



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR**

MINUTES OF THE MEETING OF BOARD OF STUDIES

DEPARTMENT OF PSYCHOLOGY

HELD ON

WEDNESDAY 08TH FEBRUARY, 2023



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

MINUTES OF THE MEETING OF BOARD OF STUDIES, DEPARTMENT OF PSYCHOLOGY HELD ON WEDNESDAY 08TH FEBRUARY, 2023

The meeting of the Board of Studies, Department of Psychology, Shaheed Benazir Bhutto Women University was held on Wednesday 08th February, 2023 at 10:00 am in the Research Center of Psychology, Shaheed Benazir Bhutto Women University, Peshawar under the convener-ship of Dr. Ume Kalsoom, Assistant Professor, Incharge , Department of Psychology, Shaheed Benazir Bhutto Women University, Peshawar.

The meeting was attended by the following members:

1.	Dr. Ume Kalsoom, In-charge/Assistant Professor Department of Psychology Shaheed Benazir Bhutto Women University, Peshawar	Convener
2.	Prof. Dr. M. Jahanzeb Khan VC Fata University Ex-Chairman, Department of Psychology, University of Peshawar	External Member
3.	Prof. Dr. Erum Irshad Chairman, Department of Psychology University of Peshawar.	External Member
4.	Prof. Dr. Syed Azghar Ali Shah, Chairman Department of Psychology International Islamic University Islamabad	External Member
5.	Dr. Sabeen Rahim Lecturer, Department of Psychology, Shaheed Benazir Bhutto Women University, Peshawar	Member
6.	Dr. Nazia Nawaz, Lecturer, Department of Psychology Shaheed Benazir Bhutto Women University, Peshawar	Member

The proceedings of the meeting started with the recitation from the Holy Quran. Incharge, Department of Psychology, Dr. Ume Kalsoom heartily welcomed the worthy members of the Board. She expressed her gratitude with the confidence that the University in general and department in particular will benefit immensely from their valuable guidance.

Thereafter, the agenda was taken up for discussion and consideration with the board members.

ANNEX 3



RESEARCH PROPOSAL

Title: (don't write the word "Title" 18 font TNR)

SUBMITTED BY

Scholar's Name

MPhil Scholar / Ph.D Scholar

RESEARCH SUPERVISOR

Supervisor's Name

Designation

Department

Shaheed Benazir Bhutto Women University Peshawar

GRADUATE STUDIES COMMITTEE

Convenor

SBBWU Peshawar

External Member 01

Designation

Department

University

External Member 02

Designation

Department

University

Internal Member

Designation

Department

SBBWU Peshawar

Internal Member

Designation

Department

SBBWU Peshawar

Department of (Name of Department)

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

Session:

Introduction

2-3 pages (max)

Rationale

Rationale will be in paragraph

Research Design

- i. First paragraph 3-5 lines explaining problem of the study**
- ii. Research design**
- iii. Conceptual framework**
- iv. Operational definition**

Objectives

1.

2.

3.

So on.....

Hypotheses

1.

2.

3. so on.....

METHOD

Sample

Inclusion criteria

Exclusion criteria

Instruments

1. Demographic information sheet

2. scale

3. scale

Procedure

Ethical consideration

Data analysis

REFERENCES

APA 7th/ latest edition format

Note: Most of the steps should be followed if possible.

ANNEX 4

Checklist

(Prerequisites of MPhil Thesis Format)

Before submitting students are recommended to carefully **check** the following essential aspects of the thesis format and sequence. These are based on APA Manual 7th / (latest edition) with few exceptions as per Department of Psychology (SBBWU) criteria. Consult supervisor for finalization.

Sequence and Format of Initial Pages

Follow uniform format of the first pages.

- **Title page of thesis:** 18 font for title (Uppercase and Lower Case), while rest of text on that page 14 font.
- Sequence of initial pages to be followed (Roman numbering of pages)
 - **Order of signatures** in inner leaflet External Examiner, Supervisor
 - **Certificate** duly signed by the supervisor while submitting thesis for evaluation.
 - **Contents** should include Chapter Headings (Upper and Lower Case) and Side Headings (Upper and Lower Case) with respective page no.
 - **List of Tables** should include Table no., *Table Heading (Italics)*, Upper and Lower Case) and respective page no.
 - **List of Figures** should include Figure no., Figure caption (Lower case) and respective Page no.
 - **List of Appendices** should include Appendix in alphabetical order [e.g., Appendix A], Title of Appendix, and respective page no.
 - **Acknowledgement** (avoid writing *Bismillah*)
 - **Abstract** (not italics)
Abstract size 350 words max. and non italics without indentation

Body of Thesis

- Thesis will comprised of 5 chapters i-e Ch-1 (Introduction; followed by rational) Ch-2 : Objectives and Hypotheses; Ch-3: METHOD, Ch-4: Results, Ch-5 will consists of “discussion, conclusion, limitation/ suggestions”.
- **Page separators** (22 font) should be added separating each chapter of the thesis.
- Maximally follow APA Manual 7 (latest edition) for formatting of tables, figures, references, and text citations
- **Margins:** 1 ½ inch left, 1 inch for right, top, and bottom
- No page limit.
- **Page numbers** must be on the bottom right of the page.
- **Chapter number** in Arabic numerals (e.g., **Chapter 2**), right aligned, 12 font, bold.
- **Heading styles** as proposed by APA manual 7 / latest will be followed depending upon amount and nature of content to be covered. Following are five levels,

starting from Level 1 to Level 5:

Centered, **Boldface**, Uppercase and Lowercase Heading
(Level 1; Chapter Heading; 14 Font)

Flush Left, **Boldface**, Uppercase and Lowercase Heading **(Level 2)**

Indented, **boldface**, lowercase paragraph ending with a period. **(Level 3)**

Indented, boldface, italicized, lowercase paragraph heading ending with a period.
(Level 4)

Indented, unbold, italicized, lowercase paragraph heading ending with a period.
(Level 5)

Format of headings

The following table demonstrates how to format headings in APA latest Style.

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> Text begins on the same line and continues as a regular paragraph.

Note. In title case, most words are capitalized.

- **Font style** Times New Roman, 12 font, 1.5 spacing throughout text including side Level 2-5 headings.
- **Paragraph:** indent first line ½ inch
- Do not give separate heading of “Literature Review” in **Introduction**. This chapter should ended with
- **Method** section should include sample, instruments, and procedure with ethical considerations. Elaborations can be included as per the requirement of the thesis, as sometimes thesis is based on multiple studies or chapters.
- **Table heading** (Upper and Lower Case, *italicize*) should be short and crisp, yet

covering most relevant information about table (Max. two lines).

- Must reflect related sample size in table heading.
- Do not bold and highlight anything in the table until required for some specific reason. In case anything is reflected in bold or highlight then must explain in table note.
- **Table note** should be 10 font. See APA manual 7th/ (latest edition) for sequence of reporting relevant information in table note.
- **Table description** explaining findings of table should be in “present tense”.
 - ✓ If table is to be given in Landscape, do not write table description in landscape.
 - ✓ Donot re-write numerical values in table description if given in the Table, just interpret. Numerical values that are not given in table, report and explain those in text (see APA Manual 7th or/ (latest edition) for how to report values in text).
- Do not leave unnecessary space in Result section. If table or figure does not fit in available space, bring table description before the respective table to fill gap and refer to the table no.

- **Table no.** is in Arabic numerals (unbold) and once number assigned, use it as proper noun (e.g., Table 2, first let uppercase) everywhere. Do not write table above, table given below, following table, etc. Refer table with respective no.
- Do not make table with only one row of values. In such cases, report analysis in text format (see APA manual 7th/ (latest edition)).
- **Figures** should be in black and white only.
 - Figure is numbered with Arabic numerals and in italics that ends in a period, while caption of figure is in lowercase non italics that end in a period. (e.g., *Figure 2. Moderating role of socio-demographic variables in predicting mental health.*).
 - With number appearing with figure, it becomes proper noun and should be written with first letter in uppercase everywhere (*Figure 1*). Do not write figure above, figure given below, following figure, etc. Refer figure with respective no.
 - Do not copy paste figure ‘as it is’ from output file. Reformat figure and its caption as per APA Manual 7th / (latest edition). It should explicitly show actual variables name. If abbreviations are used then give extensions of abbreviations in figure caption. See sequence and format of reporting APA Manual 7th / (latest edition) .
- Scales, subscales, and factors names are proper noun, therefore, first letter of each word will be in caps (uppercase) everywhere.
- Please Note: Psychometrics properties are of scales/instruments not of variables.
- Variables names are written in running format (lower case) in text.
- Headings can be added in Result and Discussion section for clarity and understanding.
- For seriation (use of bullets and numbering), see APA Manual 7th/ (latest edition).
- For **references** and **text citations** see APA Manual 7th/(latest edition) . Tally all references and respective text citations.
- **Appendices** are numbered alphabetically (Appendix A).
 - Page no are also given throughout appendices.
 - Title of each appendix should be clearly mentioned.
 - Attach all instruments along permission letters, interview and focus group guides in appendices. These should appear in the same order as mentioned in Instrument section and Method/chapters of the thesis.
 - Attach Informed Consent and Demographic Sheet in the appendices.
 - In case of translation and development of instrument, further appendices can be added as extension of an appendix, for example, Appendix AI, Appendix A2, that is A reflecting all relevant to one instrument (i.e., back translation, forward translation, initial for, final scale, etc.); Appendix B1, Appendix B2,which is B reflecting all related to another instrument in sequence of reporting in method section (i.e., item pool, selected item,

content validity ratios, initial form of scale, final scale, etc.). So on and so forth.

