

Curriculum of Master of Science (MS) Psychology

(2026)



**RAWALPINDI WOMEN UNIVERSITY,
RAWALPINDI**

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1. Vision and Mission Statement of the Psychology Department

Departmental Vision: “Empowering women through education, critical thinking, problem-solving skills, and innovative research to understand human behaviour, enhance quality of life, promote subjective well-being, and advance mental health awareness for a sustainable and healthy community.”

Departmental Mission: “To provide a collaborative and scholarly learning environment for students and stakeholders by nurturing critical thinkers, researchers, practitioners, and leaders who contribute to professional psychological services, promote mental health awareness, enhance individual and community well-being, and improve quality of life through engagement, research, and service.”

2. Objectives of the Psychology Department

- 1. Academic Excellence:** To deliver a rigorous and contemporary curriculum that develops mastery of classical and emerging psychological theories, research methodologies, and professional practices while fostering critical thinking and intellectual growth in applied areas of psychology.
- 2. Research and Innovation:** To promote innovative, ethical, and socially responsive research that addresses psychosocial challenges and enhances the well-being of individuals and communities.
- 3. Professional Development:** To foster mentorship, career guidance, and skill-building opportunities that support personal and professional growth while strengthening industry-academia linkages for sustainable development.
- 4. Community Engagement:** To develop strategic partnerships with stakeholders to advance outreach, service learning, and social responsibility.
- 5. Empowering Women:** To empower women through an inclusive learning environment that cultivates knowledge, critical thinking, problem-solving abilities, and leadership skills.

3. Introduction of the MS Psychology Program

MS in Psychology is a two-year program. It aims for a comprehensive understanding of the discipline of psychology and provides quality education to students. The students are trained for high-quality, socially relevant, and cutting-edge education in the field of psychology. The program primarily focuses on providing extensive training to graduates in Psychological Assessment, Research, Data Analysis, and comprehensive understanding of their relevant field, which they choose for their dissertation.

The learning outcomes and objectives for this program were developed with direct reference to the *APA Guidelines on Core Learning Goals in Psychology* (APA, 2018). These guidelines, created by the APA Task Force and approved by the APA Council of Representatives, provide a structured framework designed to support high-quality education and ensure that graduates acquire the essential competencies expected at the master's level across all psychology sub-fields. In accordance with these guidelines, the program's goals and outcomes reflect a deep commitment to cultivating a broad and advanced understanding of psychology, scientific inquiry, ethical standards, effective communication, and professional development.

4. Vision and Mission Statement of the MS Psychology Program

1. MS Psychology Program Vision

To develop advanced scholars and practitioner-researchers, especially women, who generate impactful psychological knowledge and provide leadership in addressing psychosocial challenges and enhancing community well-being.

2. MS Psychology Program Mission

The MS Psychology program prepares independent researchers and ethical professionals through advanced training in theory, research methodology, assessment, and intervention, interdisciplinary collaboration, and community-engaged scholarship that promotes mental health, social equity, and sustainable development.

5. Objectives of the MS Psychology Program

The MS in Psychology program aims to:

1. Advance disciplinary mastery by developing in-depth knowledge of psychological theories, research traditions, and contemporary applications across major domains.
2. Develop independent researchers capable of designing rigorous, ethical, and innovative studies that address psychosocial challenges and promote individual and community well-being.
3. Strengthen professional competence in psychological assessment, data analysis, and evidence-based intervention across diverse populations and applied settings.
4. Cultivate ethical leadership, cultural competence, and social responsibility, including sensitivity to equity, inclusion, and community needs in psychological practice and research.
5. Prepare graduates-particularly women-for leadership roles, doctoral study, and advanced professional careers through mentorship, interdisciplinary collaboration, and engagement with clinical, organizational, and community stakeholders.

6. Learning Outcomes of the MS Psychology Program

Upon completion of the MS in Psychology program, graduates will be able to:

1. Critically evaluate and integrate advanced psychological theories and empirical research to address complex behavioural and mental health issues.
2. Design, conduct, and disseminate independent research using appropriate quantitative and qualitative methods, advanced statistical analyses, and ethical standards.
3. Apply specialized assessment tools and evidence-based interventions in clinical, educational, forensic, organizational, and community contexts.
4. Demonstrate ethical judgment, cultural competence, and social responsibility, including the ability to recognize and respond to systemic bias and community needs.

