme of studies for BS program as per HEC recommendations. They further suggest following changes:

3. 1. Replace Islamiyat with Islamic Studies and add Religious Studies and Ethics for Non-Muslim Students
4. 2. Replace abbreviation ICT with proper name Information and Communication Technology

SCHEME OF STUDIES OF BS -_PSYCHOLOGY4-YEAR PROGRAM
(SESSION 2023 & Onwards)

Semester	Category	Course Codes	Course Title	Lectures	Lab	Cr.Hrs
Semester 1	Art & Humanities	AH-301	Arts and Humanities	2	0	2
	Islamic Studies/Religious Studies/Ethics	ISL-301	Islamic Studies	2	0	2
		ISL-315	Religious Education in lieu of Islamic Studies only for non-Muslim students			
		ETH-301	Ethics in lieu of Islamic Studies only for non-Muslim students			
	Interdisciplinary/Allied	MS-304	Introduction to Management	3	0	3
	Functional English	ENG-303	Functional English	3	0	3
	Major I	PSY-302	Introduction to Psychology	3	0	3
	Major II	PSY-303	History of Psychology	3	0	3
			Total= 16			
Semester 2	Social Sciences	000		**2**	0	**2**
	Expository Writing	ENG-304	Expository Writing	3	0	3
	Interdisciplinary/Allied		Human Rights Law (Law)	3	0	3
	Ideology and Constitution of Pakistan	PST-313	Ideology and Constitution of Pakistan	2	0	2
	Major III	PSY-304	Experimental Psychology	2	1	3
	Major IV	PSY-305	Introduction to Social Psychology	3	0	3
			Total=16			
Semester 3	Quantitative Reasoning (QR I)	MTH-401	Quantitative Reasoning (QR I)	**3**	0	**3**
	Application of Information	CSC-308	Application of Information	2	1	3

	and Communication Technologies.		and Communication Technologies.			
	Natural Science	000		2	1	3
	Entrepreneurship	MS-309	Introduction to Entrepreneurship	2	0	2
	Major V	PSY- 406	Historical Perspectives in Theories of Personality	3	0	3
	Major VI*	PSY- 407	Cognitive Psychology	3	0	3
			Total=17(15,2)			
Semester 4	Civic and Community Engagement	PSC-418	Civic and Community Engagement	**2**	0	**2**
	Quantitative Reasoning (QR II)	MTH-402	Quantitative Reasoning (QR II)	**3**	0	**3**
	Major VII	PSY- 408	Biological Psychology	3	0	3
	Major VIII	PSY- 409	Psychology of Mass Media and Communication	3	0	3
	Major IX	PSY- 410	Modern Perspectives in Theories of Personality	3	0	3
	Major X	PSY- 411	Educational Psychology	3	0	3
			Total=17			
Semester 5	Interdisciplinary/Allied Course	HPE-518	Sport Psychology	3	0	3
	Major XI	PSY- 512	Psychopathology I	3	0	3
	Major XII	PSY- 513	Basic Concepts of Psychologial Testing	3	0	3
	Major XIII	PSY- 514	Basic Research Methods	3	0	3
	Major XIV	PSY- 515	Forensic Psychology	3	0	3
			Total=15			
Semester 6	Interdisciplinary/Allied Course	HND-512	Nutritional Psychology(Food & Nutrition)	3	0	3
	Major XV	PSY- 516	Psychopathology II	3	0	3
	Major XVI	PSY- 517	Applied Psychological Testing	3	0	3
	Major XVII	PSY- 518	Applied Research Methods	3	0	3
	Major XVIII	PSY- 519	Applied Statistics in Psychology	3	0	3
			Total=15			
Semester 7	Internship (Mandatory)	PSY- 647	Intership	3	0	3
	Major XIX	PSY- 620	Developmental Psychology	3	0	3
	Major XX	PSY- 621	Assessment in Psychology	3	0	3
	Major XXI	PSY- 622	Advanced Social Psychology	3	0	3
	Major XXII (Elective)	PSY- 623	Theories of Learning (Elective)	3	0	3
	Capstone Research Project OR Capstone Project + Optional Course	PSY-649 OR 648		3	0	3
			Total Cr.Hrs.=18			
Semester 8	Major XXIII	PSY- 624	Therapies in Clinical	3	0	3

6

			Psychology			
Major XXIV	PSY- 625	Cross Cultural Psychology	3	0	3
Major XXV	PSY- 626	Positive Psychology	3	0	3
Major XXVI (Elective)	PSY- 627	Counseling Psychology (Elective)	3	0	3
Capstone Research Project OR Capstone Project + Optional Course	PSY-649		**3**	0	**3**
		Total Cr.Hrs.15			
BS Program Total Credit Hours= 129					

5. To approve the following new courses presented as Agenda item No II, as Major Courses of the discipline as per recommended by Members of the Board of Faculty.

Major

Courses 24
Courses

72 Credit Hours

Major Courses

S.No	Course	Credit Hours
1.	Introduction to Psychology	3
2.	History of Psychology	3
3.	Experimental Psychology	3
4.	Introduction to Social Psychology	3
5.	Historical Perspectives in Theories of Personality	3
6.	Cognitive Psychology	3
7.	Biological Psychology	3
8.	Psychology of Mass Media & Communication	3
9.	Modern Perspectives in Theories of Personality	3
10	Educational Psychology	3
11	Psychopathology-I	3
12	Basics Concepts of Psychological Testing	3
13	Basic of Research Methods	3
14	Forensic Psychology	3
15	Psychopathology-II	3
16	Applied Psychological Testing	3
17	Applied Research Methods	3
18	Applied Statistics in Psychology	3
19	Developmental Psychology	3
20	Assessment in Psychology	3
21	Advance Social Psychology	3
22	Theories of Learning	3
23	Therapies in Clinical Psychology	3
24	Cross Cultural Psychology	3
25	Positive Psychology	3
26	Counseling Psychology	3
Total		**78**

Interdisciplinary / Allied Courses

Interdisciplinary /Allied Requirements 4 Courses

12 Credit Hours

S.No	Courses	Department	Credit Hours
1	Introduction to Management	Management Scieces	3
2	Nutritional Psycholgy	Food and Nutrition	3
3	Sports Psychology	Health and Physical Education	3
3	Human rights	Law	3
		Total	12

LIST OF OPTIONAL SUBJECTS

S#	Courses Title	Course code	Credit Hours
1.	Organizational Psychology	PSY-628	3
2.	Environmental Psychology	PSY-629	3
3.	Consumer Psychology	PSY-630	3
4.	Psychology and Gender	PSY-631	3

Course Of Psychology, Course Content, and Course Code Offered By Department of Psychology to other departments in the University for BS Program

Course Title: Understanding Psychology	**Course Code: PSY-301**
Course Structure: Lectures:	**Credit Hours: 02**

Prerequisites: None

Course Objective: • To describe psychology with major areas in the field, • To identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. • To gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Outcomes: • Students will have the basic knowledge of Psychology, human behavior,and methods used in testing of human behavior.

Course Outline: **Introduction to Psychology:** Definition and Scope of Psychology. Schools of Psychology. **Sensation, Perception and Attention**: Sensation Characteristics and Major Functions of Different Sensations. Perception Definition of Perception Factors affecting Perception: Subjective, Objective. Attention Factors: Subjective and Objective Span of Attention Fluctuation of Attention Distraction of Attention. Motives Definition of motives, (Biogenic) Motives, Sociogenic Motives Emotions:Definition, Theories of Emotion : James Lange Theory; Canon-Brad Theory, Schechter-SingerTheory Learning: Definition of Learning, Types of Learning: Classical and Operant Conditioning,Definition and Types of Reinforcement. Memory Definition Sensory memory, short term memory, long term memory Forgetting and theories of forgetting: decay theory, interference theory,motivational forgetting theory. Thinking Definition Problem Solving: strategies and obstacles.

Recommended Books: 1 Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology* (13thed.).Harcourt Brace College Publishers. 2 Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. USA:WMCBrown Publishers. 3 Glassman, W. E. (2000). *Approaches to psychology*. Open University Press.Hayes, N. (2000). *Foundation of psychology* (3rd ed.). Thomson Learning. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc. 4 Leahey, T. H. (1992). *A history of psychology: Main currents inpsychological thought*.New Jersey: Prentice-Hall International, Inc. 5 Ormord, J. E. (1995). *Educational psychology*: *Developing learners*. Prentice- Hall, Inc

Semester: I

Course Title: Introduction to Psychology	**Course Code: PSY-302**
Course Structure: 3	**Credit Hours: 03**
Prerequisites: None	
Course Objectives: • To study psychological principles and create an understanding of all key paradigms of psychology. • To know about the schools of psychology; with scope and application of psychology in human life. • Students will be provided with basic knowledge about different areas of specialization, i.e., Clinical Psychology, Counseling, Educational Psychology, Organizational Psychology, Health Psychology, Sports Psychology, Forensic Psychology etc.	
Course Outcomes: • Students will have the basic knowledge of Psychology, human behavior,and methods used in testing of human behavior. • Appreciate the role of different applied areas of psychology in improving the quality of life of human beings and the course will also orient students for decision making as to which particular area of specialization they would like toperuse as career.	
Course Outline: **Introduction to Psychology:** Definition of Psychology Psychology as a Science, The evolution of Psychology Methods of Psychology**. Schools of Psychology,** Voluntarism, Structuralism, Functionalism, Behaviorism, Gestalt psychology, Psychodynamics, Humanistic Psychology, Cognitive Psychology, New trends in Psychology, Psychology in Pakistan. **Areas of Psychology ,** Clinical Psychology, Counseling Psychology, Organizational/Industrial Psychology, Developmental Psychology, Health Psychology, School and Educational Psychology, Sports Psychology, Forensic Psychology.	

Recommended Books:

1. Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology* (13th ed.).Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. USA:WMCBrown Publishers.
3. Glassman, W. E. (2000). *Approaches to psychology*. Open University Press. Hayes, N. (2000). *Foundation of psychology* (3rd ed.). ThomsonLearning.
4. Leahey, T. H. (1992). *A history of psychology: Main currents in psychologicalthought*. New Jersey: Prentice-Hall International, Inc.
5. Myers, D. G. (1992). *Psychology*. (3rd ed.). New York: Wadsworth Publishers.
6. Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York:Wadsworth.
7. Hothersall, D., & Lovett, B. J. (2022). History of psychology: Cambridge UniversityPress.

Course Title: History of Psychology	Course Code: PSY- 303
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:

- Students will be able to critical analyze the History and Philosophy ofPsychology.

- Gain insight intobBoth history and psychology of human behavior, society, and culture, enhancing students' overall understanding of the world and their own lives.

- To educate the students about the principle and theories of psychology to help themto understand human thoughts, emotion, and actions.

Course OutComes:

- Students will acquire a comprehensive understanding of school of thoughts, key historical events, and developments, both globally within their own region or country.

- By studying this course, the student will be able to comprehend the historical context of the world today and will develop critical thinking skills and research abilities by analyzing historical sources, evaluating evidences and discern between fact and interpretation.

Course Outline:

Introduction: Importance of history of psychology, Early Greek Philosopher, Contribution of Muslim Philosopher. **The Beginning of Modern Science and Philosophy**, Renaissance Humanism; Challenges to Church authority; Rene Descartes, Empiricism, British Empiricism, Sensationalism, French Sensationalism, Positivism, Rationalism. **Beginning of Experimental psychology,** Early Experimental psychologists, Wilhelm Wundt, Galileo Galilei, Charles Bell; Ernst Heinrich Weber, Gustav Fechner, Oswald Külpe, Würzburg,Introspection and the Quest for a Technoscientific Ideal.

Recommended Books:
1. Hergenhahn, B. R. (2001). *An introduction to the history of psychology*. New York:Wadsworth.
2. Hothersall, D., & Lovett, B. J. (2022). History of psychology: Cambridge UniversityPress.
3. Leahey, T. H. (1987). *A history of psychology*. New Jersey: Prentice-Hall Inc.

4. Murphy, G. (1949). *Historical introduction to modern psychology.* London:Routledge & Kegan Paul.
5. Sharma, N., & Sharma, R. (2003). *History and schools of psychology.* New Delhi:Atlantic Publishers.
6. Wertheimer, M., & Puente, A. E. (2020). A brief history of psychology: Routledge.
7. Woody, W. D., & Viney, W. (2017). A history of psychology: The emergence of scienceand applications: Taylor & Francis.

Course Title: Introduction to ManagementSciences	Course Code: MS-304
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.

Course OutComes:
This course will cover the basic managerial functions of planning, organizing, leading, and controlling, We will also try to learn the evolution and best practices which are been used in today's modern era. At the conclusion of this course, the student should be able to:
1. Hold informed conversations with functional specialists and understand how to draw effectively ontheir expertise in managing organizations.
2. Understand the relevance of the western management principles and theories, for local settings.
3. Understand the Islamic perspective of managing businesses and organizations.
4. Apply course concepts and theory in a practical context.
5. Integrate several of the disciplines studied
6. Demonstrate empirical investigative skills by producing an in-depth

Course Outline:
Introduction to Management, Organization, The management Process, The History and evaluation of Management, Organizational theories and different approaches to management, The organizational Culture and the Manager, The external environment and the Manager, The internal environment and the manager, Foundations and basic elements of Planning, Process of planning and MBO, Effective strategic planning, Decision Making, The manager's role as decision maker, Decision making process, Basics of Strategic Management, Case of Strategic Management, Strategic management process, Organizational Structure, Types of organizational structures, Case Decision-making, Human Resource Management, HRM processes, Motivation its theories, Current issues in Motivation, Team work and Group Behaviour, Case of team and team work, Leadership and its characteristics, Leadership styles and behavioursThe process of Control, The Control Standards, Case of Controlling, Presentation, Staffing, Presentation.