- Secondary analyses or graphs can also be given in appendices.
- Supplementary information like any report, law, DSM criteria, etc. that is significantly related to your work, but takes much space if reported in thesis, can be attached in appendices to complement evaluator's and readers understanding of your work.
- **Plagiarism report** 13% and below duly signed by Oric director and to be attached in thesis at the time of submission.

Dr. Ume Kalsoom
Incharge
Department of Psychology
2023

ANNEX 5

Course Code	Course Title	Credit Hour	Status
Compulsory Courses			
PSY- 711	Research Methods in Psychology	03	Core
PSY- 712	Theories of Personality	03	Core
PSY- 713	Statistical Analysis in Psychology	03	Core
PSY- 714	Psychopathology	03	Core
Optional Courses			
PSY- 715	Clinical Psychology: Assessment		Elective
PSY-716	Clinical Psychology: Therapeutic Interventions		Elective
PSY-717	Health Psychology		Elective
PSY-718	Crime and Deviant Behaviour	03	Elective
PSY-719	Adolescence Development and Behaviour	03	Elective
PSY-720	Human Assessment and Emerging Trends in Measurement	03	Elective
PSY- 721	Theories of Learning and Motivation	03	Elective
PSY-722	Developmental Psychology	03	Elective
PSY-723	Special Education, Assessment and Interventions	03	Elective
PSY-724	Cognitive Psychology	03	Elective
PSY-725	Social Psychology.	03	Elective
PSY-726	Environmental Psychology	03	Elective
PSY-727	Community Psychology	03	Elective
PSY-728	Islamic Perspective of Understanding Human Behavior	03	Elective
PSY-729	Psychology of Gender	03	Elective
PSY-730	Psychology of policing	03	Elective
PSY-731	Psychology of Military	03	Elective
PSY-732	Psychology of Self and Identity	03	Elective
PSY-733	Psychometric Theory	03	Elective
PSY-734	Organizational psychology	03	Elective
PSY-735	Personnel Selection	03	Elective
PSY736	Guidance and Counseling	03	Elective
PSY-737	School Psychology	03	Elective
PSY-738	Educational Psychology	03	Elective
PSY- 799	Research Thesis	06	

M.Phil Programme

Department of Psychology, initiated an M.Phil Program in , 2008. This degree program aims at a comprehensive understanding of the discipline of psychology and provide quality education those students who are looking for high quality, socially relevant education in the field of psychology. The basic consideration in launching the M.Phil Program is to train competent students in diverse areas of psychology.

M.Phil Courses

The M.Phil program consists of 30 credit hours; course work of 24 credit hours and a thesis equivalent to 06 credit hours. Four compulsory courses of total of 12 credit hours are offered in the first semester. In the second semester students select optional courses of 12 credit hours. In the third and fourth semesters students undertake a research project and write a thesis equivalent to 06 credit hours. A CGPA of overall 0.3 is required to the degree.

Compulsory Courses (First semester) 12 Credit Hours

The four compulsory courses (3 credit hours each) will be offered in 1st and 2nd semester.

M.Phil research thesis will continue to be offered during the 3rd and 4th semesters.

These compulsory courses include:

PSY- 711 : Research Methods in Psychology

PSY- 712: Theories of Personality

PSY- 713: Statistical Analysis in Psychology

PSY- 714 : Psychopathology

Optional Courses (Second Semester) 12 Credit Hours

The students select optional courses adding up to a total of 12 credit hours. The students will be encouraged to select a combination of courses that will help them to build a specialized area. The optional courses aim to represent an area of specialization within the field in which the students will go on to develop his or her dissertation research.

Course Code	Course Title	Credit Hour	Status
Compulsory Courses			
PSY- 711	Research Methods in Psychology	03	Core
PSY- 712	Theories of Personality	03	Core
PSY- 713	Statistical Analysis in Psychology	03	Core
PSY- 714	Psychopathology	03	Core
Optional Courses			
PSY- 715	Clinical Psychology: Assessment		Elective
PSY-716	Clinical Psychology: Therapeutic Interventions		Elective
PSY-717	Health Psychology		Elective
PSY-718	Crime and Deviant Behaviour	03	Elective
PSY-719	Adolescence Development and Behaviour	03	Elective
PSY-720	Human Assessment and Emerging Trends in Measurement	03	Elective
PSY- 721	Theories of Learning and Motivation	03	Elective
PSY-722	Developmental Psychology	03	Elective
PSY-723	Special Education, Assessment and Interventions	03	Elective
PSY-724	Cognitive Psychology	03	Elective
PSY-725	Social Psychology.	03	Elective
PSY-726	Environmental Psychology	03	Elective
PSY-727	Community Psychology	03	Elective
PSY-728	Islamic Perspective of Understanding Human Behavior	03	Elective
PSY-729	Psychology of Gender	03	Elective
PSY-730	Psychology of policing	03	Elective
PSY-731	Psychology of Military	03	Elective

PSY-732	Psychology of Self and Identity	03	Elective
PSY-733	Psychometric Theory	03	Elective
PSY-734	Organizational psychology	03	Elective
PSY-735	Personnel Selection	03	Elective
PSY736	Guidance and Counseling	03	Elective
PSY-737	School Psychology	03	Elective
PSY-738	Educational Psychology	03	Elective
PSY- 799	Research Thesis	06	

Course Name: Research Methods in Psychology	Course Code: PSY-711
Credit Hours: 03	
<p>Objectives</p> <p>Students will learn about experimental and non-experimental research designs as well as quantitative and qualitative research methods. The methodologies for assessment, sampling, replication, and testing and validating hypotheses will all be made clear to the students.</p> <p>Outcomes</p> <ol style="list-style-type: none"> 1. Students will be able to prepare their research proposals. 2. They will capable to prepare any scientific report/manuscript. 	

Course outline

Part I

1. Behavioral Sciences Researches
Types Behavioral Sciences Researches, Basic & Pure Researches, Applied Researches, Action Research, Quantitative and Qualitative researches
2. Hypothesis
Deductive and inductive based hypotheses
Operational Definitions
3. Descriptive/ Normative Survey Researches
 1. Co relational researches
 2. Causal Comparative researches
 3. Developmental researches
 4. Case studies
 5. Survey researches: mail survey, telephone survey, net survey, face to face interview
4. Behavioral Measurement
 1. Types of Measurement
Observational measurement
Physiological measures
Self report measures
 2. Scales of Measurement
Nominal , Ordinal, Interval, Ratio
5. Issues in experimental Researches
 - 1.Independent and dependent variables,
Types of Variables : 1.enviornmental manipulation,2. Instructional manipulations
.Invasive manipulation
 - 2.Experimental and control Group
 3. Assigning participants to conditions: simple random assignment, Matched random Assignment

Part II

Experimental Designs

1. One way designs
2. Within Subjects designs, types of within subjects designs
 1. Single case.
 2. Pretest-post test/ within subjects designs
 3. Repeated measure designs
3. Between subjects designs

Types of between subjects designs

1. Post-test only equivalent group designs
2. Pretest-post test equivalent group designs
3. Solomon three or four equivalent group designs
4. Factorial Designs
 1. Between SS factorial design
 2. Within SS factorial design
 3. Mixed designs (between and within SS strategies)
 4. Experimental factorial designs
 5. Non experimental factorial designs
 6. Mixed (experimental and non experimental researches)
5. Quasi experimental designs

Types : 1.Nonequivalent group design 2. Time series designs

6. Ex-post facto designs
 1. Causal co relational research designs
 2. Causal comparative research designs
7. Report Writing

How to Write research Proposal

How to write research report (APA,7th ed, current edition)

Recommended Books:

1. Mangal,S.K. & Mangal,S. (2013). Research methodology in Behavioral Sciences.PHI: India
2. Leary,M.R. (2012). Introduction to behavioral research methods.6th ed. Pearson< Boston

Course Name: Theories of Personality	Course Code: PSY- 712
Credit Hours: 03	
Course Objectives:	

This course aims at deepening the understanding of major theories of personality and personality development. The course will explain and distinguish among the major theoretical approaches to understanding personality in these areas of psychology: Cognitive, behavioral, humanistic, social, and developmental.