5. Exhibit professional communication, interdisciplinary collaboration, and leadership in academic, clinical, and community-engaged settings.

7. Eligibility Criteria for MS Program and Preparing Merit

As per University Policy

8. General Rules, Regulations, and Procedure related to MS Program

As per University / HEC policy

9. Synopsis and Dissertation Defense

As per University policy

10. Completion and Award of MS Degree

As per University / HEC policy

11. Foreign Research Scholars and MS Program

As per University policy

12. Semester-Wise Break-up of Credit Hours for MS Psychology

Semester I

<i>Sr.#</i>	<i>Category</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	Core	PSY-727	Advanced Theories of Psychology*	3(3+0)
2	Elective		Elective I	3(3+0)
3	Elective		Elective II	3(3+0)
4	Elective		Elective III	3 (3+0)
Total Credit Hours				12

Semester II

<i>Sr.#</i>	<i>Category</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	Core	PSY-728	Advanced Research Methods in Psychology *	3(3+0)
2	Elective		Elective IV	3(3+0)
3	Elective		Elective V	3(3+0)
4	Elective		Elective VI	3(3+0)
Total Credit Hours				12

Semester III

<i>Sr.#</i>	<i>Category</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	Compulsory	PSY-729	Internship Placement I	2(0+2)
2	Compulsory	PSY-730	Internship Placement II	2(0+2)
3	Compulsory	PSY-731	Internship Placement III	2(0+2)
4	Compulsory		Understanding of Holy Quran-I	1(1+0)
5	Compulsory		Understanding of Holy Quran -II	1(1+0)
6	Compulsory	PSY-799	Thesis*	6(0+6)
Total Credit Hours				8

* The Thesis will be registered in Semester III and carried over as a continuing course until completion.

Semester IV

<i>Sr.#</i>	<i>Category</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	Compulsory	PSY-799	Thesis*	6(0+6)
Total Credit Hours				6

13. List of Core and Elective Courses for MS Psychology

Core Courses

06 Credit Hours

(Each course 3 Credit Hours)

<i>Sr.#</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	PSY-727	Advanced Theories of Psychology*	3(3+0)
2	PSY-728	Advanced Research Methods in Psychology *	3(3+0)

Elective Courses

18 Credit Hours

(Each course 3 Credit Hours)

<i>Sr.#</i>	<i>Course Codes</i>	<i>Course Title</i>	<i>Cr. Hours</i>
1	PSY-702	Applied Statistics in Psychology	3(3-0)
2	PSY-703	Psychological Assessment	3(3-0)
3	PSY-704	Advanced Data Analysis	3(3-0)
4	PSY-706	Clinical Psychology: Theory and Practice	3(3-0)
5	PSY-707	Advances in Social Psychology	3(3-0)
6	PSY-708	Psychological Interventions in Disaster Management	3(3-0)
7	PSY-709	Psychology of Gender: Theory and Practice	3(3-0)
8	PSY-710	Health Psychology: Theory and Practice	3(3-0)
9	PSY-711	Theory and Practice of Counseling	3(3-0)
10	PSY-712	Psychology of Deviant Behavior	3(3-0)
11	PSY-713	Industrial and Organizational Psychology	3(3-0)
12	PSY-714	Psychology of Criminal Behavior	3(3-0)
13	PSY-715	Psychology of Lifespan Development	3(3-0)
14	PSY-716	Positive Psychology and Well-being	3(3-0)
15	PSY-717	Qualitative Research and Analysis	3(3-0)
16	PSY-718	Advances in Cognitive Psychology	3(3-0)
17	PSY-719	School Psychology: Theory and Practice	3(3-0)
18	PSY-720	Couple and Family Psychology	3(3-0)
19	PSY-721	Psychology of Peace, Conflict, and Violence	3(3-0)
20	PSY-722	Trauma Psychology	3(3-0)
21	PSY-723	Rehabilitation Psychology	3(3-0)
22	PSY-724	Occupational Health Psychology	3(3-0)

23	PSY-725	Military Psychology	3(3-0)
22	PSY-726	Forensic Psychology: Criminal Law	3(3-0)
23	PSY-799	Research Thesis	06

*** Compulsory courses for MS**

Compulsory Courses

8 Credit Hours

Sr.#	Course Codes	Course Title	Cr. Hours
1	PSY-729	Internship Placement I	2(0+2)
2	PSY-730	Internship Placement II	2(0+2)
3	PSY-731	Internship Placement III	2(0+2)
4		Understanding of Holy Quran-I	1(1+0)
5		Understanding of Holy Quran -II	1(1+0)