Recommended Books:

- Ricky W. Griffin (2015).Introduction to Management. 8th Edition. Cengage Learning 20 Channel Center Street Boston, USA
- John R. Schermerhorn. (2015). Introduction to Management by John Wiley & Sons; 13th Edition International Student Version (April 14, 2015).

- Drucker, P. F. (2008). Management: Tasks, responsibilities, practices. HarperCollins.
- Kotter, J. P. (1996). Leading change. Harvard Business Review Press.
- Covey, S. R. (1989). The 7 habits of highly effective people. Free Press.
- Collins, J. C. (2001). Good to great: Why some companies make the leap... and others don't. Harper Business.

Course Title: Functional English	Course Code: ENG-303
Course Structure: Lectures: 3	Credit Hours: 3

Prerequisites: None

Course Objective:
This course will familiarize students with the essential language skills for effective communication in diverse real world scenarios. It focuses on developing proficiency in English language and usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp subtle messages and tailor their communication effectively through the application of comprehension andanalytical 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.

Course OutComes:
By the endof the course the students will be able to apply the enhanced English skills,comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

Course Outline:
 Foundations of Functional English
1. Vocabulary Building (contextual usage, synonyms, antonyms, and idiomatic expressions)
2 . Communicative Grammar (subject-verb agreement, verb tenses, fragments, run-ons, modifiers,articles, word classes etc)
3. Word Formation (affixation, compounding, clipping, back formation etc)
4. Sentence Structure (simple, compound, complex and compound-complex)

 Comprehension and Analysis

1. Understanding Purpose, audience and context
(reading for meaning, descriptive texts versus narrative texts , argumentative texts versus persuasive texts)
2. Contextual Interpretation (tones, biases, stereotypes, assumptions, inferences etc)
3. Reading Strategies (skimming, scanning, SQ4R, critical reading)
4. Active Listening (overcoming listening barriers, focused listening)

 Effective Communication

1. Principles of Communication(clarity, coherence, correctness and courteousness)
2. Structuring Documents (introduction, body, conclusion and formatting)
3. Inclusivity in Communication (gender-neutral language and cross-culturalcommunication)
4. Public Speaking (Speech/presentation: extemporaneous and prepared, public announcements andovercoming stage fright)
5. Presentation Skills
(the elements of an effective presentation, using visual displays to present key facts, figures, charts, and graphs , steps to preparing an effective presentation, one-minute presentationsand evaluate presentations

6. Informal Communication (small talk and networking)

Professional Writing (business e-mails, memos, reports, formal letters etc)

Recommended Books:

1. *English Grammar in Use* by Raymond Murphy
2. *The Blue Book of Grammar and Punctuation* by Jane Straus
3. *Cambridge English for Job-Hunting* by ColmDownes
4. *English for Specific Purposes: A Learning- Centered Approach* by Tom Hutchinson and AlanWaters
5. https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English2_Sept13.pdf

The following new course enlisted will be offered as Compulsory Course for other departments.

Course Name: Islamic Studies	**Course Code:Isl-301**
Course Structure: Lectures	**Credit Hours: 2**
Prerequisites: None	**Fields: All**
Placement: 1-4 Semesters	**Offering:** Undergraduate Degree (including Associate Degree)

Description

This course is designed to provide students with a comprehensive overview of the fundamental aspect 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 and enhanced understating 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 source of Islamic law and their application in daily life
3. Identify and discuss contemporary issue being faced by the Muslims world including social challenges, gender role and interfaith interactions

Course outline:

Introduction to Islam: Definition of Islam and its core beliefs The Holy Qura'n (Introduction, Revelation and compilation, Hadith and Sunnah (Compilation Classification and Significance) Key theological concepts and themes (Tawhid , Prophet hood Akhirahaetc, **Seerat of Holy Prophet (S.A.W)** Life and legacy of the Holy prophet **(S.A.W** Diverse role of the Holy Prophet (as and individual, educator, peace maker, leader etc**),**
Islamic History and civilization World Before Islam Rashidun Caliphate and expansion of Islamic rule, Contribution of Muslim scientists and philosophers in shaping world civilization,
Islamic Jurisprudence: (Fiqh) Fundamental Sources of Islamic Jurisprudence Pillars of Islam and their significance Major Schools of Islamic Jurisprudence **,** Significance and principles of Ijtihad, **Family and Society in Islam** Status and rights of woman in Islamic Teachings, Marriage, Family, and gender roles in Muslim society, Family structure and values Muslim society, **I**slam & the Modern World.

Suggested Instructional Materials

1. The five Pillars of Islam: A journey thought the Divene Acts of Worship by Muhammad Mustafa Al Azami
2. The Five Pillars of Islam: A Framework for Islamic Values and Character Building by MusharraifHussain
3. Towards Understanding Islam By Abul A' la Mawdudi
4. IslamiNazria e Hayat by Khurshid Ahmad
5. An Introduction to Islamic theology by John Rearard
6. Islamic Civilization Foundations Belief and Principles by Abul A la Mawdudi
7. Women and Social Justices An Islamic Paradigm by DrAnis Ahmad
8. Islam its Meaning and Message " By Khushid Ahmad

Semester: II

Course Title: Experimental Psychology	Course Code: PSY- 304
Course Structure: 3,1	Credit Hours:03
Prerequisites: None	
Course Objectives: - Provide conceptual understanding of experimental psychology and aquaint students with latest research in the areas of learning, perception and memory. - Develop an experimental/investigative approach among students - Identify the basic principles of experimental design through a description of experimental investigations in various subject areas such as perception, learning, memory and social psychology.	
Course OutComes: After the completion of the course, the students will be able to design, conduct and reportlab experiments on human participants.	

Course Outline:

Psychophysics: Importance of Psychophysics; Absolute & Differential Thresholds, Psychophysical Methods; Theory of signal detection. **Perception:** Perception and Sensation; The Gestalt Concept of Perception;Perceptual Consistencies, Perception of Movement; Perceptual defense and vigilance; Perception of time; Visual illusions. **Learning:** Basic factors in learning and performance, Contemporary theories of Learning, Transfer of training. **Memory**: Theories of Memory, Compartments of Memory, the storage and retrieval process, Transplantation of Memory, Memory Experiments. Mnemonics: way of improving memory (Devices Mnemonics). **Thinking and Problem –Solving**: Nature of Thinking, Concept formation, Imageless thought Controversy, Set and attitude as factors in Thinking, Creative Thinking.

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., Meaningful vs. Nonsense Learning,

Retroactive Inhibition Simple, Reaction Time Transfer of Training, Trial Position Effect under Massed and Distributed Practice, Whole vs. Part Learning.

Recommended Books:

1. McGuigan, F. J. (2001). Experimental Psychology-Methods of Research: (7thEdition). Prentice Hall. UK.

2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (1994). Experimental Psychology:Understanding Psychological Research.Publishing Company,

   USA.

3. Boring, E. G. (2007). History of Experimental Psychology. CosmoPublications New Delhi.
4. Chance, P. (2003). Learning and behavior (5th ed.). Belmont, CA: Thomson Wadsworth.
5. Lahey, B. B.(2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.

Course Title: Introduction to Social Psychology	Course Code: PSY-305
Course Structure: Lectures:	**Credit Hours: 03**

Prerequisites:None

Course Objectives:
- Define basic social psychological terms and concepts and explain social processes.
- Discuss ways in which the power of the situation affects human behavior.
- Recognize major theories of social psychology related to cognitive and behavioral phenomenon.

Course OutComes:
- Analyze the complexity of action in social contexts by combining factors related to the person and the situation.
- Describe situational factors that constrain human action.
- Apply course concepts to common scenarios in life.

Course Outline:
The Field of Social Psychology: Introduction to social psychology, Current trends and future scope, Research methods in Social Psychology. **Social Perception:** Non-verbal behavior, Attribution, Impression management. **Social Cognition:** Schemas, Heuristics, Affect and Cognition. **Behavior and Attitudes:** Nature of attitudes, Formation, maintenance, and change in attitudes, Relationship between attitude and behavior. **Aspects of Social Identity: The self,** Nature of the self, Self-Concept, Self esteem, Self-focusing, Self-Monitoring, Self-Efficacy, Gender & socialization. **Social Influence:** Conformity, Compliance, Obedience. **Pro-social Behavior:** Altruism, **Aggression /hurting others:** What is Aggression? Influences on Aggression, Reducing Aggression, Lucifer effect, Bullying.

Course Outcomes:

Recommended Books:
1. Wesley. Fisher, R. J. (1982). *Social psychology: An applied approach*.New York:St. Martin Press.
2. Forsyth, D. F. (1987). *Social psychology*. California:BrooksPublishing Company.
3. Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill.
4. Myers, D. G. (1987). *Social psychology*. New York: McGraw-Hill.
5. Wayant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

Course Title: Expository Writing	Course Code: ENG-304
Course Structure: Lectures: 3,	**Credit Hours: 3**
Prerequisites: None	

Course Objective: This is a sequential undergraduate course aimed at refining the basic writing skills in various contexts. Building upon its pre-requisite, Functional English Course, this course will enhance student's ability to produce clear, concise and coherent texts in English. This course will enable the studentsto produce well-structured essays and to refine their analytical skills.

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

1. Understand the essentials of the writing process (pre-writing, drafting, editing, proof reading etc)
2. Demonstrate mastery of diverse expository types

Uphold ethical practices to maintain originality in expository writing

Course Outline:

   1. Introduction to Expository Writing
Definition, Types, Characteristics (clarity, coherence & organization)

   2. The Writing Process
Pre-writing Techniques (brainstorming, free-writing, mind-mapping, outlining), Drafting, Revising and Editing, Proof reading, Peer review and Feedback

   3. Essay organization and Structure
Introduction, Thesis statement, Body paragraphs, Conclusion, Cohesion & Coherence

   4. Different Types of Expository Writing
Description, Illustration, Classification, Cause and Effect, Process analysis, Comparative analysis

   5. Writing for Different Purposes and Audiences
Types of purposes (to inform, to analyze, to persuade, to entertain etc), Writing for Academic Audiences, Writing for Public Audiences, Different tones and styles

   6. Ethical Considerations
Plagiarism and Originality, Citation and Referencing

Recommended Books:
 1. The Saint Martin's Guide to Writing by Rise B. Axelrod and Charles R. Cooper
 2. Writing Today by Richard Johnson Sheehan and Charles Paine

Course Title: Ideology and Constitution of Pakistan	**Course Code: PST -313**
Course Structure: Lectures: 2	**Credit Hours: 02**

Prerequisites: None

Course Objective:
- To develop vision of historical perspective, government, politics, contemporary Pakistan,ideologicalbackground of Pakistan.

Course Outline:
Advent of Muslims and the foundation of Two Nation Theory
Ideological rationale with special reference to;Sir Syed Ahmed Khan, Allama Muhammad Iqbal, Quaid-e-Azam Muhammad Ali Jinnah. Factors leading to Muslim separatism, Religious factors, Social and Cultural Factors, Political factors, Economic factors An overview of Freedom Movement, Political and constitutional Struggle3rd June plan 1947, Independence act 1947 as interim constitution of Pakistan, Objectives resolution 1949 lient Features of Constitutions, The Constitution of 1956, The Constitution of 1962, The Constitution of 1973

Course Outcomes:
To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Recommended Books:
1. Akbar, S, Zaidi. Issues in Pakistan's Economy.Oxford University Press, 2000

2. Afzal, M. Rafique. Political Parties in Pakistan, Vol.I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.

3. Amin, Tahir. Ethno-National Movement in Pakistan, Islamabad: Institute of Policy Studies, Islamabad.

4. Aziz, K. K. Party Politics in Pakistan, Islamabad: National Commission on Historical and Cultural Research, 1976. Muhammad Waseem, Pakistan Under Martial Law, Lahore: Vanguard, 1987.

5. Burki, Shahid Javed. State and Society in Pakistan, The MacMillan Press Ltd, 1980.

6. Haq, Noor ul. Making of Pakistan: The Military Perspective Islamabad: National Commission on Historical and Cultural Research, 1993.