Course Outcome:

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

Basic approaches towards personality developed by the major schools.

.Important contributions of the most influential thinkers in each of these schools.

Course Contents:

Introduction to Personality Psychology

- The study of personality
- Theory in the study of personality
- Research in the field of personality

The Psychoanalytic approach: Sigmund Freud

The Neopsychoanalytic approach: Carl Jung, Alfred Adler

The Humanistic approach : Abraham Maslow, Carl Rogers

A Sociocultural Theory of Personality: Karen Horney

Erik Erikson: An Ego Theory of Personality

Gordon Allport:

Raymond Cattell

Hans Eysenck

Erich Fromm

Social-Cognitive Perspective in Personality Theory: Albert Bandura, Julian Rotter

Recommended Books:

Friedman, H. S., & Schustack, M. S. (2009). *Personality: Classic Theories and Modern Research*. (3rd ed.). Pearson Education. New Delhi, India.

Website: <http://www.personalityresearch.org/>

Course Name: Data Analysis in Psychology	Course Code: PSY-713
Credit Hours:03	
Course Objectives: <p>This course will cover a comprehensive training on SPSS (Statistical package for Social Sciences) software for social sciences. SPSS is a comprehensive system for analysing data. SPSS can take data from almost any type of file and use them to generate tabulated reports, charts, and plots of distributions and trends, descriptive statistics, and complex statistical analysis. It is an extremely useful tool to analyze the data.</p>	
<u>Learning Outcomes:</u> <p>By the end of this course students will learn a quick analysis of their data with the simple point-and-click interface and will enables them to extract critical insights with ease. It can help the students to understand the utilization of statistical survey, overview, information mining and forth. They will learn how to get reliable and fast answer, useful tables and figures, and effective data management.</p>	
Course Contents: <ul style="list-style-type: none">• Data Transformations• Data Examination• Data Entry• Normal Distribution• Graphical Representation of the Data• Descriptive Statistics• Reliability tests• Correlation. Chi- square• T-tests	

- ANOVA
- MANOVA
- Regression
- Multiple Regression

Recommended Books:

Huizingh, E. (2007). *Applied statistics with SPSS*: Sage.

Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2004). *SPSS for Introductory Statistics: Use and interpretation*: Psychology Press.

Gupta, V. (1999). *SPSS for Beginners*: Vijay Gupta.

Course Name: Psychopathology	Course Code: PSY-714
Credit Hours: 03	
<p>Objectives</p> <p>1. Students will learn about psychopathology, including DSM-5 diagnoses and the major diagnostic categories' corresponding treatment philosophies.</p> <p>Outcomes</p> <p>Students will capable to identify pathological behavior as per DSM-5 diagnoses and the major diagnostic categories' corresponding treatment philosophies.</p> <p>Course Outline:</p> <ol style="list-style-type: none"> 1. Classification system of Disorders: 1. DSM-V 2. ICD-10 The evolution of DSM Who diagnose Psychological Disorders 2. Mood Disorders and Suicide <ol style="list-style-type: none"> 1. Major Depressive disorders 2. Biopolar I,II 3. Suicide 	

3. Anxiety Disorders and OCD

1. GAD 2. Panic disorders and Agoraphobia 3. Social Anxiety disorder

4. Separation anxiety disorder,

Obsessive Compulsive Disorders

4. Substance Abuse and Related Disorders

1. Stimulants, 2. Opiates, 3. Hallucigens, 4. Marijuana, 5. Other Related Drugs

5. Personality Disorders

1. Cluster A : odd/centric group

2. Cluster B : Dramatic/ erratic/ emotional group

3. Cluster C : Anxious/ Fearful Group

6. Schizophrenia and other Psychotic Disorders

Psychiatric disorders features and epidemiology

Schizophrenia, Schizouniform Disorders, Schizoaffective disorder, Brief Psychotic Disorder

7. Dissociative disorders

Types of Dissociative disorders

8. Somatic Disorders

1. Conversion disorders 2. Illness anxiety disorders

Recommended Books:

Rosenberg. R.S., & Kosslyn, S.M.(2014). Abnormal Psychology. Worth Publication.

Kearney,C.A & Trull, T.J. (2015). Abnormal Psychology and Life (2nd Eds). Cengage Learning.

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.).

Course Name: Clinical Psychology: Assessment

Course Code: PSY-715

Credit Hours: 03

Objectives

1. Students will be prepared to work in the field of clinical psychology by acquiring the practical knowledge, abilities, attitudes, and behaviors required to apply an understanding of measurement, psychometrics, assessment methods and strategies, diagnosis, case conceptualization and recommendations, and the presentation of assessment results to clinical practice.
2. Students will get closer to being able to pick and handle a battery of tests on their own.

Outcomes

1. Students will be able to work in the field of clinical psychology by acquiring the practical knowledge, abilities, attitudes, and behaviors required to apply an understanding of measurement, psychometrics, assessment methods and strategies, diagnosis, case conceptualization and recommendations, and the presentation of assessment results to clinical practice.
2. Students will be able to pick and handle effectively a battery of tests on their own.

Course outline

1. Introduction to Clinical Psychology

1. Definition of Clinical Psychology
2. Activities, education and training in clinical psychology
3. Clinical psychology and related profession, counseling psychology, psychiatrists, School psychology and other related professionals.
4. Under graduate training, Graduate training, and Post-doc Training

3. Psychological Assessment

1. Intake Interview
2. Behavioral Assessment
3. Personality Assessment
4. Objective Assessment
5. Projective Assessment
6. Reports on personality Assessment

Recommended Books:

1. Leary, M.R. (2012). Introduction to behavioral research methods. 6th ed. Pearson <

Boston Hecker, J.E & Thorpe, G.L. (2005). Introduction to Clinical Psychology.
Pearson

2. Pomerantz. A.M. (2008). Clinical Psychology: Science, Practice, and Culture.
Sage Publication

Course Name: Clinical Psychology : Therapeutic Intervention	Course Code: PSY-716
Credit Hours: 03	
Objectives <ol style="list-style-type: none">1. The ability to apply an understanding of treatment planning, fundamental clinical skills, evidence-based interventions, and the capability to track the treatment process through evaluation strategies that draw from a variety of dependable, valid outcome instruments, tools, and measures will equip students to serve within the profession of clinical psychology.	
Outcomes <ol style="list-style-type: none">1. After course completion students treatment process through evaluation strategies will enhance.2. Students will get expertise how to serve within a profession of clinical psychology.	
Course outline: <ol style="list-style-type: none">1. Issues in Psychotherapy<ul style="list-style-type: none">Clients VS Therapist Therapeutic RelationshipEfficacy in Therapy2. Psycho Analytic Psychotherapy<ul style="list-style-type: none">Contemporary Psychodynamic PsychotherapyInterpersonal PsychotherapyJung Therapeutic TechniquesAdler Therapeutic Techniques	

3. Humanistic Psychotherapy
4. Behavioral Psychotherapy: Techniques based on Classical Conditioning
 1. Exposure therapy : Imaginal exposure , Vivo exposure
 2. Systematic Desensitization
 3. Assertive training

Techniques based on Operant Conditioning

1. Contingency Management
2. Reinforcement and Punishment
3. Extinction
4. Token economy

5. Cognitive Therapy

Two approaches of Psychotherapy

1. Albert Alice : ABCD Model
2. Aaron Beck : Dysfunctional thought record, Common thought Record

6, Group Therapy

Group membership, Preparing Client for group therapy, Co therapist, socializing between Clients. Ethical issues in group therapy.

Recommended Books:

Course Name: Health Psychology	Course Code: PSY-717
Credit Hours: 03	
<p>Objectives</p> <p>Students will get knowledge about to work directly with specific patients or indirectly in large-scale public health initiatives by understanding psychological aspects that affect health and effectively implementing that knowledge. In addition, health psychologists can assist in educating other medical specialists (such as doctors and nurses) on how to use the knowledge their field has produced when treating patients.</p> <p>Outcomes</p> <p>Will be able to operate in a number of contexts, including hospitals, clinics, and public health departments, where they work on extensive behaviour modification and health promotion initiatives. They also teach and perform research in medical schools and</p>	

universities.