14. Outline for MS Psychology Program

Advanced Theories of Psychology

MS Psychology

Course Code: PSY-727

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Provide advanced knowledge of classical and contemporary psychological theories across multiple domains.
2. Critically analyze contemporary debates, controversies, and challenges in psychology, emphasizing cultural and indigenous contexts.
3. Apply theoretical frameworks to interpret complex human behavior and societal phenomena.
4. Foster scholarly discourse on emerging trends in psychology with ethical and professional awareness.
5. Promote integration of multidisciplinary perspectives in psychology, linking theory and practice.

Learning Outcomes

After completing the course, students will be able to:

1. Critically analyze major psychological theories (cognitive, behavioral, psychoanalytic, humanistic, socio-cultural) and assess their relevance to contemporary issues.
2. Integrate multidisciplinary knowledge to evaluate current debates in psychology, including indigenous and cross-cultural perspectives.
3. Apply theoretical frameworks to explain human behavior and societal phenomena such as digital life, global health, and ecological challenges.
4. Demonstrate ethical and cultural sensitivity in discussing psychological theories and contemporary applications.
5. Communicate complex psychological concepts and emerging issues effectively in scholarly discussions and written work.

Course Outline

- Unit 1. Current Issues in Psychology**
Psychology in transition; indigenous perspectives; linking theory and practice.
- Unit 2. Theories of Clinical, Abnormal and Counselling Psychology.**
Classical models; trauma and resilience; forensic psychology
- Unit 3. Theories of Health Psychology**
Health Belief Model, Theory of Planned Behavior, Transtheoretical Model; contemporary health challenges
- Unit 4. Theories of Social Psychology**
Social perception. Attribution theories. Social cognition. Impression formation, social media and Prejudice
- Unit 5. Theories of Gender**
Psychodynamic, social learning, cognitive perspectives; gender identity, intersectionality, cultural relativism
- Unit 6. Theories of Personality**
Psychoanalytic, trait, behaviorist, and contemporary views; personality profiling, cross-cultural studies.
- Unit 7. Theories of I/O Psychology**
Motivation, leadership, job stress; gig economy, workplace diversity
- Unit 8. Theories of Educational Psychology**
Behaviorism. Cognitivism. Constructivism. Experientialism. Social and contextual, online learning, AI in education.
- Unit 9 Contemporary Issues**
AI and psychology, ecological psychology, global mental health, trauma-informed care, ethical challenges

Recommended Books and Related Material

1. Bhatia, S., & Priya, K. R. (2021). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.
2. Bhambri, P., & Khang, A. (2024). New theoretical paradigms in cognitive psychology. In *Harnessing artificial emotional intelligence for improved human-computer interactions* (pp. 13-32). IGI Global.
3. Dana, D., & Treleaven, D. (2024). *The polyvagal theory and the power of feeling safe: A guide to conscious connection and trauma-informed care*. W.W. Norton &

Company.

4. Dickerson, P. (2024). *Social psychology: Traditional and critical perspectives*. SAGE Publications Limited.
5. Shiraev, E. B., & Levy, D. A. (2024). *Cross-cultural psychology: Critical thinking and contemporary applications*. Routledge.
6. Siregar, R., & Simbolon, I. Y. (2025). Challenging psychology and human reconstruction: a review of 'Innovations in Psychological Anthropology' edited by Rebecca J. Lester, (2024), London: Routledge, ISBN 9781003311713.

Advanced Research Methods in Psychology

MS Psychology

Course Code: PSY-728

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The aim of this course is to equip students with advanced theoretical knowledge and practical skills required for designing, executing, and evaluating psychological research.
2. To foster critical thinking and methodological rigor in addressing research questions, including the rationale for research design and alignment with objectives.
3. To develop proficiency in data analysis techniques and the interpretation of findings within psychological contexts.
4. To cultivate an in-depth understanding of the research process, from conceptualization to dissemination, emphasizing ethical and practical implications.
5. To enable students to critically assess and apply diverse research methodologies to advance knowledge in psychology.

Learning Outcomes

After completing the course, students will be able to:

1. Analyze and appraise advanced qualitative and quantitative research methodologies in psychological science, demonstrating sophisticated understanding of their applications and limitations.
2. Design and defend rigorous empirical research proposals incorporating contemporary

methods while adhering to ethical research principles.