Semester: III

Course Title : Historical Perspectives in Theories of Personality	Course Code: PSY-406
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- To know about different perspectives and theories explaining personality
- To co mpar e the major concepts and principles of each personality theory.
- To analyze assessment techniques of different theories of personality

Course OutComes:

- To comprehend classical theories, their major postulates, concepts, assessmentand interventions proposed by different theorists.
- To compare different theories and be able to comprehend human personality inthe light of different perspectives.
- To apply assessment methods to the analysis of personality

Course Outline:
Psychology of personality: Introduction to the Discipline, Meaning of personality, Meaning of theory, Components of personality theory. **The Psychoanalytic Legacy:** Sigmund Freud, Biographical sketch, Basic concepts, **Personality structure:** Three interacting systems, Personality development,Five sequential stages,Personality dynamics, instincts / anxiety, Defense mechanisms, Application of psychoanalytic theory; Dream analysis paraphrases. **Personality's ancestral foundations**: Carl Jung: Biographical sketch, Basic concepts: Conscious and unconscious; Archetypes, Personalitytypology Personality development, Overcoming inferiority and striving for superiority. Alfred Adler: **Biographical sketch, Basic concepts,** Developing social feelings: society; work and love, Style of life; future goals vs. past events; overcominginferiority Striving for superiority and superiority complex, Family influences on personality development. **Neo Freudians:** Karen Horney, Basic anxiety, Coping by way of 10 neurotic needs moving towards, oragainst, oraway from people, Development of an idealized vs. a real image of self. Harry Stack Sullivan: Empathy, Anxiety and security, modes of experience, stages of Development. **Henry A. Murray:** Definition of need, variety of needs, Strength of needs and interactions Environmental press. Erik Erikson: Psycho-social stages of personality development, Identity crises. Erich Fromm: Existential needs, Individual and social characters

Recommended Books:
1. Buss, D. M. (2004). *Evolutionary psychology: The science of mind* (2nded.)Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). *An introduction of theories of personality*. (5th ed.).New Jersey: Lawrence Erlbaun Associate Publishers.
3. Feist, J. (1985). *Theories of personality*. Sydney: Holt Rinehart & Winston, Inc.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality theory andresearch*(9th ed.).

New York: John Wiley & Sons.

Course Title: Cognitive Psychology	Course Code: PSY-407
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:
- To understand the contributions made to the understanding of human thought processes by cognitive psychologists.
- To become familiar with the basic subjects of cognitive study including perception, attention, consciousness, memory, imagery, comprehension, categorization, problem-solving andlanguage.
- To develop a view of human cognition that is grounded in research and based on an integration of the student's faith with what psychologistshave observed.
- To develop each student's skills in analytical and synthetic thinking, research methods.

Course OutComes:
- To demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Cognitive Psychology.
- To use critical and creative thinking to address issues related to behavior and mentalprocesses.
- Use of the language of the science of psychology, through effectivespeaking, reading and writing.

Course Outline:
Introduction: Historical Perspective, Cognitive neuroscience, The eye and Visual cortex, Perception of movement and form, The ear and auditory cortex, Magnocellular and parvocellular pathways, Memory scanning, Mental processing revealed by reaction time experiments, Color perception, Depth Perception. **Visual & Auditory Perception:** Sensory memory: iconic memory & Echoic memory, Pattern Recognition, Selective adaptation of linguistic feature detectors, Failure to detect changes to people during a real worldinteractionDichotic listening task. **Visual Imagery:** Visual images preserve metric spatial information. Reinterpretingvisualpatterns, Neural Basis of mental imagery. Size-distance paradox, Mental rotation. **Attention & Short Term Memory:** Magic number 7, chunking, Studies of interference in serial verbal reactions Attention andcognitivecontrol, Selection for actions and inhibitory mechanisms Visual Perception, Masking.**Learning & Long Term Memory:** Retention in episodic memory, Semantic integration of verbal information into a visual memory WorkingMemory and long term memory, Creating false memories, Fan effect, Levels of processing, Practice effects, Mnemonic devices, Recall vs recognition, Implications for studying and examination: the SQ3R's. **Thinking and Problem Solving Categorization:**Basic Objects in natural categories, Concepts and conceptual structure Modus tollens, Cognitive biases & gambler's fallacy, Heuristics and algorithms. **Psycholinguistics:** Chomsky's contribution, Language comprehension Reading: Parsing, Linguistics Determinism: Whorf-Sapir hypothesis. **Cognitive Development:** Piaget's contribution, Social and Emotional development Moral Development, Gender differences in development, Development of Language in genie Child's learning of morphology, Rule learning by 7-month old infants,Bilingual development: child-adult differences.

Recommended Books:

1. Medin, D. Ross, B., & Markmen. (2005). *Cognitive psychology*. (4th ed.).John WileyInc.

2. Sternberg, R. (2005). *Cognitive psychology*. New York: Wadsworth.

3. Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). New York:Harcourt College Publishers.

4. Groome, D. (1999). *Cognitive psychology: Processes and disorders*.London: PsychologyPress.

5. Reed, S. K. (2000). *Cognition* (5th ed.). Belmont: Wadsworth /Thomson Learning

Course Title: Introduction to Entrepreneurship	Course Code: MS-309
Course Structure: Lecture	Credit Hours: 3
Prerequisites: None	

COURSE DESCRIPTION/OBJECTIVES

With more than half of the new jobs being created in the world economy by small businesses, the particular problems and experiences encountered in starting and developingnew enterprises are clearly worth studying.

This course of Entrepreneurship has been designed to provide the participants with an overall understanding of the concept of entrepreneurship and small business management. Participants will be prepared to start, survive, and succeed in their own businesses.

For those who consider becoming part of a big traditional business, while working for someone else, as aviable career option, it is hoped that participation in this course will orient them towards thinking and acting more entrepreneurially and creatively in the big business ambiance. Thus, regardless of their future plans and hopes, this course can benefit them greatly in how they think and act, from an entrepreneurial view point, in the future.

Course OutComes:

1.   develop an idea for a new venture;
2.   research its potential and understand the risks associated;
3.   undertake marketing, positioning, and customer development;
4.   prepare ananalysis of the financial requirements and build a financial strategy forthe new venture, including incremental appreciation of the equity base;
plan for the execution and management of all the relevant functional areas ofnew venture including operations, supplychain, information systems, and human resources etc.

Course Outline:
Nature and Development of Entrepreneurs
Entrepreneurs Opportunities
ENTREPRENEURSHIP: AN EVOLVING CONCEPT

BUSINESS PLAN For Entrepreneurs Strategic issues in Business Plan Development
Comparative analysis entrepreneurship
STP Strategies for Entrepreneurs
Segmentation Strategies Targeting Strategies Positioning Strategies
CORPORATE ENTREPRENEURSHIP INNOVATION:THE CREATIVE PURSUIT OF IDEAS
OpportunityIdentification:Thesearchfor NewIdeas Entrepreneurial
Imagination and Creativity
 The role of Creative Thinking
 Creative Innovation and the Entrepreneur
PATHWAYS TO ENTREPRENEURIAL VENTURES

- New Ventures for Entrepreneurs
- Franchising: The Hybrid
- Partnerships Corporations
- Specific Forms of Partnerships and Corporations
- Understanding Bankruptcy

ASSESSMENT OF ENTREPRENEURIAL PLAN
- The Challenge of New-Venture Start-Ups
- Pitfalls in Selecting New Ventures
- Why New Ventures Fail

- Marketing Concept for Entrepreneurs
- Marketing Research
- Developing a Marketing Plan for new ventures
- Importance of Financial Information for EntrepreneursUnderstanding the

Key Financial Statements
- Preparing Financial Budgets

Capital Budgeting Break-Even
Analysis

DEVELOPING AN EFFECTIVE BUSINESS PLAN
- Business Plan
- Pitfalls to Avoid in Planning
- Benefits of a Business PlanElements of a Business Plan
- Updating the Business Plan
- Presentation of the Business Plan:The—Pitch‖

The Nature of Strategic Planning
- Strategic Planning Definition
- The Value of Strategic Planning
- Managing Entrepreneurial Growth Venture
- Development Stages
- The Transition from an Entrepreneurial Style
- to a Managerial Approach

- Unique Managerial Concerns of Growing Ventures
- The International Environment: Global Opportunities
- harvesting the entrepreneurial venture
- Harvesting the Venture:A Focus on the Future

- The Management Succession Strategy
- Key Factors in Succession

Final Project Presentations

Recommended Books:

1. Barringer, B. R., & Ireland, R. D. (2012). Entrepreneurship: Successfully Launching New Ventures. Pearson.

2. **Kuratko**, Donald F. (2017). **Entrepreneurship** : **Theory**, **Process**, **Practice** (ed.10). United State of America: Cengage Learning.Timmons, J. A., & Spinelli, S. (2003). New venture creation/entrepreneurship for the 21st century. Singapore City: McGraw-Hill.

3. Abrams, R. (2017). Entrepreneurship: A Real-World Approach (2nd ed., illustrated). Planning Shop.

4. Read, S., Sarasvathy, S., Dew, N., & Wiltbank, R. (2016). Effectual Entrepreneurship (2nd ed.). Routledge. https://doi.org/10.4324/9781315684826

5. Ries, E. . (2011).The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.

Course Title: Applications of Information and Communication Technologies	Course Code: CSC-308
Course Structure: Lectures: 2,1	Credit Hours: 03
Prerequisites:None	

Course Objectives:

This course is designed (o provide students with an exploration of the practical applications of Infonnation and Con11nunication 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 problenos, 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 OutComes:
- Explain the fundamental concepts, coinponents, and scope of Information andCommunication Technologies (ICT)
- Identify uses of various ICT platforms and tools for different purposes.
- Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life
- Understand the ethical and legal considerations in use of ICT platfonns and tools.

Course Outline:

1. Introduction to Information and Communication Technologies:
   - Components of Information and Communication Technologies (basics ofhardware, 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 exploreWorld 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 withGoogle 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 Tealns, Zoom, etc.).Social Inedia applications (LinkedIn, Facebook, Instagram, etc.).

3. ICT in Education:

Working with learning managelnent systelns (Moodle, Canvas, GoogleClassroolns, etc.).

- Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
- Interactive multimedia and virtual classrooms.

4. ICT in Health and Well-being:

In health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple In health, Xiaolni Mi Band, Runkccpcr, etc.).

Telenudicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).

5. ICT in Personal Fina ncc and Shopping:

- Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, Il LINK and MNET, Keenu Wallet, etc.).

E-conuuerce plat Corins (Daraz.pk, Telcnoart, Shophivc, etc.)

Citizenship and Online Etiquette:

- Digital identity and online reputation. Netiquette and respectful online conununication.

Cyberbullying and online harassment.

7. IC(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 in fornication sources.

Content accuracy and integrity (ensuring that the content shared through ICTplatforms is free frotn niisinf01'lnation, fake news, and manipulation).

Practical Requirements

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

1 . Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as worcl processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students nnay 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).

The use of online learning management systems (LMS) where students can access course nuterials, submit assignments, participate in discussion forums, and take quizzesor tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

Recommended Books:

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

Semester: IV

Course Title: Biological Psychology	Course Code: PSY-408
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:

- To present current methodologies and concepts in Biological psychology.
- To instill an ethical approach to conduct the experimental research.
- To gain an understanding of nervous system and its relationship with behavior.

Course OutComes:

- This course is about moving beyond memorizing facts, to engaging with a deeper and critical consideration of the topics covered.
- Students are expected to be accessing the primary scientific literature to enhance their comprehension of the lecture material, and thinking critically about the topics,questions and new research in Biological Psychology.
- Explain patterns of nervous system.
- Explain the complexities when relating behavioral phenotypes to the genome.

Course Outline:

Introduction to Bio Psychology: Definition, Division of biopsychology, Behavioral Research methods in Biopsychology. **Neurons:** Types and structure of neuron, Communication between neuron, Communication within neuron. **Nervous System:** The Central Nervous System, Brain structure, The Peripheral neurons system,The Autonomic neurons system. **Endocrinology:** Structure and functions of Endocrine glands.

Recommended Books:

1. Carlson, N. R. (1999). *Foundations of physiological psychology* (4th ed.). Boston: Allyn andBacon.
2. Garrett,B., & Hough,G. (2017). Brain & Behavior: An Introduction to Behavioral Neuroscience(5th ed.). Los Angeles: SAGE Publications, Inc
3. Kalat, J. W. (1998). *Biological psychology* (6th ed.). California: Brooks/Cole PublishingCompany.
4. Stiles,J., & Jernigan,T.L. (2010). The Basics of Brain Development. Neuropsychology Review,20, 327-348.
5. Doi: 10.1007/s11065-010-9148-4

Course Title: Psychology of Mass Media and Cmmunication	Course Code: PSY-409
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- To give a complete picture of the course of Mass Media and Communication
- At the end of the course students able to understand the relationship betweencommunication and culture
- Give a broad overview of current trends in mass communication,especially concentration of ownership and conglomeration, globalization, audience fragmentation, hyper commercialism and convergence.

Course OutComes:
- Students will demonstrate in writing an awareness of skills and techniques requiredof effective teacher.
- Students will identify attitudes and behaviors that positively influence education ofchildren from diverse backgrounds, cultures and disabilities.

Course Outline: Introduction, Perspective of mass communication, Development of human Communication, Theories of mass communication, Models of mass communication, Specific Media profession, Regulating Mass Media, Social Effects of Mass Communication.

Recommended Books:
1. Rokeach, S.B., & Deflevr, M.L. (1989) *Theories of Mass Communication*. (5thed.), NewYork; Pltman Publishing inc.
2. Rodman, G. (2006). *Mass Media in a Changing World*. New York: McGraw Hill
3. Dominick, J.R. (2007). *The Dynamics if Mass Communication: Media in theDigital Age*. (9th ed.), New York: McGraw Hill
4. Barans S. J. (2006). *Introduction to Mass Communication: Media Litracy and Culture*. (4th ed.) New York: McGraw Hill

Course Title: Modern Perspectives in Theories of Personality	Course Code: PSY-410
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:

- To know about modern perspectives and theories explaining personality
- Describe major and emerging theories of personality.