Course Outline

1. Health Related Behavior

1. Cancer related health behavior
2. Obesity & health risk, Obesity in childhood, Obesity in old age, Stress and eating, Weight control and obesity, 3. Sleep related problems
3. Compromising Health Behavior
Tobacco and Substance abuse
4. Stress
 1. Source of chronic stress
 2. Coping with stress
5. Trauma Related disorders : 1. Acute stress, 2. PTSD

2. Stress Related Problems

1. Ulcers and irritable bowel syndrome
2. Headache
3. Asthma
4. Sleep disorders
5. Hypertension
6. Coronary Heart diseases

3. Pain

Physiology of pain, Pain measurement, Pain Personality, Pain control techniques

4. Chronic Illness

Emotional responses to chronic illness, Coping with chronic illness

5. Psychological Illness in advancing & terminal illness

1. Death across life span
2. Stages in adjustment to dying
3. Problems of Survivors, adult survivor, child survivor, death education

6. Care Takers-Issues of Health Care Takers

Recommended Books:

1. T aylor, S.E. (2012). Health Psychology. 8th edition. Mc Graw Hill: New York.
2. Sarafino, E.P. (2018). Health Psychology: Bio-psychosocial Interactions. 6th edition. Wiley: US

Course Name: Crime and Deviant Behaviour	Course Code: PSY-718
Credit Hours:03	
<p>Course Objectives :</p> <p>This course will cover complete understanding of deviant behaviour, different theories to understand causes of deviant behaviour, including crime. The course will provide explanation of individual-level theories of deviance and structural-level theories of deviance and social processes involved in creating deviant behaviour.</p> <p>Learning Outcomes:</p> <p>Student will learn about deviant, and what do sociological theories suggest about the causes of deviant behaviour, including crime? Student will understand the difference between individual-level theories of deviance and structural-level theories of deviance. Student will also learn social processes involved in creating social norms how individuals manage deviant identities.</p> <p>Course Outline:</p> <ul style="list-style-type: none"> • Introduction of Deviant Behaviour • Criminal Behaviour • Theories of Crime and Deviance • Social distribution of crime • Delinquency and Crime • Theories of delinquency • Psychopathy and Crime • Globalization of crime • Crime control, prevention, and punishment • Behavioral Modification Technique 	

Recommended Books:

- Akers, R. L., & Jennings, W. G. (2019). The social learning theory of crime and deviance *Handbook on crime and deviance* (pp. 113-129): Springer.
- Bartol, C.R. (2002). *Criminal Behavior: A Psychosocial Approach*. (6th ed.). N.J:Prentice Hall, Saddle River.
- Hall, S. (2012). *Theorizing crime and deviance: A new perspective*: Sage.
- Krohn, M. D., Lizotte, A. J., & Hall, G. P. (2009). *Handbook on crime and deviance*: Springer.
- Williams, M. (2006). *Virtually criminal: Crime, deviance and regulation online*: Routledge.

Course Name: Adolescence Development and Behaviour	Course Code: PSY-719
Credit Hours: 03	
Course Objectives: This course will <i>examine the developmental trajectories and contextual changes and behaviours that characterize normal adolescent development</i> and will help the students to understand the role of transitions and crises faced by young people. Teenagers differ fundamentally from children and adults; therefore it is important to help students to understand them psychologically so they can support them better as they grow. Adolescent psychology seeks to understand teens and help them make the transition from child to adult.	
Learning Outcomes: By studying this course, students will learn to understand issues unique to teenagers, how to distinguish problem behaviour from typical or normal behaviour, and how to respond to teenagers more appropriately. As adolescents are differ fundamentally from children and adults; therefore by studying this course the students will learn to understand adolescents' psychologically so they can support them better as they grow.	
Course Outline: <ul style="list-style-type: none">• Introduction• Developmental Trajectories: Physiology and brain development• Adolescents and families• Adolescents and Peers• Adolescent development: Gender Development	

- Oppression and Development
- Adolescent behaviours: acting in
- Adolescent behaviours: acting out
- Sexuality and Relationships
- The Culture of Adolescence
- **Moral Development**

Recommended Books:

Belkin, L. “The Making of a 8-Year Old Woman: How Do We Understand Early Puberty? Through the Prism of Our Times.”

Hurlock, E. B. (1964). Psychology of Adolescence. New York: McGraw Hill.

Jersild, A.T. (1957). The Psychology of Adolescence. New York: Macmillan

Munn, N.L. (1959). The Evolution and Growth of Human Behavior. Houghton:Mifflin Co.

Pressery, S.L. & Kuhlen, G.R. (1965). Psychological Development throughout the span. New York: Harpaer.

Course Name: Human Assessment and Emerging Trends in Measurement	Course Code: PSY-720
Credit Hours: 03	
Course Objective:	
<p>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.</p>	
Outcomes:	
<p>At the end of the course, the scholar will become able</p>	
<ol style="list-style-type: none"> 1. To understand the basic concepts of human assessment and the tools used in practical field. 2. To understand the differences and similarities among human assessment tools under different conditions. 3. Will develop an understanding towards modern trends in the same field. 	
Course Outline:	
<ol style="list-style-type: none"> 1. The fundamental nature of measurement 	

2. Types of Testing: Diagnostic Testing, Industrial and Organizational Testing, Testing in Guidance and Counseling, Intelligence Testing, Aptitude, Interest, and Value Testing , Personality Testing, Achievement Testing, Testing Special Children
3. Introduction to Computers in Psychological Testing and measurement.
4. Artificial Use of Computer in Test Development and Adaptation
5. Recent Trends and the Future of Testing
6. Any other Tests Students will have to go to the field and relevant institutions to carry out these exercises

Recommended Books:

1. Josephine Kling. (2021). The only pocket-size reference on supervising psychological testing and assessment. ISBN-13 : 979-8528715339
2. Nancy, E. Moss and Lauren Moss-Racusin. (2021). Practical Guide to Child and Adolescent Psychological Testing (Best Practices in Child and Adolescent Behavioral Health Care). ISBN-13: 978-3030735142 ISBN-10: 3030735141
3. Cecil R. Reynolds, , [Robert A. Altmann](#), [Daniel N. Allen](#) . (2021). Mastering Modern Psychological Testing: Theory and Methods. ISBN-13: 978-3030594541 ISBN-10: 3030594548
4. [Ronald Jay Cohen](#), [W. Joel Schneider](#) and [Renée Tobin](#). (2021). Looseleaf for Psychological Testing and Assessment 10th Edition. ISBN-13: 978-1264169139 ISBN-10: 1264169132
5. [John Rust](#), Michal Kosinski, [David Stillwell](#). (2020). Modern Psychometrics: The Science of Psychological Assessment. 4th edition. ISBN-13: 978-1138638631 ISBN-10: 1138638633

Course Name: Theories of Learning and Motivation	Course Code: PSY-721
Credit Hours:03	
<p>Course objectives:</p> <p>The students will be able to apply learning theories to classroom situations. Examine the importance of the psychology of the individual to the development of self- esteem, cooperative learning, individual differences, and motivation and learning styles. Describe the relationships of teachers, parents, and students that lead to a productive learning environment. Articulate their own beliefs about education and the role of educational psychology.</p> <p>Outcomes :</p> <ol style="list-style-type: none"> 1. Ability to demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in learning and motivation. 2. Ability to use critical and creative thinking to address issues related to behavior and mental processes. 3. Ability to apply knowledge to personal, social, and organizational issues. 	

4. Ability to value and apply empirical evidence and to cope with ambiguity.

Course Outline:

1. Introduction to learning: Definition and Scope
2. Psychoanalytic Conceptions that have influenced learning experiments & theories
3. Theories of Learning:
 - a. Stimulus & Response Theories
 - b. Cognitive theories
 - c. Thorndike Connectionism
 - d. Guthrie's Contiguity Principle
 - e. Watson's theory
 - f. Hull Systematic Behavior theory
 - g. Skinner, Operant Learning
 - h. Tolman's Cognitive theory
 - i. Gestalt Theory of Learning
4. Current developments in learning theory
5. Definition, Historical Background and Scope of Motivation.
6. Characteristics and Determinants of Motivated Behaviors
7. Theories of Human Motivation:
 - (a) Behavior theory
 - (b) Cognitive theory
 - (c) Need-drive-incentive theory,
 - (d) Stimulus-Cue theory
 - (e) Motivational Theory of Emotion
 - (f) Theories of reinforcement
 - (g) Theories of Achievement
 - (h) Expectancy theory,
 - (i). Equity Theory

Recommended Books:

1. [R. S. Peters](#). (2021). The Concept of Motivation (REV) RPD. 1st Edition. ISBN 9781138888241
2. [Frédéric Guay](#) , [Herbert Marsh](#) , [Dennis M. McInerney](#) and [Rhonda G. Craven](#) .(2015). SelfConcept, Motivation and Identity (International Advances in Self Research). ISBN-13: 978-1681231679 ISBN-10: 1681231670