3. Critically examine published psychological research through advanced methodological frameworks, identifying strengths and limitations in study design and execution.
4. Synthesize theoretical knowledge to formulate innovative research questions and select appropriate methodological approaches for data collection and analysis in psychological inquiry.

Course Outline

Unit 1. Introduction to Research

Scientific Method, Elements of Research. Types of Research: Basic and Applied Research Problem. Classification of Research: Descriptive, Exploratory, and Explanatory. Defining and Measuring Variables. Literature Review.

Unit 2. Ethical Issues in Conducting Psychological Research

Understanding the main ethical issues in Conducting Psychological Research. Human Participants in Research. Non-Human Subjects. Scientific Integrity.

Unit 3. Sampling

Sampling: Sampling frame and sampling design. Probability and non-probability sampling.

Unit 4. Qualitative Research Designs

Focus groups discussions. Interviews: structured, semi-structured, and unstructured. Unobtrusive measures of behavior. Observational/ Behavioural Design. Content and thematic analysis. Grounded theory. IPA. Ethnography.

Unit 5. Quantitative Research Designs

Observation survey research. Correlational research. Experimental research: Independent group design. Repeated measure design. Complex design. Single-case designs and small-n research. Quasi-experimental design. Multi Factorial Design.

Unit 6. Research Reporting Writing as per APA Manual 7th edition / the latest one

Proposal Writing. Conducting research. Submitting a Report.

Recommended Books and Related Material

1. Clark-Carter, D. (2024). *Quantitative psychological research: The complete student's companion*. Routledge.
2. Cropley, A. J. (2019). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne.(Open access–doi:

10.13140/RG. 2.1. 3095.6888).

3. Daniel, B. K., Harland, T., & Wald, N. (2024). *Higher education research methodology: A step-by-step guide to the research process*. Routledge.
4. Dawadi, S., Shrestha, S., & Giri, R. A. (2021). *Mixed-methods research: discussion on its types, challenges, and criticisms*. SAGE Publications.
5. Goodwin, K. A., & Goodwin, J. C. (2016). *Research methods in psychology (8th ed.)*. John Wiley Sons.
6. Javali, S., & Javali, M. S. B. (2024). *A Text book of research methodology and applied statistics*. Academic Guru Publishing House.
7. Khosla, I. (2021). Book review: *Social research methods: Qualitative and Quantitative Approaches*.
8. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches (7th ed.)*. Pearson Education Limited.
9. Smith, J. A. (2024). *Qualitative psychology: A practical guide to research methods (4th ed.)*. SAGE Publications.

Applied Statistics in Psychology

MS Psychology

Course Code: PSY-702

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. This course provides critical appraisal skills in evaluating statistical methods used in psychological research, enabling students to become informed consumers of quantitative data.
2. To provide a practical understanding of research design, including conceptualization, framework development, data collection, and the selection of appropriate statistical techniques for meaningful analysis.
3. To equip students with proficiency in applying statistical tools to psychological data, ensuring accurate interpretation and reporting of results.
4. To foster an awareness of the limitations and assumptions underlying statistical inference, emphasizing methodological rigor in psychological research.
5. To instill ethical considerations in data analysis, including transparency and responsible

reporting of statistical findings.

Learning Outcomes

After completing the course, students will be able to:

1. Apply advanced statistical methods (e.g., ANOVA, regression, factor analysis) to psychological datasets, demonstrating technical proficiency in data analysis.
2. Interpret statistical software outputs (e.g., SPSS) to derive valid, evidence-based conclusions relevant to psychological research.
3. Critically evaluate the methodological rigor, assumptions, and limitations of statistical techniques used in psychological studies.
4. Synthesize and communicate statistical findings effectively through scholarly reports, visualizations (e.g., graphs, tables), and presentations tailored to academic and professional audiences.

Course Outline

Unit 1. Introduction to Statistics

Definition & concept of statistics. Importance and limitations of statistics in psychology

Unit 2. Basic Concepts in Descriptive Statistics

Graphic representation of data. Data: Types of data. Frequency distribution: Cumulative frequency distribution. Histogram, Polygon, Pictograph, Bar Diagram, Pie Chart. Measures of central tendency: Mean, Mode, and Median, Range, Mean Deviation, Quartile Deviation, Variance, and Standard Deviation.