Course OutComes:

- Explain personality theories as they relate to assessment methods.
- To co mpar e the major concepts and principles of each personality theory.
- To analyze assessment techniques of different theories of personality.
- Apply assessment methods to the analysis of personality.

Course Outline: Dispositional theories: Gordon Allport, Personality development, Personality traits. 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. Hans Eysenck: Basic concepts; Traits and types; Measuring and describing E, N, and P.
Humanistic and existentialist theories: Abraham Maslow: Basic concepts,   Five basic human needs, Self-actualizing person. Carl Roger: Biographical Sketch, Basic Concepts, Actualization, Importance of Self, Personality Development, Client Centered Therapy. George Kelly: Biographical sketch, Basic concepts, Personality as a system of constructs, Relation among constructs, Personality development, Predictability, Dependency constructs, Role playing.
Behaviorist theories: B.F. Skinner: Basic Concepts, John Dollard and Neal E. Miller: Basic concepts. **Social Learning Theory of Albert Bandura:** Basic concepts

Recommended Books:.
1. Allen, B. P. (1997). Personality theories: Development, growth anddiversity. (2nd ed.). Boston: Allyn & Bacon.
2. Ewen, R. B. (1998). An introduction to theories of personality. (5th ed.)New Jersey: Lawrence Erlbaun Associate Publishers.
3. Feist, J. (1985). Theories of personality. Sydney: Holt Rinehart & Winston, Inc

Course Title: Educational Psychology	Course Code: PSY-411
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- Define concept of learning and indicate the list of various theoretical explanations given to this concept.
- Examine the importance of the psychology of the individual to the development of self- esteem, cooperative learning, individual differences, and motivation and learning styles.
- Describe the relationships of teachers, parents, and students that lead to a productive learning environment.
  -

Course Outcomes:
- Relate different models and concepts of learning and intelligence to the work of teacher and school curricula
- Examine how teacher can guide students to engage in complex cognitive processes: understanding concepts, reasoning, critical thinking, decision making and solving problems

Course Outline:
Educational Psychology defined: Nature and Scope,Introduction to development, Individual Differences: Intelligence, Cognitive styles, Learning theories and practical applications of behavioral, cognitive and constructivist approaches, Psychology of teaching (constructivism), Counseling and Vocational Guidance, Behavior Modification, Types of Evaluation,Special Education:

Segregated education; integrated education; inclusive education, Class Room Management: Managing the Class Room Methods of Control

Recommended Books:
1. Crow, L., & Crow, A. (2000). Educational psychology. New Delhi: Eurosia Publishing House Ltd.
2. Lefranceis, G.R (1988) Psychology for Teaching (6th ed.). California: Wordsworth Publishing Co.
3. Slavin, R. (1994). Educational psychology. Boston Allyn & Bacon.
4. Sprinthall, N., & Sprinthall, R. (1987). Educational psychology: A developmental approach (4th ed.). NewYork: Raudom House.
5. Santrock, J. (2008) Educational Psychology. 3th Edition, McGraw-Hill, New York.

Semester: V

Course Title: Psychopathology I	Course Code: PSY-512
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:
- To gain knowledge of the psychological theories and models for the field of abnormalpsychology.
- To orient students with assessment, etiology, symptoms, and treatments of the majorpsychological disorders.
- To familiarize students with research methods and ethical considerations appropriatefor the study of abnormal behavior.
- To apply course materials for the understanding of individual's case studies.

Course OutComes:
- The course is designed to give the students grounding in mental health (manifestations, diagnoses and treatment) as perceived in different societies.
- Highlighting the influence of different cultures on people´s attitudes to and view of illness.
- Understanding abnormality in relationship with different models of abnormal psychology.
- Understanding diagnostic criteria of different disorders according to DSM-V.

Course Outline:
Introduction to Psychopathology: Concept of Abnormality, Criteria of Normality and Abnormality, Defining Psychological Abnormality (Deviance, Distress, Dysfunction, Danger). **Historical Background of Psychopathology:** Ancient Views and Treatments, Greek and Roman views; Europe in the middle ages, The Renaissance; 19th Century, Views of abnormality. M**odern Trends and Models of Psychopathology:** Biological Model,The Psychodynamic Model, Behavioral Model, Cognitive Model, Humanistic Model, Socio-cultural Model, Eclectic Approach. **Clinical Assessment of Abnormality:** A brief overview of clinical observation, tests and interviews, Diagnostic Classification Systems: DSM and ICD. **Anxiety Disorders:** Separation anxiety disorders, Selective mutism, Specific phobia, Panic disorder, Agoraphobia, Social anxiety disorder, Generalized anxiety disorder. **Depressive Disorders:** Disruptive mood dysregulation disorder, Major depressive disorder, Persistent depressive disorder,

Premenstrual dysphoric disorder.**Bipolar and Related Disorder:** Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

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

Course Name: Basic Concepts of PsychologicalTesting	Course Code: PSY-513
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- To introduce the student to the basic theoretical psychometric concepts and use ofpsychological tests.
- Main course objectives include understanding of the basic principles of psychologicalmeasurement and the techniques of test construction, administration, and validation.
- Test rationale, construction, characteristics and the use of evaluation are emphasized.
- Understand reliability, validity, and understanding social and cultural factors related to theassessment and evaluation of individuals, groups, and specific populations.

Course OutComes:
- Students will be able to learn the steps of test construction and adaptation,
- Administration and scoring process,
- Test validation and reliability

Course Outline:
Psychological Assessment and tests: Definition, Nature of Psychological assessment/ Psychological testing, Types and uses, Control in use of psychological tests, Sources of information about tests, Ethics of psychological testing, Standards of testing and test administration. **History of psychological testing:** Antecedents, Rise of modern psychological testing. **Test construction and adaptation:** A general introduction, Characteristics of a good psychological test, Steps of test construction and adaptation. **Item writing:** Types of items, General guidelines for writing items, Methods of scoring. **Item analysis:** Meaning and purpose of item analysis, Item difficulty, Item discrimination, Distracters analysis, Factors influencing item difficulty and item discrimination, Cross Validation. **Reliability:** Introduction, Types of reliability,Test-retest, split-half reliability, Parallel forms and inter-rater reliability, Cronbach alpha, Factors influencing reliability of test scores. **Validity:** Introduction, Types of validity: Content validity, Criterion related validity (Concurrent and Predictive), Construct validity and face validity, Convergent & divergent validation, Statistical methods for calculating validity. **Test norms:** Introduction, Types of norms, Steps in developing norms, Cut-off scores, Response sets in test scores, Meaning of response sets Types of response sets, Methods to eliminate response sets, Interpretation of normed reference test scores.

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

education (4th ed.). New York: Macmillan

Course Title: Basic Research Methods	Course Code: PSY-514
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- The course is designed to familiarize the students with all aspects of research processes from generation of research idea to data collection analysis and interpretation of findings.
- The course also aims to develop scientific reasoning and understating of link between theory and empirical investigation.
-

Course OutComes:
- Explain different research methods used in the field of psychology.
- Formulate testable research hypotheses, based on operational definitions of variables
- Select and apply appropriate methods to maximize internal andexternal validity andreduce the plausibility of alternative explanations.

Course Outline:
Fundamental concepts of research: What is Research? Characteristics of research, What is sciences? Characteristics of scientific methods. **Concepts related to research:** Concept, Constructs, Variables,Hypotheses, Models, Paradigms, Laws,Theories. **Research in Behavioral Sciences:** Goals of Behavioral Research, Research Hypothesis, Conceptual & Operational Definitions,**The measurement of Behavior:** Types of measurement, Scales of measurement. **Approaches to psychological Measurement:** Observational approaches, Physiological & Neurosciences approaches,Self report Approaches. **Types of Behavioral Research:** Basic & Pure research, , Applied & Action research, Quantitative & Qualitative Research, Experimental & Non experimental Research

Recommended Books: (Min5-8Max) Latest Edition of the Following Books.
1. Mangal. S.K; Mangal.S (2013). Research Methodology in Behavioral Sciences.
2. Leary, M.R. (2012). Introduction to behavioral research methods(6.ed)

Course Title: Forensic Psychology	Course Code: PSY-515
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- To provide orientation to students of the main concepts, models, assessment and intervention iforensic setting.
- To acquaint students with the contribution of forensic psychologists to the legal system i.e.Law Enforcement Agencies (LEAs), Judicial and Correctional Settings.
- To train students in Interrogation and assessment and rehabilitation modalities appropriate to thecivil and criminal settings. Students would be familiarized with the methods used by forensic psychologists.

Course OutComes:
- Understand the basic concepts of forensic psychology, role of forensic psychologists andwill beable to apply assessment and investigative skills and assist legal system.

Course Outline:
Introduction to Forensic Psychology: Definition and History of Forensic Psychology, Scope of Forensic Psychology, Status of Forensic Psychology. **Ethical Professional Issues:** practicing ethical Forensic Psychology, Legal, ethical, and moral considerations, Training in Forensic Psychology. **Understanding Legal Rights:** Human Rights Understanding, Child Rights, Women Rights. **Assessment in Forensic Psychology:** Personality Assessment in personal injury litigation, conducting personal injury evaluation, evaluating eyewitness testimony in adults & children, Competency to stand trial. **Role of Forensic Psychologists in Different settings:** Current Status of correctional settings, Rehabilitation in correctional settings. Perpetrators and Victims: Factors contributing to crimes: (causes, consequences & Prevention), Juvenile Delinquency. **Forensic Psychology in Pakistan:** Serving as an witness expert, writing Forensic reports.

Recommended Books:
1. Bartol, C. R. (2012). *Introduction to forensic psychology*. Los Angeles:
2. Sage.Edi, J. R. A. (2010). *Forensic psychology* (2nd ed.). UK: BPS Blackwell.
3. Edi, G. J. T. (2010). *Forensic psychology* UK: BPS Blackwell.

Course Title: Sports Psychology	Course Code: HPE-518
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
The knowledge of Sport Psychology will enable the students to learn more about the organized play and goal setting procedures, which will contribute to the services provided by them in the educational as well as professional institutions. This in turn is making the people idle, unhealthy and negative where the will for the uplift of their own or the country is lacking. There is a dire need to clinchthe people back to the play fields in order to achieve the goal of strong individuals who may contributeto the success of the nation. psychology need to be infused at gross root level as act as motivator for the young generation, so if the physical education Teacher is equipped with the knowledge, She/he will be better to inculcate the theme in the off-spring .The knowledge of Sport Psychology will enable the students to learn more about the organized play and goal setting procedures, which will contribute to theservices provided by them in the educational as well as professional institutions

Course OutComes:

Course Outline:
Introduction: Definition of Sports Psychology Significance of Psychology in Sports.**Personality and Sports.** Theories of personality Measurement of personality Personality profiles of Athletes. **Motivation and Performance.** Definition of motivationSports motivation,Nature and types of motivationTheories of motivation, Shaping athletes behavior via requirement. **Stress**: Definition of Stress, Theories of Stress, Effects of sports stress on performance or Neuro-chemical aspects Stress. Dynamics of Stress. **Anxiety, Arousal and Stress Relationship:** Differentiating Among stress, Anxiety and ArousalConcept of stress, Concept of AnxietyConcept of Arousal. **Aggression:** Types of aggression Theories of aggression, Significance of aggression in sportsAggression. **Goal Setting:** Types of goals Goal identification, Rational goal setting/principles of effective goal setting How a goal affects performance. **Concentration:** Attention and its dimension.Types of intentional focus, Importance of concentration in sportsFactors that effects concentration Techniques to enhance concentration. **Self-confidence and Sports Performance:** Introduction, Models of sports confidence Sources of sports confidence Development of self-Confidence Intervention to enhance cohesion.

Recommended Books:
> **1.**Moran, A. (2012).sport and exercise psychology: A Critical Introduction. *(2nd ed.). USA:* Routledge
>
> 2.Raalte, J. L. V., & Brewer, B. W. (Eds.). (2002). *Exploring sports and exercise psychology*.Washington D. C.: American Psychological Association.

3. Lavallec, D., Kremer, J., Moran, A., &Williams.M. (2004).*Sports psychology*:

Contemporary themes. New York: Palgrave Macmillan Publishers.

4. Weinberg, R., & Gould, D. (2010).*Foundations of sport and exercise psychology with web study Guide*(5th ed.).USA: Routledge

Semester: VI

Course Title: Psychopathology II	Course Code: PSY-516
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:
- To gain insight of the symptoms and etiology of abnormal behavior with criteria provided byDSM-V.
- To provide understanding about different mental disorders.

Course OutComes:
- Describe the symptoms and etiology associated with psychological disorders.
- Application of the knowledge to case examples.