3. [Matthew H. Olson and Julio J. Ramirez](#) (2020). An Introduction to Theories of Learning. 10th edition. ISBN 9780367857912.
4. [David Scott](#) . (2012). Theories of Learning,4th edition. [SAGE Library of Educational Thought & Practice](#)

Course Name: Developmental Psychology	Course Code: PSY-722
Credit Hours: 03	
<p>Course Objective :</p> <ol style="list-style-type: none"> i. To understand the key issues and theoretical perspectives of lifespan development. ii. To enable the students to understand the important developmental characteristics of each stage so that they can assess an individual’s normal and abnormal growth patterns. iii. To make the students gain knowledge about the significant developmental aspects i.e. physical, cognitive, linguistic, socio-emotional and personality. <p>Intended Learning Outcomes :</p> <ol style="list-style-type: none"> a. Knowledge and understanding: At the end of the course student would be able to know about the process of development, gradual decline of development and the concept and stages of death. b. Intellectual skills: By the end of this lecture series the students will be able to know about the exact or/ average timings of developmental changes and the contributions of the eminent psychologists in the field of human development. c. Professional and practical skills: This subject would help students apply the principles of human development on practical life problems. For example this knowledge would positively contribute in raising children, teaching students and dealing and treating clients. <p>Course Outline:</p> <ul style="list-style-type: none"> ♣ Introduction to Developmental Psychology ♣ Piaget’s theory : Milestones and Mechanisms ♣ Information processing Theories of Development ♣ Socio-cultural Theories of Development ♣ Sensation, Perception and Biological Development 	

- ♣ Conceptual Development and Theory of mind
- ♣ Individual differences in languages development
- ♣ Emotions and Emotional Regulation
- ♣ Relationships and attachment Theory
- ♣ Parenting and parenting styles
- ❖ Interpersonal Relationships
- ❖ Language Development
- ♣ Developmental Disabilities

Recommended Books:

1. [Kathleen Stassen Berger](#). (2022). The Developing Person Through the Life Span. 9th edition. ISBN-13: 978-1429283816 ISBN-10: 1429283815
2. [John Santrock](#). (2022). Life-Span Development. 16th edition. ISBN-13: 978-1259550904 ISBN-10: 1259550907
3. [Anne Rinn](#) . (2020), Social, Emotional, and Psychosocial Development of Gifted and Talented Individuals. 1st edition. ISBN-13: 978-1646320042 ISBN-10: 1646320042
4. [Frank Keil](#). (2013). Developmental Psychology: The Growth of Mind and Behavior. 1st edition. ISBN-13: 978-0393978858 ISBN-10: 0393978850

Course Name: Special Education, Assessment and Interventions	Course Code: PSY- 723
Credit Hours: 03	
<p>Course Objectives:</p> <p>The subject is designed to introduce the basic and advance concepts in terms of special learning and education for the intellectually challenged individuals especially in classroom environment and in therapeutic sessions. The course included both the assessment measures and interventions towards the target population.</p> <p>Intended Outcomes:</p> <p>After the completion of course the students will become able</p> <ol style="list-style-type: none"> i. To understand the basic concepts of Special Education ii. To conduct the assessment tools and measures developed for intellectually 	

individuals

- iii. To make a work plan and implement interventions for the target population in order to improve their social, environmental and other areas of life and personality.

Course Outline:

1. Definition of Special Children and Special Education.
2. Nature and Causes of Special Psychological Problems
3. Classification of Special Psychological Needs
 - a. Visual and Hearing Impairment
 - b. Problems of Exceptional Children and their problems
 - c. Intellectual disability
 - d. Autism Spectrum Disorders
 - e. Learning Disorder
 - f. Developmental disorders
 - g. Disruptive Behavior Disorders
4. Assessment of problems of Special Children
5. Teaching children with special educational need
6. Role of Family and Community: Their attitudes towards the special needs and in Teaching of Special Education Needs

Recommended Books:

1. Musiowsky-Borneman and Arnold, C.Y. (2021).The Minimalist Teacher. ISBN-13:978-1416630111 ISBN-10: 1416630112
2. High Studies Design. (2021). IEP Teacher, Notes and Logs. ISBN-13 : 979-8532340060
3. J.G Cox. (2021). MEGA Special Education. Cirus Publications. ISBN-13: 978-1637981412 ISBN-10: 1637981414
4. Mary Beth Gilliland. (2021).Special Education Savvy.

Course Name: Cognitive Psychology	Course Code: PSY-724
Credit Hours: 03	
Course Objectives:	
The course is designed for students that already have basic knowledge in psychology and want to deepen their understanding of human cognition	

- 1- describe major concepts in cognitive psychology.
- 2- analyze and critically evaluate theories and empirical studies in cognitive psychology.
- 3- understand the connection between basic and applied research in cognitive psychology
- 4- apply major concepts and theories of cognitive psychology to real-life problems

Expected Learning Outcomes:

- 1- Describe cognitive psychology as a part of cognitive science
- 2- List the assumptions of the information processing approach to cognition
- 3- Explain the relationship between applied and basic research in cognitive psychology
- 4- Define terms: attention, divided attention, selective attention, inattention blindness, change blindness
- 5- Describe types of sensations and distinguish between distant vs. contact senses; general vs. special senses.
- 6- Critically evaluate direct and indirect theories of perception
- 7- Describe theories of forgetting (displacement, trace decay, repression, interference)
- 8- Describe and provide examples of memory processes (encoding, storage, and retrieval)
- 9- Describe the multi-store memory model (Atkinson & Shiffrin)
- 10- Describe the structure of long-term memory (E. Tulving)
- 11- Apply memory principles to real-life problems
- 12- Critically evaluate theoretical perspectives on human decision-making
- 13- Find, evaluate and use the necessary information from different sources in order to develop a critical test that allows to evaluate if an artificial intelligent system is conscious

Course Outline:

- Introduction to cognitive Psychology ; Historical Perspective
- Cognitive Neuroscience & Neuropsychology
- Perception, Attention, Recognition and Consciousness
- Memory; Sensory, short term / working memory, Long term memory: Disorders of Memory
- Problems solving, reasoning and decision making, Disorders of Problem-Solving Ability
- The Language System; Cognitive Psychology & Language, Chomsky's Theory of Language, Kitch Model of Language Comprehension
- Artificial Intelligence (AI); Machines & Minds, The Imitation Game, Role of AI in Perception, Language and Problem Solving

Neuro Cognitive Disorders: 1. Delirium, 2. Dementia, 3. Alzheimer 4. Vascular dementia, 5. Dementia due to other medical conditions

Recommended Books:

Groom, David (2014) An Introduction to Cognitive Psychology; Processes & Disorders,

(3rd Ed) Psychology Press NY.

- Solso, R.L. (2001). Cognitive Psychology (6th Ed). Dorling Kindersley Publishing Inc.
- Buyer, L.S. (2004). Study Guide for Reed's Cognition: Theory and Application, (6th Ed). Belmont, CA: Wadsworth/ Thomson Learning.
- Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Belmont, CA: Thomson Wordsworth.
- McGraw, K.M (2000), Contributions, of the Cognitive Approach to Political Psychology. International society of Political Psychology, Ohio.
- Reed, S.K. (2004). Cognitive Theory and Application, (6th Ed). Pacific Groove, C.A: Brooks/Cole Publishing Company.

Course Name: Social Psychology

Course Code: PSY-725

Credit Hours: 03

Course Objectives:

- 1-Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- 2-Describe, discuss and analyze major issues and concepts in the field of Social Psychology.
- 3-Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
- 4-Demonstrate the ability to state the fundamental principles of Social Psychology.

Learning Outcomes:

1. Define social psychology and related terminology.
2. Discuss the relationship between the person and the situation and its influence on attitudes, prejudice, aggression, prosocial behavior, and interpersonal relationships.
3. Describe the dynamics of group behavior in areas of social influence, such as altruism, conformity, obedience, deindividuation, leadership, intergroup relations, and conflict and cooperation.
4. Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
5. Apply social psychological principles to real-world issues.

Course Outline:

- Introduction to Social Psychology

- Research Methods in Social Psychology
- Social cognition, Social perception, the Social Self & Attitude.
- Stereotyping, Prejudiced & Discrimination; The Causes, Effects and Cures
- Social Influence and Social Change
- Prosocial Behaviour and Aggression, Causative Factors
- Conformity
- Groups & Individuals

Recommended Books:

- Baron,R.A. & Branscombe,N.R. (2015). Social Psychology. (13th Ed.) India; Dorling Kindersley Pvt.Ltd
- Dunn,D.S. (2013) Research methods for Social Psychology (2nd Ed.). USA. John Wiley & Sons Inc.
 - Myers,D.G. (2005). Social Psychology (8th Ed.). New Delhi; McGraw Hill Publishing Co.Ltd.
 - Baron, R. A. & Byrne, D. (2000). Social Psychology. (9th Ed.). New York: Pearson Education Asia.