Unit 3. Basic Concepts in Inferential Statistics

Basic assumptions / rationale and when to use which inferential statistic. Critical Region, One Tailed & Two Tailed Tests. Type One and Type Two (I & II) Errors. Level of Significance: concept of alpha and p -value.

Unit 4. Correlation

Partial correlation. Multiple correlations. Biserial correlation. Point biserial Correlation. Tetrachoric correlation. Phi coefficient. Multiple linear regression. Logistic regression.

Unit 5. Factorial ANOVA

Analysis of Variance: One way ANOVA, Two Way ANOVA. Multivariate Analysis of Variance (MANOVA). Analysis of Covariance (ANCOVA). Factor analysis.

Unit 6. Non-Parametric Tests

Spearman's Rank Order Correlation. Chi Square Test (Contingency Table and

Proportions). Yates Correction. Non-Parametric tests: Wilcoxon test, Mann Whitney test, Sign test, Kruskal Wallis. Friedman test. Wilcoxon matched pairs signed rank test.

Recommended Books and Related Material

1. George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.
2. Hahs-Vaughn, D. L. (2024). *Applied multivariate statistical concepts*. Routledge.
3. Haslam, S. A., Steffens, N. K., Cruwys, T., & McGarty, C. (2024). *Research methods and statistics in psychology* (4th ed.). SAGE Publications.
4. Hox, J. J., Moerbeek, M., Van-de-Schoot, R. (2018). *Multilevel analysis*. New York: Routledge.
5. Mertler, C. A., Vannatta, R. A., & LaVenja, K. N. (2021). *Advanced and multivariate statistical methods: Practical application and interpretation*. Routledge.
6. Montgomery, D. C. & Runger, G. C. (2014). *Applied statistics and probability for engineers* (6th ed.). John Wiley & Sons, Inc
7. Nussbaum, E. M. (2024). *Categorical and nonparametric data analysis: Choosing the best statistical technique*. Routledge.
8. Vieira Jr, E. T. (2025). *An Introduction to Applied Statistics: With Step-By-Step SPSS Instructions*. Routledge.

Psychological Assessment

MS Psychology

Course Code: PSY-703

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The course aims to provide an in-depth understanding of psychological testing, including its theoretical foundations, applications across diverse settings, and principles of interpretation.
2. To enable students to critically analyze the relationship between underlying psychological theories and the design, content, and implementation of standardized tests.
3. To familiarize students with widely used norm-referenced tests assessing: Intellectual

functioning, Occupational aptitudes, Personality traits, Vocational interests, Attitudes and values.

4. To develop proficiency in integrating multiple assessment tools for comprehensive psychological evaluations, particularly in organizational and clinical settings.
5. To enhance students' ability to apply psychometric principles in test selection, administration, and interpretation while considering ethical and cultural factors.

Learning Outcomes

After completing the course, students will be able to:

1. Evaluate and select appropriate measurement principles and psychometric tools for assessing specific psychological phenomena.
2. Administer, interpret, and critically assess psychological measures, demonstrating the ability to adapt or develop culturally relevant tests when necessary.
3. Demonstrate technical proficiency in administering, scoring, and interpreting standardized psychological tests.
4. Critically appraise the reliability, validity, and ethical implications of psychological assessments across diverse populations.
5. Synthesize assessment data to formulate coherent, evidence-based psychological reports.

Course Outline

Unit 1. Nature, Types, and Use of Tests

Definition. Criterion vs. Norm Reference Tests. Group vs. Individual Tests. Power vs. Speed Tests. Assumptions about Psychological Testing. Assessment of people with disabilities. Computerized Assessment. Factors Influencing Use and Interpretation. Ethical and Legal Issues in Testing. Role of Culture.

Unit 2. Role of Psychometrics in Interpretation

Reliability (Classical theory). Validity. Item Response Theory. Errors and Test Biases

Unit 3. Psychological Tests

Group tests and controversies in ability testing. Performance-based projective assessment. Neuropsychological assessment and screening. Industrial, occupational, and career assessment. Tests of intelligence and achievement

tests. Aptitude, Interest and Attitude Testing. Psycho-diagnostic Tests (Clinical and Counseling). Assessment in Industrial and Organizational Settings.

Unit 4. Testing Special Populations

Infant & pre-school test. Tests of mentally retarded. Test for visual impairments. Tests for hearing impairment. Test for learning disabilities.