Course Outline:

Schizophrenia Spectrum and Other Psychotic Disorders: Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder. **Somatic Symptom and Related Disorders:** Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder. **Obsessive-Compulsive and Related Disorders:** Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania (Hair-Pulling Disorder), Excoriation (Skin-Picking) Disorder. **Feeding and Eating Disorder:** Pica, Rumination Disorder, Avoidant /Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder. **Dissociative Disorders**: Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder. **Personality Disorders: Cluster A:** Paranoid personality Disorder, Schizoid personality Disorder, **Schizotypal personality DisorderCluster B:** Borderline personality disorder, Antisocial personality disorder, Histrionic personality disorder, **Narcissistic personality disorder.Cluster C:** Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. **Sleep Wake Disorders:** Insomnia Disorder, Hyper somnolence Disorder, Narcolepsy, **Breathing Related Sleep Disorders**:Obstructive Sleep Apnea Hypopnea, Central Sleep Apnea, Sleep Related Hypoventilation, Circadian Rhythm Sleep Wake Disorders.**Parasomnias**: Non-Rapid Eye Movement Sleep Arousal Disorders, Nightmare Disorder, Rapid Eye Movement Sleep Behavior Disorder, Restless Legs Syndrome

Recommended Books:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5thed.). Washington, DC

Course Title: Applied Psychological Testing	Course Code: PSY-517
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:

- 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.
- Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

Course OutComes:
- Apply knowledge and skills in the practice of culturally responsive psychological assessment.
- Demonstrate competence in the selection, administration, and scoring of assessment measures
- Demonstrate competence in drawing inferences from the results within a hypothesis generatingand hypothesis testing framework
- Demonstrate competence in writing a report of a professional standard.

Course Outline:
Assessment of intellectual and cognitive abilities: Intelligence: Nature, Meaning, Different view points. Types of intelligence tests: Howard Gardner, Robert Sternberg,Simon- Binet, Wechsler, Kaufman. Differential Ability Scales: Problems in testing intelligence during infancy, childhood,adulthood and old age. Cross cultural & longitudinal studies in intelligence testing
Tests for different populations: Infant & Preschool Testing, Testing of the Mentally Retarded populations, Testing for Physical Disability, Multicultural Testing, Organizational Testing, Adaptive Testing. **Testing under different setting:** Educational Testing, Career guidance, Aptitude testing, Achievement testing. **Personality Assessment and Testing:** Meaning and Purpose of Personality Assessment and Testing, Types of Personality Tests, Objective Tests and Projective Techniques, Inventories, Checklists, Autobiographical memories, rating and ranking scales, Interviews, Structured and Semi structured interviews, Current Status of different Assessment Techniques. **Introduction to Psychological Testing:** Thematic Appreciation Test, Human Figure Drawing, Standard Progressive Matrics. **Testing in Clinical and Counseling Settings:** Psychoneurological Testing, Learning Disabilities: Behavioral Assessment and Clinical Judgement, When to use which test or assessment technique, Battery of Diagnostic tests, Evaluation of Various Assessment techniques.

Recommended Books:

1. Aiken Lewis. R. Psychological Testing & Assessment (Latest Edition)Allyn &Bacon, Inc.
2. Anastasia, A., & Urbina, S. (1997). *Psychological testing*. New Jersey: Prentice-Hall. Cohen, R. J., & Swerdlik, M. E. (2005). *Psychological testing assessment* (6th ed.). NewYork: McGraw-Hill.
3. Panda, L H. (1998). *Psychological testing: Theory and application*. NewYork: Allyn& Bacon.
4. Pittrnger, D. J. (2003). *Behavioral research design analysis*. New York: McGraw-Hill.
5. Shelly, D., & Cohen, D. (1986). *Testing psychological tests*. London: Croon Helm.

Course Title: Applied Research Methods	Course Code: PSY-518
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- The course will enable the students to select research designs, methodologies, andmeasurement strategies used in social work research.
- Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications.
- Apply research concepts andprinciples in the development and use of qualitativeand quantitative methodologies and analytical approaches.

Course OutComes:
- Describe how various research designs address different typesof questions andhypotheses
- Design and conduct basic studies to address psychological questionsusingappropriate research methods.
- Collect, analyze, interpret, and report data using appropriatestatistical strategies toaddress different types of research questions and hypotheses.
- Follow the APA Code for reporting of psychological research.

Course Outline:
Sampling techniques: Probability sampling, Non-probabily sampling. **Co-relational research:** The nature and logic of correlations Correlation versus causality Measures in correlation research Interviews and questionnaires Margin of error Reliability and validity Predictions and decisions**.** **Survey Research Designs:** Cross-sectional design Successive independent samples design, Longitudinal design. **Experimental Research Methods:** Experimental method, Independent measure designs/Between group design Randomgroupdesign, Repeated Measures designs/Within group design. **Applied Research:** Single Case research designs. **Quasi- Experimental Designs:** Retrospective/Ex Post Facto Designs, Prospective Quasi – Experimental Designs, Time Series Designs Event. **Reporting Investigations:** The structure of a research report based upon APA standards: Title page,abstract, introduction, review of relevant literature, method, results, discussion, references, and citations.

Recommended Books:
1. Mangal. S.K; Mangal.S (2013). Research Methodology in Behavioral Sciences.
2. Leary, M.R. (2012). Introduction to behavioral research methods(6.Ed).
3. Goodwin, C. J. (2002). *Research in psychology: Methods and design*.(3rd ed.). New York: John Wiley & Sons.
4. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2005). *Research methods in psychology* (5th ed.). Singapore: McGraw-Hill.

5. Cozby, Paul C.(2012). *Methods in Behavioral Research*. New York, NY :McGraw-Hill, 2012.

Course Title: Applied Statistics in Psychology	Course Code: PSY-519
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- Train the students in theoretical as well as in applied statistics, with particular reference topsychology.
- Upgrade students' knowledge about hypothesis and the use of parametric andNon-parametric tests.
- Use of statistics in psychological researches.

Course OutComes:
- Ability to solve problems using a variety of techniques and methods.
- Apply and interpret various statistical methods.

Course Outline:

Introduction: Introduction, descriptive statistics and basic assumptions / rationale and whento use which inferential statistic. **Parametric statistics:** Introduction, Z - Test (one sample and two samples), t – Test (One sample t-test, Independent sample t-test, paired sample t-test), Analysis of variance: (one – way ANOVA and two – way ANOVA), Correlation (Pearson product moment coefficient of correlation, Point bi-serial coefficient of correlation, Bi-serial coefficient of correlation, Simple Linear Regression. **Non-parametric statistics:** Introduction, Chi-square test, Spearman Coefficient of correlation, Wilcoxon rank sum test, Mann-Whitney U test, Sign test

Recommended Books:
1. Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education.* New York: West Publishing Co.
2. Howell, D. C. (2004). *Fundamental statistics for behavioral sciences.* (4th ed.). Australia: Thomson, Brook.
3. McClane, J. T. (2000). *A first course in statistics* (7th ed.). New York: Prentice-Hall
4. Moore, D. S., & McCabe, G. P. (1998). Introduction other practice of statistics. (3rd ed.). New York:Longmans
5. Coolican, H. (2014). Research Methods and Statistics in Psychology (6th ed.). New York, NY: Psychology Press.

Course Title: Nutritional Psychology	Course Code: HND-512
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:
- To understand the psychological impact of food and nutrition
- To know the basic concepts of psychology and its effect on eating habits

Course OutComes:
- To understand psychology, its types and importance in nutrition
- To abreast the impact of psychological influences on appetite and attitudebehaviorrelationship

Course Outline:
Psychology: introduction, types, classification; Psychology and nutrition adherence; Attitude and eating patterns and the field of cognitive psychology; Perception, visualization and eating patterns, errors in perception process; Eating disorders: diagnosis, assessment and treatment; Face perception; Conceptual model of food choice; Psychological influences on appetite; Process over the life course, integration of biological, social, cultural and psychological influences on food choice;Understanding behaviour: sensation, sense organs/special organs, attention and concentration, memory and its stages, methods for improvement, types and theories of thinking, cognition and levels of cognition, problem solving and decision making strategies, attitude behavior relationship; Measurement issues, indirect effects of attitude on behavior; The theory of reasoned action; Additional variables within the theory of planned behavior; Personality and intelligence; Stress management.

Recommended Books:
1. Blackman, M.C. and C.A. Kvaska. 2011. *Nutrition Psychology: ImprovingDietary Adherence.* Jones and Bartlett Learning Publishers, Ontario, Canada.
2. Booth, D.A. 1994. *The Psychology of Nutrition*. Taylor & Francis Inc., Bristol,PA,USA.
3. Elmes, D.G., B.H. Kantowitz and H.L. Roediger. *Research Methods in Psychology*, 9th ed. Wadsworth Cengage Learning, Belmont, CA, USA.
4. Jane O. 2010. *The Psychology of Eating: From Healthy to Disorders Behavior*,2nd ed. Wiley Blackwell, John Wiley & Sons Ltd., Chichester,West Sussex, UK

Course Title: Developmental Psychology	Course Code: PSY-620
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objectives:

- To know the important aspects of development and theoretical explanations of the developmental process.
- To understand the advances in physical, cognitive, moral, and psychosocial development fromconception to death.
- To describe the crises and their effects on the individual in various developmental stagesthroughout out the lifespan.

Course OutComes:
- Construct and interpret a historical overview of developmental psychology.
- Explain, evaluate, and debate the major psychological theories as they apply for humandevelopment.
- Investigate, apply, and analyze the formulation of change that occurs through physical,cognitive andsocioemotional factors as people evolve from conception to death.

Course Outline:
Development: Definition of development, Quantitative vs. qualitative development, Continuous vs. discrete development. **History of developmental psychology:** Definition of childhood, Stages of life, Definition of lifespan. **Theoretical and research perspectiveResearch methods:** Longitudinal design, Cross-sectional design, Sequential design. **Conception and prenatal development:** Principles of genetic transmission, Genetic abnormalities, Abnormalities of prenatal development. **The newborn infant:** Sensations and perceptions, Physical skills, Early cognitive skills, Socio emotional development. **Development in the childhood:** Physical changes, The development of language, Cognitive development, Moral Development, Social development, The importance of family and peers. **Development in the adolescent:** Cognitive development, Social development, Identity development, Physical development. **Development in the Adulthood:** Young adult: The choice of a career, Establishing an intimate relationship, The choice of a mate, Marriage and divorce, Early life evaluations. Middle adulthood: Mid-life evaluations, Career evaluations Relationship evaluations, Changes in family structure, Ideas about death, Late adulthood: Sensory changes, Intellectual changes, Retirement, Death and dying.

Recommended Books:
1. Lally,M. . & Valentine-French, S. (2019).). *Lifespan development: A psychological perspective* (2ndedition). Creative Commons.
2. Sigelman, C. K. & Rider, E. A. (2018). *Life-Span Human Development*, 9th Edition. CengageLearning.
3. J. W.Santrock (2006). Life-span *development* (10th ed.). McGraw-Hill
4. Shaffer, D.R. and Kipp, K. (2013) *Developmental Psychology*: *Childhood and Adolescence*. Wadsworth/Thomson, Australia.

Course Title: Assessment in Psychology	Course Code: PSY-621
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- Analyze and interpret basic findings from psychological tests/instruments.
- Demonstrate an understanding of the basic components of a full comprehensive assessment.

Course OutComes:
- Apply appropriate assessment tool.
- Sore and interpret different assessment tools

Course Outline:
Introduction to Psychological assessment, Psychological Testing and Assessment, Test Administration, Cultural, and Legal/Ethical Consideration, Intelligence and its Measurement, Tests of Intelligence (Binet and Wechsler Scales), Assessment for Education, Personality Assessment, Clinical and Counseling Assessment, Neuropsychological Assessment, Clinical and diagnostic Interview

Recommended Books:
1. Kaplan, R. M. & Saccuzzo, D. P. (2013). *Psychological Testing: Principles, Applications, & Issues*(8th ed.). Belmont, CA: Wadsworth Cengage Learning.
2. Ben-Porath, Y.S. (2012). Assessing personality and psychopathology with self-report Inventories. In
3. J.R. Graham & J.A. Naglieri (Eds.), Handbook of Psychology: Vol X. Assessment Psychology 2nd
4. Edition.Hoboken, NJ: John Wiley & Sons, Inc.
5. Harwood, T.M., Beutler, L.E., Groth-Marnat (2011). Integrative assessment of adult personality.New York: The Guilford Press.

Course Title: Advance Social Psychology	Course Code: PSY-622
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- Define basic social psychological terms and concepts and explain social processes.
- Discuss ways in which the power of the situation affects human behavior.
- Recognize major theories of social psychology related to cognitive and behavioral phenomenon.

Course OutComes:
- Analyze the complexity of action in social contexts by combining factors related to the person and the situation.
- Describe situational factors that constrain human action.
- Apply course concepts to common scenarios in life.

Course Outline:
Prejudice and stereotypes: Stereotypes, Prejudice and Discrimination, Nature, Social causes, Historical Manifestation, Combating Prejudice and hate crimes. **Interacting with others:** Interpersonal Attraction – need, Intimacy — Parent-child, Interpersonal violence. **Group Influence:** Nature and functions, How groups affects individual performance, Facilitation, Social loafing, Coordination in groups, Cooperation or conflict, Perceived fairness in groups, Decision making by groups: Process, Nature, Potential dangers. **Leadership:** History of leadership, Types and leadership styles, Effective leadership process, Core activities of a leader, Leadership Training, Leadership & Gender. **Social Psychology in action:** Applying social psychology to: Interpersonal aspects of the legal system, Health related behavior, World of work, Role of media.