Course Name: Environmental Psychology	Course Code: PSY-726
Credit Hours: 03	
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1- To be able to know the relation between individuals and their physical environment. 2- To study human behavior that interacts with the natural environment because humans play an essential role in both producing and potentially mitigating climate change. 3- To introduce students to the theory, research, and methods in the study of human perception and behavior in the field of environmental psychology. 4- To focus on approaches within psychology that study information processing, judgment and appraisal processes, behavior, and communication. <p>Learning Outcomes:</p> <p>Understand the key concepts in the field of environmental psychology including major theories dealing with human-environment and research methods applied to study human-environment relations.</p> <p>Able to reflect upon and evaluate research questions and evaluate research designs and methods in this topic area.</p> <p>Can analyze environment related issues with relevant concepts and theories from psychology.</p> <p>Has gained experience with presenting research in the field of environmental psychology to an academic audience.</p>	

Can search, structure, and reflect upon scientific literature and can communicate research in the field of environmental psychology.

Course Outlines:

- Environmental Psychology, History & Scope
- Overview of the research methods in Environmental Psychology
- Urban environment; overcoming stressors with opportunities
- Environmental attitudes, appraisals and assessments
- Role of Environmental Psychology in education, health care and workplace
- Environmental risks and interventions
- The Psychology of Pro-environmental actions

Recommended Books:

- Anderson-Hanley, C. M. (1997) Adventure Programming and Spirituality: Integration Models, methods and research. *Journal of Experimental Education*. 20(2). 102-108.
- Bell, P., Greene, T., Fisher, J., & Banum, A. (2001). *Environmental Psychology*, (5th ed.). New York: Harcourt-Brace, Inc.
 - Durning, A. (1992). *How Much is Enough? The Consumer Society and the Future of the Earth*. New York: Norton.
 - Gallagher, W. (1993). *Saving the World. The Power of Place*. New York : Harper Collins.
 - Helgesen, S. (2001). *Six Strategies for training the New World of Work*. New York: TheFreePress.
 - Miller, T. (1998). *A cognitive approach to wanting what you have. Wanting What You Have: A self-Discovery Workbook*. Oakland, CA New Harbinger Publications.
 - Myers, D. G., & Diener, E. (1996). *The pursuit of happiness*. *Scientific American*. 70-72.
 - Quinn, D. (1992). *Ishmael: An Adventure of the Mind and Spirit*. New York: Bantam.
 - Sliversteen, S. (1964). *The Giving Tree*: NY: HarperCollins.

Course Name: Community Psychology	Course Code: PSY- 727
Credit Hours: 03	
Course Objectives: 1- To introduce students to the basic values, historical influences, theories, and levels and methods of intervention in Community Psychology. 2- To enable students to relate these the concepts of Community Psychology to other approaches in psychology and other social sciences and helping professions. 3- To enable students to practically apply their new knowledge to actual organizations of community services as well as to their own lives.	
Learning Outcomes: 1- students being able to integrate theoretical frameworks into their future practices.	

- 2- Can critically analyze the role of psychologists within social settings.
- 3- Being able to ask important and relevant questions that elaborate psychological concepts and ideas and are applied to social change.
- 4- Can analyze the meaning of change in social settings.
- 4- Can promote a sense of social stability.

Course Outline:

- Meaning of Community and history of community psychology
- The aims of community research and methods involved
- Understanding of individuals within environment
- Understanding diversity within communities
- Modern applications and careers in community psychology: mental health, social justice and personal empowerment projects.
- Evaluation of community psychology projects with reference to Pakistan

Community Mental Health (WHO)

Recommended Books:

- Nelson,G,.et al (2014) Community Psychology & Community Mental Health; Towards Transformative Change. NY.Oxford university Press.
- Allens, G. J. & Chinsky, J. M. & Larcen, S. (1990). Community Psychology and the Schools: A Behavioral Oriented Multilevel. Preventive Approach. NY: Pergamon.
 - Gallagher, W. (1993). The Science of Place: in the Power of Place. New York: Poseidon Press. 11-24
 - Levine, M. & Perkins, D. (1987). Principles of Community Psychology: Perspectives and applications. NY.Oxford University Press

Course Name: Islamic Perspectives of Understanding Human Behavior	Course Code: PSY- 728
Credit Hours: 03	
<p>Course Objectives:</p> <ul style="list-style-type: none"> 1- To enable students develop a fundamental understanding of human behavior from Islamic perspective. 2- To develop students familiarity with the early and current work of Muslim Psychologists. 3- To help students understand multiple mental health difficulties and the psychological approach required to help people suffering through the same, within the Islamic framework. 4- To develops mentoring and counselling skills among students and enables them to provide better spiritual and psychological support for the well-being of people in diverse communities. 	

Learning Outcomes:

- 1- Engage critically with modern psychology from an Islamic perspective and developments in Islamic psychology in the 20th century.
- 2- Analyze Islamic and secular models of the self and identify what is distinct about Islamic perspectives of lifespan development, personality and therapeutic approaches.
- 3- Evaluate innovative approaches to integrating contemporary psychology and classical Islamic psychology in modern contexts.
- 4- Discern the dynamics of counselling skills within a spiritual orientation informed by the Prophetic model and Islamic ethics.
- 5- Formulate the development of self-examination practices informed by the Islamic contemplative tradition oriented toward one's own self-transformations.

Course Contents:

- Muslims' Contributions to Psychology, Doctrine of Tasawwuf with reference to Sufi Saints.
- Fundamentals of Islam and their Psycho-social significance
- Personality development in Islam. A critical analysis of different theories of Personality
- Basic Traits of a Muslim Psychologist.
- Comparison of Islamic perspective with Modern Psychology
- Concept of Psychopathology in Islam
- Quranic Therapies for psychological problems

Recommended Books:

- I-Ghazali (Early 20th Century) Kimiya-e-Saadat (2016)., Field, Kimiya-e- Saadat, The Alchemy of Happiness (2016). Malaysia, The Islamic Book Trust.
- Ajmal, M. (1986). Muslims Contribution to Psychotherapy and other Essays. Islamabad: National Institutes of Psychology
 - Amber, H. (2004). Psychology from Islamic Perspective: contribution of early Muslim scholars and challenges to contemporary Muslim Psychologists. Journal of Religion and Health. I: 210-255.
 - Hanafy, Y.A., Fatma, A., & Dening, T.R. (1996). Evidence for the existence of schizophrenia in medieval Islamic society. History of Psychiatry.
 - brahim, B. (2002). Islamic Medicine: 1000 years ahead of its times. Journal of the International Society for the History of Islamic Medicine. II:114-151.
 - Plott, C. (2000). Global History of Philosophy: the period of Scholasticism, Motivala: Banarsideass.
 - Rizvi, A.A. (1989). Muslim tradition in Psychotherapy and Modern Trends: psychotherapy of Ghazali, shah Waliullah and Thanvi. Lahore: Institute of Islamic Culture.
 - Sharif, M.M. (Ed.). (1966). A History of Muslim Philosophy. Wiesbaden: Harrassowitz.

Course Name: Psychology of Gender	Course Code: PSY- 729
Credit Hours:03	
<p>Objectives:</p> <p>To comprehend gender issues in various social settings and be able to use theories and analysis tools to assess the impact of gender inequality. To be able to explain the theories in psychology that explain and discuss gender from multi perspectives. To be able to apply the theories and perspectives of gender equality in everyday life and especially in the social and cultural context.</p> <p>Outcomes:</p> <p>The scholars will be able to understand the social psychology theories in exploring sex and gender differences, learn the history of gender movement and the issues related to gender inequality, and discover how social issues (race, education, health, economy, politic) are women's issues.</p> <p>The scholars will develop critical thinking skills that are necessary to analyze and evaluate societal issues so that one is prepared to discuss their implications for the way individuals perceive themselves and others.</p> <p>Course outline:</p> <p>Gender and sex: Definition, Similarities and Differences</p> <p>Stereotyping: Descriptive and Prescriptive gender, and the origin of gender stereotype</p> <p>History of the Psychology of Gender</p> <p>Gender Research and Difficulties in Conducting Research on Gender</p> <p>Gender theories: Evolutionary and Sociobiology, Psychodynamic, Social learning, Gender Role Socialization, Social Role, Cognitive Development</p> <p>Gender discrimination</p> <p>Gender-related issues in Pakistan</p> <p>Gender Development- Universal Issues in Gender</p>	
<p>Recommended Books:</p> <p>Arry and Mailand. (1997). Psychology of Women. USA: Foreman and Company.</p>	

Helgeson, V.S. (2005). *Psychology of Gender*. New Dheli: Pearson Education Inc.