Recommended Books:

1. Feldman, R. S. (1998). *Social psychology: Theories, research andapplication*. NewYork: McGraw-Hill.

2. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York:St. Martin Press.
3. Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing Company.
4. Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill. Myers, D. G. (1987). *Social psychology*. New York: McGraw-Hill.

5. Wayant, J. M. (1986). *Applied social psychology*. New York: OxfordUniversityPress.

Course Title: Theories of Learning	Course Code: PSY-623
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objectives:
- To understand the historical development of contemporary views of human Learning.
- To understand and analyze behavioral, cognitive and social cognitive theories of learning.
- Apply knowledge of learning theory to the analysis of educational practice.

Course OutComes:
- Understand, compare, critique, and apply key theories of learning and development.
- Employ knowledge of learning theories to analyze learning strategies, strengths and needs of students.
- Apply learning theories to optimize learning for all students that complements their special needs.
- Grasp possible implication of each theory for different instructional settings

Course Outline:
Stimulus & Response Theories, Cognitive theories, Thorndike Connectionism, Guthrie's Contiguity Principle, Watson's theory, Hull Systematic Behavior theory, Skinner, Operant Learning, Tolman's Cognitive theory, Gestalt Theory of Learning, John Dollard and Neal E Miller, Social Learning Theory of Albert Bandura, Information Processing Theory of Learning.

Recommended Books:
1. Allen, B. (1997). *Personality theories: Development, Growth and Diversi*ty. Boston:Allyn & Bacon.
2. Barker, R.G. (2000). *The stream of behavior*. New York: Appleton Century crafts.
3. Fordham, R. (1953). *An introduction to Jung's psychology*. NY: Penguin.
4. Hall, C.S, and Lindzey, G. (1978). *Theories of personality*. (2nd ed.). NY: John Wileyand Sons.
5. Hilgard, E. R., & Bower, G. H. (1966). *Theories of learning*. New York: AppletonCentury-Crafts
6. Rogers, C. (1991). *On becoming a person*. NY: Houghton Mifflin.

Course Title: Internship	Course Code: PSY- 647
Course Structure: Lectures:	Credit Hours:
Prerequisites:	
Internship in any field of Psychology in recognized organizations followed by an internship report to be submitted.	

Semester: VIII

Course Title: Therapies in Clinical Psychology	Course Code: PSY-624
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objective:
- Know about early development of psychotherapies.
- Explain basic terminology related to psychotherapies.
- Equip the students with skills to apply different therapies in their practical work.

Course Outcomes:

- Explain the role and importance of therapies in psychology.
- Use of therapies in psychological and clinical practice.
- Use of therapies in clinical settings.

Course Outline:
History of Psychotherapy,Psychoanalysis, Psychodynamics (Carl Jung and Alferd Adler), Person centred Therapy, Behaviouristic Approach (Concepts of Classical Conditioning, Operant Conditioning and Social Learning Theories), Cognitive Behavioural Therapy, Rational Emotive Behavioural Therapy, A general approach to Family Therapy, Multi Model Approach to therapies.

Recommended Books:
1. Dinnage, R., one to one experience of Psychotherapy. London , penguin, 1998
2. Fisher .J.E& Donohue, W.T (2006). Evidence –Based Psychotherapy. New York: SpringerScience and Business Media.
3. **DOI:** https://doi.org/10.4135/9781446269626

Course Title: Cross Cultural Psychology	Course Code: PSY 625
Course Structure: Lectures:	**Credit Hours:**

Prerequisites: None

Course Objective:
- The course aims to develop higher awareness of the balance between the socialand biological substrates of human behavior.
- Students will diffrentiate among area studies, cross-cultural studies, and intercultural studies.
- Students learn the basics of successful cross- cultural research and be competentto conduct a valid study of behavior in the cross-cultural context.

Course Outcomes:
- Assess the ways in which cultures vary in terms of basic social psychological theories and findings
- Critically evaluate contemporary theories on how such findings may be explained in terms of cultural dimensions and beliefs theories
- Develop an awareness of cultural universals and multi-level approaches tocross-cultural psychology.

Course Outline:
History of Cross Cultural Psychology: Comparability and Equivalence, Emics and Etics, Sampling Strategy in Cross Cultural Research, Problems of translation, adaptation and application of psychological tests across cultures. **Culture and Basic Psychological Processes:** Culture and Cognition, Culture and Emotion, Cultural Similarities and Dissimilarities, Cultural Shock, Cross Cultural Studies on Perception and Cognitive Styles, Cross Cultural Research on Motivation, Socialization across cultures, Individualism & Collectivism, Sex-trait stereotypes, Development of Gender-stereotypes, Parental acceptance – Rejection Theory (PART), Cross Cultural Testing of PART, Worldwide application of Piaget cognitive theory, New Trends in Cross Cultural Research, Indigenous Psychology across Cultures.

Recommended Books:

1. Matsumoto, D. & Juang, L. (2004). *Cure and psychology*. Sydney: Thomson'sWadsworth.

2. Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of crosscultural psychology*. (Vol. I). Boston: Alyn & Bacon.

3. Berry, J. W., Poortinga, Y. H., & Pandeyn, J. (Eds.). (1997). *Handbook of crosscultural psychology*. (Vol. I). Boston: Alyn & Bacon.

4. Kagitcibasi, C. (1996). *Family and human development across cultures*. New Jersy:Lawrence Erllbaum Associates, Publishers.

5. Rohner, R. P. (1986). *The warmth dimension: foundation of parental acceptancerejection theory*. Beverly Hills, CA: Sage Publication, Inc.

6. Rohner, R. P. H. (1999). *Handbook for the study of parental acceptance andrejection.* Stress. CT: University of Connecticut

Course Title: Positive Psychology	Course Code: PSY-626
Course Structure: 3	Credit Hours:03
Prerequisites: None	

Course Objective:

- The proposed course aims at enriching the students regarding positive aspect of human nature.
- It also covers subjective state of well being, optimism and emotional intelligence that facilitates the development of human resource in any society

Course Outcomes:

- Display knowledge of key constructs in positive psychology research
- Evidence competence in planning, implementing and reporting of personal and interpersonal change efforts based in part on personal assessment results.
- Provide evidence of evaluation skills related to extant literature in positive psychology.

Course Outline:

Introduction to Positive Psychology: Definition and goals of positive psychology, Historical background and development of positive psychology, Key theories and concepts in positive psychology. **Happiness and Well-being:** Happiness and subjective well-being, Factors influencing happiness and life satisfaction, Setting Goals for Life and Happiness. **Positive Emotions and Processes:** Positive Emotions and well-being: Hope & Optimism, Love, Cultivating positive emotions in daily life, The Positive Psychology of Emotional Intelligence, Emotional resilience and coping strategies. **Positive Relationships:** The importance of social connections for well-being, Building and maintaining positive relationships, Communication and conflict resolution skills. **Strengths and Virtues:** Character strengths and virtues in positive psychology, Assessing and developing personal strengths, Resilience in the phase of challenge & Loss, Empathy and Altruism. **Forgiveness and Gratitude:** Role of forgiveness and gratitude in wellbeing, Personal transformation and Role of suffering, Trust and Compassion. **Mindfulness and Flow:** The role of mindfulness in promoting well-being, Mindfulness practices and techniques, Achieving flow and optimal experiences. **Education and Schools:** Applying positive psychology principles in educational settings, Promoting positive emotions, engagement, and achievement in students, Well-being programs for schools and universities.

Recommended Books:
1. Corer, L., Keyes, M., & Handit, J. (Eds.). (2002). *Flourishing —Positive psychology & the life*. Washington: APA Publication
2. Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). *A psychology of human strengths.* Washington: APA Publication.
3. Seligman, M. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *AmericanPsychologist*, *55*, 5-14
4. Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Sage publication.
5. Ilona Boniwell. (2012). Positive Psychology in a Nutshell. McGraw Hills

Course Title: Counseling Psychology	**Course Code: PSY-627**
Course Structure: 3	**Credit Hours:03**
Prerequisites: None	

Course Objective:
- To enable the students to have a good understanding of the subject matter of the course, including historical perspectives and cultural activities of counselors.
- To make the students understand the process of counseling.
- To enable the students to have knowledge of all the techniques utilized by effective counselor.

Course Outcomes:
- The development of counseling as a distinct profession, Frank Parsons and other early influences
- Beginnings of professional organizations and professional identity; Influences of World War-I & II, Current Trends and future direction

Course Outline:
The counseling profession: a historical perspective: The development of counseling as a distinct profession, Frank Parsons and other early influences, Beginnings of professional organizations and professional identity; Influences of World War-I& II, Current Trends and future direction. **The process of counseling:** Nature & importance of professional relationship, Ingredients of helping relationship, Steps in the process of counseling. **In-depth exploration:** Goals and methods of in-depth exploration, Advanced empathy, Immediacy, Confrontation, Interpretation, Role playing, The characteristics of effective counselors/psychotherapists: A client's rightsCounseling as an applied social science, Its nature and scope in Pakistan, Self-exploration and awareness facilitation through micro-skills, Attending, listening and influencing skills. **The counseling interview:** Introduction, Major types of interview techniques in counseling. **Tests in counseling:** Introduction, Limitations of the use of psychological tests, Types of psychologicaltests, Factors affecting psychological test results, Test use and interpretation in counseling.

Recommended Books:
1. Gibson, R.L, Mitchell,. M.H (2003) Introduction to Counseling & guidance (6th ed) India: Dorling Kindersley.
2. Singh, Y.K., (2005) Guidance & Career counseling. India: APH Publishing Corporation, New Print PVT.
3. Welfel, E.R., Patterson, E.L.(2005) The Counseling process (6th ed.), India Chennai,Micro Print Pvt.
4. Ivey, E.A., lvey , M.B.(2007). Intentional Interviewing & counseling.(6th ed.) USA:Thomson Co-corporation.

5. Ivey, E.A., Ivey, M.B.(2007). Intentional Interviewing & counseling .(6th ed.) , USA :Thomson Co-corporation.

6. Zunker, V.g.(2002) Career Counseling :Applied Concept of life planning (6th ed.),USA: Words worth group.

7. Colin, L.L,(2006) Race, Culture & Counseling (2nd ed), UK: Open University Press.

Optional Subjects:

Course Title: Organizational Psychology	Course Code: PSY-628
Course Structure: 3	Credit Hours:03
Prerequisites: None	
Course Objective: - To provide students adequate knowledge of the concepts and theoretical models of Organizational Psychology, - The course is designed to help students learn major dimensionsof organizational Psychology within its ethical and legal framework.	
Course Outcomes: Understanding of the principles of organizational behavior with complete understandingofinterpersonal interaction in organizations and related issues	
Course Outline: Organization Psychology: An Introduction, Nature and scope Historical and theoretical perspectives: Basic concepts of organization psychology (I-O): Entrepreneurship, Theories of Organizational Psychology, Organizational behavior Role of Psychologists in organization Research Methods in Organizational Psychology Important research designs and concepts Measurement and analysis of Organizational research Organizational Communication Basic model of organizational communication Forms of communication, Flow of communication, Effective communication strategies Barriers to effective communication, Organizational Culture, Structure of organizations, Psychological climate and work environment Organizational motivation, Interpersonal relationships Conflict resolution Psychological and Social Factors, Motivation, morale, factors in job satisfaction Measurement of attitude of workers Industrial discontent, its causes and limitation, Leadership and Management, Power influence and leadership Building trust, Development of leadership and effective personal management, Conditions of work and productivity, Physical conditions of the work environment(Illumination, temperature, noise) Psychological Conditions (Monotony, Boredom, Stress), Temporal Conditions (rest periods, shift work). Occupational Health and Safety, Concept of organizational safety and occupational health Magnitude of safety problem in Pakistani organizations Factors leading to organizational accidents, Preventive models for safety measures Safety training programs, Enhancing occupational health Stress management, Psychology Applied to Consumers, Techniques in the analysis of consumer , behaviorAdvertising marketing and motivation research Factors effecting effectiveness of advertisements	

Recommended Books:

1. Aamodt, M. G. (2004). *Applied industrial and organizational psychology.* Australia: Thomson
2. Duening, T. N. &Ivancevich, J. (2005).*Managing organizations*.(2nd ed.).California: AtomicDog Publishing.
3. Jed, S. M. (2002). *Organizational psychology.*New York: John Wiley and Sons.
4. Landy, F. J. (2004).*Work in 21st century: An introduction to industrial andorganizational psychology.*Boston: McGraw Hill
5. Riggio, R. E. (2003). *Introduction to industrial organizational psychology.* (4th ed.).

Course Title: Environmental Psychology	Course Code: PSY-629
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objective:
- Understand different perspectives on human-environment interrelationships
- Increase insight into the ways in which the environment influences our feelings and experiences.
- Develop a vision about how to apply psychology to preserve the environment.

Course Outcomes:
- Explore different perspectives on human-environment interrelationships
- Apply insight into the ways in which the environment influences our feelings and experiences.
- Develop a vision about how to apply psychology to preserve the environment.

Course Outline:
Introduction to Environmental Psychology, Nature and scope of environmental Psychology, Theories in environmental psychology, Environmental cognition, Environmental Attitude, Environmental Attitude formation, Social bases of Attitudes, Emotional Relationships to Place: Attachment & Identity, Impact of Environment on Individual(Personality Development and individual differences),environmental Change and Stress, Researching Stress: the Environmental context .

Recommended Books:
1. Gifford, R. (2013). Environmental psychology: Principles and practice, 5 th (ED). OptimalBooks.
2. Linda Steg, Judith I. M. de Groot (2019). Environmental Psychology: An IntroductionJohn Wiley & Sons Ltd.

Course Title: Consumer Psychology	Course Code: PSY-630
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objective:
Explain how consumer psychology grew in parallel with the consumer society
Distinguish between consumer psychology, consumer behaviour and marketing
Apply the basis concepts of psychology inproduct positioning
Describe the process of consumer decision making

Course Outline:

 Defined Consumer Behavior, Segmentation of market. Natal influences; Culture, Subculture, Social class, social group,family and personal, All determinants of CB; personality, motivation, learning and memory, attributes and attitudechange. Consumer decision process; problem, search purchase processes, Post purchase behavior.

Recommended Books:

1. Churchill, Jr, G.A., & Lacobucci, D.(2002). Marketing Research Methodological Foundation,(8th ed), South Western, Thomson learning.

2. Peter J.P. & Olsan. (2002). Consumer Behavior and Marketing Strategy.(6th ed) New York;McGraw-Hill.

3. Catherine V, Jansson Boyd. (2010) Consumer Psychology New York; McGraw-Hill

Course Title: Psychology and Gender	Course Code: PSY-631
Course Structure: 3	Credit Hours:03

Prerequisites: None

Course Objective:
This course addresses the gender constructs in psychology, and primarily focuses on different theoretical approaches related to gender psychology. The course explores biological essentialism, socio-cognitive socialization of gender, gender stereo types, cultural constructs of gender, social and individual gendered roles, social relationships, and other grave areas of gender issues.

Course Outcomes:
- To examines social psychology theories of sex differences and conceptions of gender.
- After finishing this course, students are expected to be able to explain the theories in psychology that explain and discuss gender for multi perspectives .
- Apply the theories and perspective of gender equality in everyday life and especially in thesocial and cultural context

Course Outline:

Historical, Theoretical and Methodological Issues, Developmental Issues, Social roles and social systems, Issues of Physical and Mental health, Gender and Power, Gender discrimination, Gender based violence and Gender related issues in Pakistan

Recommended Books:
1. Vicki S. Helgeson. **(2011)** Psychology of Gender(4th edition). Newyorl& London: RoutledgeTaylor & Francis Group

2. Miriam Liss, Mindy J. Erchull, Kate Richmond (2019). Psychology of Women & Gender: W.
W. Norton & Company

3. Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & 40 Pdegraff,

4. J. A. (2000).Biobehavioral Responses to Stress in Females: Tend-and befriend, not fight-or-fight. Psychological Bulletins, 107, 411-429.

ANNEX 2

Post Graduate Diploma in Clinical PsychologyDepartment of Psychology

Shaheed Benazir Bhutto Women UniversityPeshawar

Course Layout

1st Semester

S. No.	Subjects		Credit Hours
1	PGDCP-651	Psychotherapy-I	03
2	PGDCP-652	Psychodiagnosis-I	03
3	PGDCP-653	Neuropsychology	03
5	PGDCP-654	Ethics in Psychology	02
6	PGDCP-655	Practicum	01
		Total Credit Hours	**12**

2nd Semester

S. No.	Subjects		Credit Hours
1	PGDCP-656	Psychotherapy-II	03
2	PGDCP-657	Psychodiagnosis-II	03
3	PGDCP-658	Psychopharmacology	02
4	PGDCP-659	Child Psychology	03
6	PGDCP-655	Practicum	01
		Total Credit Hours	**12**

Semester: I

Course Title: Psychotherapy- I	Code: PGDCP-651
Course Structure: Lectures	Credit Hours: 3

Course Objective:
- Familiarize the students with the advanced concepts and major schools of Psychotherapy.
- Make the students practice psychotherapeutic techniques through role-playing so that their hesitation for taking sessions and mistakes can be eliminated or controlled.

Course Outcomes:
- Awareness of the concepts of normality and abnormality
- Advanced concepts of psychotherapy
- Being able to offer psychotherapeutic skills

Course Outline:

Introduction: Definition of Psychotherapy Objectives of Psychotherapy Goals of Psychotherapy. History of Psychotherapy. **Necessary conditions for Psychotherapeutic Process:** Clients suitable for therapy Characteristics of the therapist Time Arrangements, Space Arrangements. **Psychotherapeutic Processes:** Initial Phase Middle Phase Termination Phase. **Psychoanalysis.** Client-Centered Therapy. Behavior Therapy.

Recommended Books:
1. Sharf, R.S. (2013). Theories of psychotherapy & counseling. Concepts and cases (5th ed.). Australia. Thomson books/Cole.
2. Course notes Teachers Personal notes
3. Essential Recommendations books
4. Websites: Psychology today.com and any new and informative web site which the teacher goesthrough and finds beneficial for the students for that particular subject

Course Title: Psychodiagnosis-I	**Code:** PGDCP-652
Course Structure: Lectures	**Credit Hours**: 3

Course Objective:
- familiarize the students with basic mental disorders and mental health problems, and their causal factors, and enhance their ability to understand the disorders and become capable of diagnosing the clients on DSM 5.
- exhibit an understanding of basic psychometric tests, their demonstration, scoring criteria and interpretation of responses.
- exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client based on assessment and detailed life history.

Course Outcomes:
- Awareness and orientation of assessment and DSM 5,Mental health and Role of therapist
- General social dealing and communication skills
- Offering psychotherapeutic services

Course Outline:
Introduction of DSM 5 and definition of mental disorder: Introduction and historical background, the DSM 5 revision process, the definition of mentaldisorder, issues in the use of DSM 5, use of the manual and DSM 5 classification, and Elements of a diagnosis. Report Writing: **Demographic information, Identifying information, Referral source and presenting problems, interviewing information, tests administered, behaviour during the session, psychological evaluation, tentative diagnosis, prognosis, recommendation, and summary.** Administration and Interpretation of Projective Tests: **Human Figure Drawing (HFD), Thematic Apperception Test, Children Apperception Test**. Administration and Interpretation of Intelligence Tests: **Wechsler Adult Intelligence Scale-IV (WAIS-IV), Standard Progressive Matrices, Colour Progressive Matrices (CPM) and Slosson Intelligence Test (SIT).** Administration and Interpretation of Psych neurological Tests: **Bender Gestalt Test (adult & child version).** Schizophrenia Spectrum and Other Psychotic Disorders: **Schizotypal (Personality) DisorderDelusional Disorder, Brief Psychotic Disorder Schizophreniform Disorder Schizophrenia Schizoaffective Disorder, Substance/Medication-Induced Psychotic Disorder Psychotic Disorder Due to Another Medical Condition Catatonia Associated with another Mental Disorder Catatonic Disorder Due to another Medical Condition Unspecified Catatonia, Other Specified Schizophrenia Spectrum and Other Psychotic Disorders Unspecified Schizophrenia Spectrum and Other Psychotic Disorders.** Bipolar and Related Disorders: **Bipolar I Disorder Bipolar II Disorder Cyclothymic Disorder, Substance/Medication-Induced Bipolar and Related Disorder Bipolar and Related Disorder Due to Another Medical ConditionOther Specified Bipolar and Related Disorder, Unspecified Bipolar and Related Disorder.** Depressive Disorders: **Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia) Premenstrual Dysphoric Disorder, Depressive Disorder Due to Another Medical ConditionOther Specified Depressive Disorder, Unspecified Depressive Disorder**. Anxiety Disorders: **Separation Anxiety DisorderSelective Mutism, Specific Phobia, Social Anxiety Disorder (Social Phobia)Panic disorder, Panic Attack SpecifierAgoraphobia, Generalized Anxiety Disorder, Anxiety Disorder Due to Another Medical ConditionOther Specified Anxiety Disorder, Unspecified Anxiety Disorder.** Obsessive-Compulsive and Related Disorders, **Obsessive Compulsive Disorder Body Dysmorphic**

Disorder Hoarding Disorder, Trichotillomania (Hair-Pulling Disorder)Excoriation (Skin-Picking) Disorder, Substance/Medication-Induced Obsessive-Compulsive and Related Disorder Obsessive-Compulsive and Related Disorder Due to Another Medical ConditionOther Specified Obsessive-Compulsive and Related Disorder, Unspecified Obsessive-Compulsive and Related Disorder. Trauma and Stressor-Related: **Disorders: Reactive Attachment Disorder Disinhibited Social Engagement Disorder Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders, Other Specified Trauma and Stressor-Related DisorderUnspecified Trauma and Stressor-Related Disorder**. **Dissociative Disorders**: **Dissociative Identity Disorder Dissociative Amnesia Depersonalization/Derealization Disorder Other Specified Dissociative Disorder Unspecified Dissociative Disorder. Somatic Symptoms and Related Disorders:** Somatic Symptoms Disorder Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptoms Disorder) Psychological Factors Affecting Other Medical Conditions Factitious Disorder
Other Specified Somatic Symptoms and Related Disorder
Unspecified Somatic Symptoms and Related Disorder.

Recommended Books:

  i.   Pascal, G.R. & Suttell, B.J.(1951). The Bender Gestalt Test: Quantification and validityfor adults. New York: Grune & Stratton.
  ii. Raven, J.C. Standard Progressive Matrices: H.K. Lewis & Co Ltd., London.
  iii. Koppitz, E.M. (1968). Psychological evaluation of children's human figure drawings:New York: Grune & Stratton.
  iv. Diagnostic And Statistical Manual of Mental Disorder (5th Ed.) Jaypee Brothers Medical Publishers (P) Ltd, New Delhi, India.

Psychology today.com and any new and informative website which the teachergoes through and finds beneficial for the students for that particular subject.

Course Title: Neuro Psychology	Course Code: PGDCP-653
Course Structure: Lectures:	Credit Hours:

Course Objective:
- Familiarize the students with the advanced concepts of neuropsychological aspectsand their relevance in clinical settings.
- Make the students understand neuro-physiological aspects that can hinder the psychotherapeutic process as well as facilitate it.
- familiarize with the process of neuropsychological rehabilitation.

Course Outcomes:
- Awareness of the concepts of neuropsychological aspects is especially relevant to psychotherapeutic interventions.
- Being able to offer psychotherapeutic skills to patients having neuropsychologicaldeficits.
- Genuine and empathic attitude towards brain-injured patients/ cognitively impaired patients.

Course Outline:
Introduction: History of clinical neuropsychology, Context and perspective in neuropsychology, Neuropsychological assessment tools (D-KEFS, BADS, RBMT-3, WAIS-IV, TEA,BMIPB), Principles and practice of neuropsychological rehabilitation.
Neuroscience: Basic neuroscience including neuroanatomy, neurochemistry and lobes functions. Neurological exams and tests. **Epilepsy and seizure**: Classification, assessment, diagnosis and management of epilepsy, Assessment for surgery, Non-epileptic seizure disorder- definition, assessment and treatment**. Acquired brain injury and disorders of Attention, memory and Executive functioning**.Traumatic brain injury, Brain infections, Assessment and management of impairment of attention,   Assessment and management of impairment of memory, Assessment and management of executive functions.
Degenerative conditions: Motor Neuron Disorder (MND), Parkinson's Disease (PD), Huntington's Disease (HD), Dementia and its types e.g. Alzheimer's Disease, Semantic Dementia, FTD andother dementias.

Recommended Books:
   a. Course notes Teachers' notes
   b. Essential Recommended books

1. Wilson, B.A., Gracey, F., Evans, J. J., and Bateman, A. (2009). Neuropsychological Rehabilitation: Theory, Models, Therapy and Outcomes. Series: Cambridge medicine. Cambridge University Press, Cambridge.

2. Goldstein, L.H. and McNeil, J.E. (eds.) (2013). Clinical Neuropsychology: Apractical guide to assessment and management for clinicians. Second Edition. Wiley-Blackwell, Chichester, West Sussex.

3. Gurd, J. and Kishka, U. (eds.) (2010). Handbook of Clinical Neuropsychology. 2nd Edition. Oxford University Press, Oxford.

4. Oddy, M. and Worthington, A. (eds.) (2009). The Rehabilitation of ExecutiveDisorders.Oxford University Press, Oxford.

5. Tyerman, A. and King, N. (eds.) (2008). Psychological Approaches to Rehabilitation After Traumatic Brain Injury. Blackwell, Malden, MA

Course Title: Ethics in Psychology	Course Code: PGDCP- 654
Course Structure: Lectures:	**Credit Hours: 3**

Course Objective:
- familiarize the students with the concepts of ethical standards and moral codes of conductof the psychotherapeutic procedures and processes.

- make the students understand the application of moral codes and standards in their practice and therapy

Course Outcomes
- Awareness of the concepts of Ethical and moral codes of conduct.
- Being able to implement ethical rules and moral conduct in clinical settings.
- Apply New advancements and revisions in ethical and moral conducts.