Jude Browne (Editor). (2007) *The Future of Gender*. USA: Cambridge University press

Marry & Matiland. (1997). *Psychology of Women*. New York: Foreman & Company.

Rudman, L. A. & Glick, P. G. (2008) *The Social Psychology of Gender*. New York: Guilford Press.

Vivien Burr (2002). *Gender and social Psychology*. New York: Routledge,

Vicki S. Hegelson. (2012) *The Psychology of Gender*.4th Edition. New Jersey: Pearson.

Golombok, S., & Fivush, R. (1994). *Gender Development*. New York: Cambridge University Press.

Course Name: Psychology of Policing	Course Code: PSY- 730
Credit Hours:03	
<p>Objectives:</p> <p>To understand the history of police psychology, officer selection and training process, stress management, and critical incident stress debriefing. Gain insights into stress management and coping strategies, and understand the impact of dealing firsthand with victims and first responders. Understand the phenomenon of post-traumatic stress and its impact on law enforcement personnel and their families.</p> <p>Outcomes:</p> <p>The scholars would be able to know the history of police psychological services and core technologies/techniques of police psychology (evaluation, counseling, and training). They would be able to comprehend legal issues, the psychological fitness of law enforcement officers for duty, employee assistance programs in police organizations, critical incident debriefing, and the role of police psychologists in training.</p> <p>Course Outline:</p> <p>History of police psychology</p> <p>Ethical issues in police psychology</p> <p>A brief history of personality assessment in police psychology</p>	

Fundamental issues in police psychological assessment

Major assessment instruments used in police psychology

Crisis intervention in law enforcement /Challenges of policing

Stress management for law enforcement agencies

Clinical reactions to the effects of police work

Police in Pakistan

Morale of Police

PTSD, Death Anxiety, Psychological Warfare

Recommended Books:

Ainsworth, P. B., & Pease, K. (1987). *Police work*. Leicester: British Psychological Society.

Bonifacio, P. (2013). *The psychological effects of police work: A psychodynamic approach*. Springer Science & Business Media.

Bayley, D.H. (1994). *Police for the future: Studies in Crime and Public policy*,Oxford: Oxford University Press.

Harberfeld, M.R. (2003). *Critical Issues in Police Training*. Pearson Prentice Hall.

Kitaeff, J. (2011). *Handbook of police psychology*. Routledge.

Kurke, M. I., & Scrivner, E. M. (Eds.). (2013). *Police psychology into the 21st century*. Psychology Press.

Lassiter, G., & Meissner, C. A. (2010). *Police interrogations and false confessions: Current research, practice, and policy recommendations*. American Psychological Association.

Miller, L. (2006). *Practical police psychology: Stress management and crisis intervention for law enforcement*. Charles C Thomas Publisher.

Scrivner, E. M. (2013). Police psychology at the dawn of the 21st century. In *Police psychology into the 21st century* (pp. 21-48). Psychology Press.

Violanti, J. M., & Paton, D. (1999). *Police trauma: Psychological aftermath of civilian combat*. Charles C Thomas Publisher.

Weiss, P. A. (Ed.). (2010). *Personality assessment in police psychology: A 21st century perspective*. Charles C Thomas Publisher.

Course Name: Psychology of Military	Course Code: PSY- 731
Credit Hours:03	
Objectives: To know the history of military psychology, and the psychological assessment tools used to assess the psychological well-being of the trainees and officers. To understand the psychological issues faced by military personnel i.e., post-traumatic stress disorder, Depression, and other psychological issues of military deployment.	
Outcomes: The scholars would be able to understand performing fitness for duty evaluations, especially in high-risk and high-reliability occupations. The scholars would be able to understand the events that affect the mental state, resilience or psychological assets, and vulnerabilities of the soldiers.	
Course Outline: History of military psychology Post-traumatic stress disorder, Depression, and other psychological Sequelae of military deployment Psychological Assessment and Military Personnel Management. Overcoming the Effects of Stress on Military Performance. Cultural and Societal Factors in Military Organizations Clinical health psychology and behavioral medicine in military health care settings Special psychological problems of the army, navy, and Air Force Morale of Police PTSD, Death Anxiety, Psychological Warfare	
Recommended Books: Bass, B.M. (1981). <i>Leadership on the Future battle field</i> . Rawalpindi: Army Education Press. Boring, E.G.(1975). <i>Psychology for the Armed Forces</i> . New York: John Wiley.	

Framken, R.E. (1983). *Human Motivations*. New York: John Wiley.

Gal, R. & Droff, M A.D. (1991). *Hand book of Military Psychology*. New York:John Wiley

Gal, R. E., & Mangelsdorff, A. (1991). *Handbook of military psychology*. John Wiley & Sons.

Lynch, T. C. (2012). *Military psychology: Clinical and operational applications*. Guilford Press.

Laurence, J. H., & Matthews, M. D. (Eds.). (2012). *The Oxford handbook of military psychology*. OUP USA.

Course Name: Psychology of Self and Identity	Course Code: PSY- 732
Credit Hours:03	
Objectives: To understand how a person develops a sense of self; how we navigate multiple identities, some of which may be conflicting or socially devalued; and how these identities affect—both consciously and unconsciously—our thoughts, motives, feelings, and behavior. Scholars will gain insight into psychological perspectives on self and identity.	
Outcomes: Students would be able to understand different representations and conceptualizations of the self from various disciplinary perspectives, different influences, factors, and forces that shape the self. They would be able to Identify the different forces and institutions that impact the development of various aspects of self and identity and demonstrate critical and reflective thought in analyzing the development of oneself and identity.	
Course Outline: Introduction to the Self and Identity Historical perspective of the concept of self and identity Development of self. Theories of Self Self-related constructs: self-esteem, self-control, self-monitoring, self-growth,	

self-actualization.
Identity and related issues
Psychological disorders and self and identity.

Recommended Books:

Landholm, C. (2007). Culture and Identity. One World Publication New York.

Landholm, C. (2008). Cultural and Authenticity. Blackweel Publishing. Australia.

Leary, M. R., & Tangney, J. P. (Eds.). (2011). *Handbook of self and identity*. Guilford Press.

Paranjpe, A. C. (2006). *Self and identity in modern psychology and Indian thought*. Springer Science & Business Media.

Rosman, A, Rubel, P.G. & Weisgrau, M. (2009). The Tapestry of culture: an introduction to cultural anthropology. (9th ed.). Rowman & Littlefield Publisher, Inc.

Course Name: Psychometric Theory

Course Code: PSY- 733

Credit Hours: 03

Objective:

To gain a comprehensive understanding of the basic concepts of psychometrics, in terms of underlying theory as well as application.

Outcome:

Scholars will be able to understand the central concepts of psychological measurements, and critical aspects of psychometric theory including test construction, item analysis, reliability, validity, and item response theory.

Course outline

Test Construction

Test theory: Problems in the measurement of psychological constructs

Scaling and Measurement

Test Administration

Item Analysis

Reliability

Classical Test Theory/Generatability theory

Item Response Theory (IRT) and Relevant Applications

Test Validity

Test Bias

Recommended Books:

Hopkins, K.D. (1998). Educational and Psychological Measurement and Evaluation. (8th ed.). Boston : Allyn & Bacon.

Magnusson, D. (1967). Test theory. Massachusetts: Addison Wesley Publishing Company.

Murphy, K. R. & David'shofer, C.O. (1988). Psychological testing: Principles and Applications. New Jersey: Prentice Hall.

Nunnally, J. C. (1964). Educationally measurement and evaluation. New York: McGraw Hill Book Company.

Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill Book Company.

Oppenheim, A.N. (1992). Questionnaire Design, Interviewing, and Attitude Measurement. London: Pinter Publishers.

Raykov, T., & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. Routledge.

Rust, J., & Golombok, S. (2014). Modern psychometrics: The science of psychological assessment. Routledge.

Course Name: Organizational psychology	Course Code: PSY-734
Credit Hours: 03	
Objectives: To understand individual, group, and organizational dynamics and use research to identify solutions to problems that improve the well-being and performance of an organization and its employees and to improve employees' quality of life and conditions to achieve outstanding performance and efficiency.	
Outcome: The scholars would be able to understand the behavior of employees. Scholars would be able to understand the factors which can motivate employees, increase job satisfaction, and	

effective communication, and would be able to use concepts of organizational behavior in organizations to improve the environment of organizational behavior.