Course Outline:
Introduction to Ethics: Definition, Introduction and Applicability,Ethical Principles and Codes.
Resolving Ethical Issues: Misuse of Psychologist's Work, Conflicts between Ethics and Law, Regulations and other governing Legal AuthorityConflicts Between ethics and organizational Demands, Informal Resolution of Ethical ViolationsReporting Ethical violation, Cooperating with the ethics committeeImproper Complaints, Unfair discrimination against complainants and respondents, **Professional Competence:** Boundaries of Competence Providing services in emergenciesMaintaining Competence, Bases for Scientific and professional judgmentsDelegation of work to others, Personal problems and conflicts. **Human Relations:** Unfair Discrimination, Sexual Harassment, other harassment, Avoiding Harm, Multiple relationships, Conflict Interest. Third Party requests for service exploitative relationships cooperation with other professionals, Informed consent, psychological services delivered through or through organizationas Interruptions of Psychological services. **Privacy And Confidentiality:** Maintaining Confidentiality Discussing the limits of ConfidentialityRecording, Minimizing intrusions on privacyDisclosures Consultations, Use of confidential information for didactic or other purpose: **Advertising and other Public Statements:** Avoidance of false or deceptive statementsStatements of others, Descriptions of workshops and non-degree-granting educational programsMedia Presentations, Testimonials, In-person Solicitation. **Record Keeping and Fees:** Documentation of Professional and scientific work and maintenance of records Maintenance, Dissemination and Disposal of confidential records of professional andScientific Work, Withholding records for nonpaymentFees and Financial arrangement Barter with Clients/Patients, Accuracy in reports to payers and funding sourcesReferral and fees. **Education and Training:** Design of Education and training programs Descriptions of education and training programAccuracy in teaching, Student disclosure of personal information, Mandatory individual or group therapy Assessing student and supervisee performance, Sexual relationships with students and supervisors. **Research and Publication** Institutional approval Informed consent to research, Informed Consent for recording voices and images in ResearchClient/Patient, Student and Subordinate Research Participants Dispensing with Informed Consent for Research, Offering inducements for Research Participation Deception in Research, Debriefing, Human Care and Use of Animals in ResearchReporting Research

results, Plagiarism Publication Credit, Duplicate Publication of Data Sharing research data for verificationReviewers, **Assessment in therapy:**Bases for assessmentUse of assessments, Informed consent in assessmentRelease of test data, Test Construction, Interpreting assessment Results Assessment by Unqualified Persons Obsolete Tests and Outdated Test Results Test Scoring and interpretationservices Explaining assessment resultsMaintaining test Security. **Therapy:** Informed Consent to Therapy, Therapy involving Couples and familiesGroup therapy, Providing therapy to those served by others, Sexual intimacies with current therapy Clients/Patients, Sexual intimacies with Relatives of significant others of current therapy clients/patientsTherapy with sexual partners, Sexual intimacies with former therapy clients/patients. Interruption of therapyTerminating Therapy. **Inside Ethical Committees:** Informal Peer MonitoringEthical Decision Making.

Recommended Books:
  i. Koocher, G.P. & Spiegel, P. K. (2008). Ethics in Psychology and the Mental Health Professions. Standard and Cases. 3rd ed. USA. Oxford University Press
  ii. Corey, G., Corey, M.S. & Callanan, P. (2007). Issues and Ethics in the Helping Professions. 7th ed. USA. Thomson Books/Cole
  iii. Course notes Teachers Personal notes
  iv. Websites: Psychology today.com and any new and informative web site which theteacher goes through and finds beneficial for the students for that particular subject

Semester: II

Course Title: Psychotherapy II	Course Code: PGDCP- 656
Course Structure: Lectures:	**Credit Hours: 3**

Course Objective:
- Familiarize the students with advanced concepts and major schools of Psychotherapy
- Make students practice psychotherapeutic technique through roleplaying.

Course Outcomes:
- To know about the existing trends in clinical research
- Cross cultural understanding of patients
- Effectively communicate with psychological patients

Course Outline:

Cognitive Behavior Therapy (CBT). Rational Emotive Behavioral Therapy (REBT)Family Therapy: Intergenerational ApproachStructural Approach Strategic Approach Experiential Approach.   **Marital/Couple Therapy Integrative Therapies:** Prochaska's and Colleagues' trans-theoretical Model Watchel's Cyclical psychodynamic Approach Multimodal Approach. **An overview of Brief Psychotherapy.**

Recommended Books:
1. Course notes Teachers Personal notes
2. Essential Recommendations books
3. Sharf, R.S. (2008). Theories of psychotherapy & counselling. Concepts and cases(4th ed.). Australia. Thomson Books/Cole.
4. Websites: Psychology today.com and any new and informative website which the teacher goes through and finds beneficial for the students for that particular subject.

Course Title: Psychodiagnosis II	Course Code: PGDCP-657
Course Structure: Lectures & Role Playing	Credit Hours: 3

Prerequisites:

Course Objective:
- familiarize the students with basic mental disorders and mental health problems, andtheir causal factors, and enhance their ability to understand the disorders and becomecapable of diagnosing the clients on DSM 5.
- exhibit an understanding of basic psychometric tests, their demonstration, scoringcriteria and interpretation of responses.
- exhibit an ability to effectively administer and interpret the tests and enhance the student's ability to diagnose the client based on assessment and detailed life history

Course Outcomes:

Course Outline:
Administration and interpretation of Projective Tests: Rorschach Ink Blot. **Administration and Interpretation of Intelligence Tests:** Wechsler Intelligence Scale for Children-IV (WISC-IV), Draw a person (DAP). **Feeding and Eating Disorders: Pica** (In children, In adult) Rumination Disorders Avoidant/Restrictive Food IntakeDisorder Anorexia Nervosa Bulimia Nervosa, Binge-Eating Disorder, Other Specified Feeding or Eating DisorderUnspecified Feeding or Eating Disorder. **Sexual Dysfunction** Delay and EjaculationErectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/ Arousal DisorderMale Hypoactive Sexual Desire Disorder Premature (Early) Ejaculation, Substance/ Medication-Induced Sexual DysfunctionOther Specified Sexual Dysfunction, Unspecified Sexual Dysfunction, **Gender Dysphoria**: Gender Dysphoria, In ChildrenIn Adult, Other Specified Gender DysphoriaUnspecified Gender Dysphoria. **Disruptive, Impulse-control and Conduct Disorders:** Oppositional Defiant Disorder Intermittent Explosive Disorder Conduct Disorder, Pyromania Kleptomania, Other Specified Disruptive, Impulse-Control and conduct disorders Unspecified Disruptive, Impulse-Control and conduct disorders. **Paraphilic Disorders** Voyeuristic Disorder Exhibitionistic Disorder Frotteuristic Disorder Sexual Masochism DisorderSexual Sadism Disorder Fetishistic Disorder Transvestic Disorder, Other Specified Paraphilic Disorder, Unspecified Paraphilic Disorder. **Personality Disorders** Paranoid Personality Disorder Schizoid Personality Disorder, Schizotypal Personality Disorder Antisocial Personality Disorder Borderline Personality Disorder Histrionic Personality Disorder Narcissistic Personality Disorder Avoidant Personality Disorder Dependent Personality Disorder, Obsessive Compulsive Personality DisorderOther Personality Disorder, Other Specified Personality Disorder Unspecified Personality Disorder.**Sleep-Wake Disorders** Insomnia Disorder Hypersomnolence Disorder Narcolepsy, Breathing Related Sleep DisorderSleep-Related Hypoventilation, Circadian Rhythm Sleep-Wake Disorder Parasomnias, Nightmare Disorder , rapid Eye Movement Sleep Behaviour Disorder Restless Leg syndrome, Substance/Medication Induced Sleep Disorder Other Specified Insomnia Disorder Unspecified Insomnia Disorder, Other Specified Hypersomnolence DisorderUnspecified Hypersomnolence Disorder Other Specified Sleep Wake Disorder Unspecified Sleep Wake Disorder. **Elimination Disorders:** Enuresis Encopresis Other specified Elimination disorders, Unspecified Elimination Disorder.

Recommended Books:
Course notes.
- John E.Exner, jr(2004) A Rorschach Workbook For The Comprehensive System (5th)

Course Title: PsychoPharmacology	Course Code: PGDCP-658
Course Structure: Lectures:	Credit Hours: 3

Course Objective:
- To familiarize the students with the advanced concepts of pharmacology and theeffects and use of medicines in clinical settings
- To make the students understand the effects of medicines and their interaction withthe psychotherapeutic intervention.

Course Outcomes:
- Awareness of the concepts of medicines and their use in clinical settings
- Excel in the existing trends regarding research area
- Advanced concepts in the Pharmacological area.

Course Outline:

Definition and Introduction: Pharmacotherapy Pharmacokinetics Pharmacodynamics , Ethical Aspects of Drug Prescription. **Hypnotics and Anxiolytics** Definition Classifications Indications Mechanism of ActionSide Effects. **Anti-Depressants:** SSRI's Definition Classifications Indications Mechanism of Action Side Effects. **SNRI's** Definition Classifications Indications Mechanism of ActionSide Effects. Tricyclic **Antidepressants**:Definition, Classifications Indications Mechanism of ActionSide Effects. Antipsychotics Definition Classifications Indications Mechanism of ActionSide Effects. **Antidementia** Definition Classifications Indications Mechanism of ActionSide Effects. **Antiepileptic Drugs** Definition Classifications Indications Mechanism of Action Side Effects. **Electro Convulsive Therapy**:
Indications, Administration and Ethical Issues.

Recommended Books:
1. Harvey, R. A., Howland, R. D., Mycek, M. J., & Champe, P.C. (2005). Lippincott's Illustrated Review: Pharmacology (3rd Ed). Lippincott William & Wilkinson.
2. Bennet, P.N., & Brown, M.J. (2003). Clinical Pharmacology (9th ed). Churchill Livingston.Rang,
3. H.P., Ritter, J.M., Dale, M.M., & Flower, R.J.(2009). Rang and Dale's Pharmacology. (6th ed). Churchill Livingston.
4. Course notes: Teacher's notes
5. And informative websites which the teacher goes through and finds beneficial for the students for the particular subject.

Course Title: Child Psychology	**Course Code: PGDCP-659**
Course Structure: Lectures:	**Credit Hours: 3**

Course Objective:
- Familiarize the students with the advanced concepts of DSM IV
- To make the students understand a child's development patterns and the hindrancesin that way in terms of childhood disorders

Course Outcomes:
- Use of DSM IV for childhood disorder diagnosis
- Understanding of disturbed child personality
- Being able to offer psychotherapeutic skills to children

Course Outline:

Introduction to Child Psychology: Timeline of child Milestones;Physical Social and emotional (emotional competence, language) Cognition. Themes of development: Biological versus environmental influencesPassive versus active child, Continuity versus discontinuity, Early versus later experience, Situational versus individual characteristics. **Theoretical perspectives:** Biological theories Psychological theories Environmental/ social theories. **Ecology of child abuse and Parental behaviour:** Child abuse (sexual, physical, psychological)Parental control & child behaviour, Parental typologies. **Classification of Childhood disorders:**Intellectual Disability DisorderCommunication Disorder Autism Spectrum Disorder, Attention Deficit/ Hyper Activity DisorderSpecific Learning Disorder, Motor Disorders, Other Neurodevelopmental Disorder. **Children Assessment Scales and History taking Procedure:** Developmental History Questionnaire (DHQ) ColouredProgressive Matrices (CPM), Family formation QuestionnaireChild Depression Inventory (CDI), Slossan Drawing Coordination Test (SDCT) Spence Child Anxiety Scale (SCAS), Piers-Harris Children's Concept Scale(PCSCS). **Therapeutic Measures:**Communication skills trainingCoping skill training, Management of feeding/ sleep problems Management of elimination problems Child anger management, Play therapy essentials.

Recommended Books:
1. Course notes Teachers' notes
2. Essential Recommended books
3. Carr. A. (2006). The Handbook of Child and Adolescent Clinical Psychology. A Contextual Approach (2nd Ed.).Routledge, Taylor & Francis Inc. East Sussex

Course Title: Practicum	**Course Code: PGDCP**
Course Structure: Lectures:	**Credit Hours: 3**

Course Outline:
5 Assessment Batteries and 100 therapeutic sessions
Role Playing
Case   conferences
Grand   Presentations
Guest Lectures
Medication-induced movement disorders and other advanced effects of medicationOther
conditions that may be a focus of clinical attention
Other mental disorders
Substance-related and addictive disorders
Assessment Measures
Alternative DSM-5 Model for Personality Disorder
Cultural Formulation
Conditions for Further Study

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Department Of Psychology
Post Graduate Diploma In Clinical Psychology

Eligibilty criteria for Admission in PGDCP

1. Pre-Requisite: 2.5 CGPA in BS or equivalent and M.A/M.Sc with 70% marks in Psychology.

2. The potential candidates must appear in the Departmental Entry test, which usually requires an overall mark of 50 %+ of the total 100 marks. The breakdown of the marks is as **f**ollows:

   a) **Written Test (50 marks)**
   b) **Psychological Screening test (20 marks).**
   c) **Interview (30 marks).**