Course Outline:

Historical and Theoretical Perspectives of organizational psychology

Modern trends in Industrial Psychology in advanced and Developed countries.

Research methods in organizational psychology

Organizational Culture and Communication **in Organization**

Foundation of individual behavior: Perception, Attitude, Personality, and Learning

Work Motivation: Motivation, theories of Motivation and its organizational application

Conflict resolution

Leadership and Management: Theories of leadership, Power, and influence in the organization

Job satisfaction and Organizational Commitment

Structure of organizations

Psychological climate and work environment

Leadership

Recommended Books:

Aamodt, M. G. (2004). *Applied industrial and organizational psychology*. Australia: Thomson

Drenth, P. J. D., Thierry, H., & Wolff, C. J. (Eds.). (1998). *Organizational psychology* (Vol. 4). Psychology Press.

Duening, T. N. & Ivancevich, J. (2005). *Managing organizations*. (2nd ed.). California: Atomic Dog Publishing.

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

Jewell, L. N. (1998). *Contemporary industrial and organizational psychology* (3rd ed.). Brooks/Cole Publishing Company. U.S.A.

Jed, S. M. (2002). *Organizational psychology*. New York: John Wiley and Sons.

Landy, F. J. (2004). *Work in 21st century: An introduction to industrial and organizational*

psychology. Boston: McGraw Hill

Muchinsky, P. M. (2000). *Psychology applied to work: An introduction to industrial and organizational psychology*. Wadsworth/Thomson Learning.

Riggio, R. E. (2003). *Introduction to industrial organizational psychology*. (4th ed.). USA: Prentice Hall.

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

Schultz, D.P. (2010). *Psychology and work today: An introduction*. New Delhi: Pearson

Schultz, S. E. (1984). *Psychology and work today*. (6th ed.). New York: Macmillan publishing Company.

Specto, P. E. (1996). *Industrial and organizational Psychology*. USA: John Wiley & sons, Inc.

Course Name: Personnel Selection	Course Code: PSY-735
Credit Hours:03	
Objectives: To comprehend the requirements and constraints in the personnel selection procedure and to provide the scholars with Knowledge and skills that would be useful in identifying suitable personnel for specific jobs and be equipped to deal with staff welfare and motivation.	
Outcomes: The scholars would understand the selection procedure, constraints both societal and environmental in the selection process, and how the selection process is related to the job analysis.	
Course Contents: Procedure of Personnel Selection: Assessment and Intervention Minority issues in selection procedures. Personnel Selection: History and Methods Constructs of personnel selection General mental ability, Personality Traits, Creativity, Leadership and Talents Developing theories of KSAO (Knowledge, Skills, Abilities, and Other characteristics) Performance Relation: The role of Job analysis	

Performance and its measurement

Societal and organizational constraints in selection process

Minorities and law

Recommended Books:

Campbell, J. P., & Knapp, D. J. (2001). *Exploring the limits in personnel selection and classification*. Lawrence Erlbaum Associates Publishers.

Carrel, M.R. Jennings, D.F. & Christina, H. J.D. (1997). *Foundations of Organizational Behavior*. NJ: Prentice Hall, Inc

Chamorro-Premuzic, T., & Furnham, A. (2010). *The psychology of personnel selection*. Cambridge University Press.

Cook, M. (2016). *Personnel selection: Adding value through people-A changing picture*. John Wiley & Sons.

Crocker, L. & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rinehart, & Winston.

Mischel, W. (1968). *Personality and Assessment*. New York: John Wiley & Sons, Inc.
Moorhead, G. & Griffin, R.W. (1995). *Organizational Behaviour*. Boston: Houghton Mifflin Co.

Thorndike, R. L. & Hagen, E. (2002). *Measurement and Evaluation in Psychology and Education*. New York: Wiley.

Thorndike, R.M., Cunningham, G. K. Thorndike, R. L. & Hagen, E. P. (1990). *Measurement and Evaluation in Psychology and Education*. New York: Macmillan.

Schmitt, N., Chan, D., & Chan, E. (1998). *Personnel selection: A theoretical approach*. Sage.

Course Name: Guidance and Counseling

Course Code: PSY-736

Credit Hours: 03

Course Objectives:

- To provide students adequate knowledge of the concepts and theoretical models of guidance and Counseling, the course is designed to help students learn major dimensions of guidance and Counseling within its ethical and legal framework.
- To train students work in counseling settings employing the principles of counseling and to provide understanding of interpersonal interaction in counseling and related issues

Course Outcomes:

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

- Use basic counseling concepts, and professional ethics in real life setting.

Course Contents:

- Introduction to Guidance and Counseling
- Basic concepts of guidance and counseling (guidance, counseling and psychotherapy)
- Principles of guidance and counseling
- Types of guidance and counseling (educational, personal, social, and vocational)
- Theories of guidance and counseling
- Qualities of a counselor: Personal and Professional
- Steps and Procedure of counseling
- Techniques and Strategies
- Observation
- Interview
 - Cumulative Record

- Questionnaire
- Case Study
- Tests and material for guidance and counseling programs.

- **Ethical Issues in Guidance and Counseling**

Recommended Books:

Brems, C. (2001). Basic skills in psychotherapy and counseling. U.S: Brooks/ Cole publisher.

Nayak, A. K. (2007). Guidance and counseling. New Delhi: APH Publishing

Course Name: School Psychology	Course Code: PSY- 737
Credit Hours: 03	

Course Objectives:

This course is designed with emphasis on understanding the social, emotional, physical, and intellectual development of children and adolescents. Students opting for the course will learn the theoretical and applied aspects of learning, motivation, human development, assessment and interventions. Students will also get familiar to the role and characteristics of a school psychologist and to the processes of becoming a school psychologist. Ethical issues will be discussed in terms of professional practices in school and students will get a detailed orientation of learning theories as well as assessment of classroom effectiveness.

Course Outcomes:

By the end of this course, students should be able to: Understand role and functions of a school psychologist.

- Assess the effectiveness of psychological concepts in classroom
- Critically analyze the contemporary issues

Course Outline:

Foundations of School Psychology

- Introduction to School Psychology
- Historical Foundations
- Graduate preparation and credentialing
- Multicultural Foundations
- Ethical and Legal Foundations

Services delivery in School Psychology

- Assessments
- Intervention Planning and Implementation
- Academic Assessment and intervention
- School Emotional and Behavioral Assessment and Intervention
- *Cognitive Assessment*

Contemporary issues in School Psychology

- Interventions and preventions
- Classroom management
- Managing disruptive children
- Bullying preventions
- The emotional well-being of children
- **The Mental Health of School Children**

Looking Ahead

Future of School Psychology

Preparing for a Career in School Psychology

Recommended Books:

Grapin, S, L., Kranzler ,J, H.(2018). School Psychology: Professional issues and Practices.
Springer Publishing Company.

Merrell, K, W., Ervin, R, A., Peacock, G, G. (2011). School Psychology for the 21st Century: Foundation and Practices.(2nd ed.). Newyork: London. The Guilford Press.

Course Name: Educational Psychology	Course Code: PSY- 738
Credit Hours: 03	
Course Objective:	

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

Course Outcomes:

- Students will demonstrate in writing an awareness of the skills and techniques required of an effective teacher
- Students will identify attitudes and behaviors that positively influence the education of children from diverse backgrounds, cultures, and disabilities.

Course Content:

Learning, teaching, and educational Psychology

- Introduction to Educational Psychology
- Aims and Objectives of Educational Psychology
- Scope of Educational Psychology
- Aspects of Educational Psychology
- Methods used in Educational Psychology

Personal and Social Development

- Cognitive Development
- The self, social, and Moral Development
- Individual differences and needs
- Culture and Diversity

Learning and Motivation

- Behavioral views of Learning
- Cognitive views of Learning
- Constructivism and Designing Learning Environments

Students with special educational needs

- Growing support for people with disabilities: legislation and its effects
- Responsibilities of teachers for students with disabilities
- Categories of disabilities—and their ambiguities.
- Learning disabilities
- Attention deficit hyperactivity disorder

- Intellectual disabilities

Teaching and Assessing

- Managing learning Environment
- Teaching every student
- Class room assessment, grading, and standardized testing.

Recommended Books:

Crow, L. & Crow, A. (2000). Educational Psychology. New Delhi: Eurosai Publishing House Ltd.

Ormrod, E. J., Anderman, M. E., Amderman, L. H. (2014). Educational Psychology Developing. Learners (10th ed.). University of Northen Colorado.

Seifert, K., Sutton, R. (2009). Educational psychology.(2nd ed.). Switzerland.

Woolfolk, A. (2020). Educational Psychology: Active Learning (14th ed.). Ohio State University.