Unit 5. Test Development & Standardization

Construct definition. Specification of test need. Test structure. Overall planning. Item development. Item generation: Theory versus sampling, item review' piloting of items. Scale construction: Factor analysis and item response theory (IRT). Reliability. Validation. Test scoring and norming. Test specification

Unit 6. Test Administration & Report Writing

Basic steps of administrating tests. Report writing procedure. Introduction. History. Observations. Results writing.

Recommended Books and Related Material

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V (5th ed.)* Washington (DC): Authors.
2. Antony, M. M., & Barlow, D. H. (Eds.). (2020). *Handbook of assessment and treatment planning for psychological disorders*. Guilford Publications.
3. Ben-Porath, Y. S. (2003). Assessing personality and psychopathology with self-report inventories. *Handbook of psychology: Assessment psychology*, 10, 553-577.
4. Cohen, R. J., Schneider, W. J., & Tobin, R. M. (2025). *Psychological testing and assessment: An introduction to tests and measurement* (11th ed.). McGraw Hill.
5. Gregory, R. J. (2016). *Psychological testing: History, principles, and applications (7th ed.)*. Boston, MA: Pearson.
6. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
7. Markus, K. A., & Borsboom, D. (2024). *Frontiers of test validity theory: Measurement, causation, and meaning*. Routledge.
8. Petersen, I. T. (2024). *Principles of psychological assessment: With applied examples in R*. Chapman and Hall/CRC. <https://doi.org/10.1201/9781003357421>

Advanced Data Analysis

MS Psychology

Course Code: PSY-704

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The primary focus of this course is to develop conceptual mastery of statistical techniques, including their theoretical foundations and appropriate application in psychological research.
2. Enhance technical proficiency in data processing, analysis, and interpretation using statistical software (e.g., SPSS).
3. Apply advanced analytical skills to select, execute, and interpret statistical tests, presenting results in APA-compliant tables and reports.
4. Cultivate expertise in data management, including data cleaning, handling, and mining techniques for large and complex datasets.
5. Design and empirically test research models, demonstrating the ability to translate theoretical hypotheses into statistically sound analyses.

Learning Outcomes

After completing the course, students will be able to:

1. Apply advanced statistical techniques (e.g., structural equation modeling, multilevel modeling) to analyze complex psychological datasets.
2. Design and implement robust data analysis plans for empirical research using statistical software (e.g., SPSS, R, Mplus, AMOS).
3. Interpret statistical outputs and communicate findings effectively, integrating results with psychological theory and research hypotheses in APA guided reports.
4. Critically evaluate the appropriateness, strengths, and limitations of different analytical approaches in psychological research.

Course Outline

Unit 1. Introduction to software's frequently used in research

Parametric Analysis (SPSS, AMOS, etc). Reference Managers (Endnote).
Presentation. Anti-Plagiarism (Use of Turnitin).

Unit 2. Quantitative Data Analysis (SPSS): A review of basics

Data Input. Data Exploration. Checking Assumptions. Data Manipulation and Computation. Working with SPSS Syntax. Demonstration.

Unit 3. Basic Inferential Statistics

Mean. Mode. Median. Variance. Standard deviation

Unit 4. Conventional Quantitative Analysis (CQA)

Comparing Means (Two means & Several Means – t-test & ANOVA, Factorial ANOVA. Mixed-design ANOVA.). Correlation. Linear Regression. Multiple regression.

Unit 5. Unconventional Quantitative Analysis UCQA with SPSS

Mediation and Moderation (Concept & Application).

Unit 6. Factor Analysis

Exploratory factor analysis. Confirmatory factor analysis.

Unit 7. Path Analysis and Structural Equation Modeling

Moderation. Mediation. Moderated-mediation. Mediated-moderation

Unit 8. Reporting of Results According to APA 7th Edition

Recommended Books and Related Material

1. Cooper, H. E., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D. E., & Sher, K. J. (2023). *APA handbook of research methods in psychology: Data analysis and research publication, Vol. 3* (pp. xv-639). American Psychological Association.
2. Field, A. (2017). *Discovering statistics using SPSS (4th edition)*. Los Angeles: Sage. ISBN: 978-1-4462- 4918-5
3. George, D., & Mallery, P. (2024). *IBM SPSS statistics 29 step by step: A simple guide and reference*. Routledge
4. Hahs-Vaughn, D. L. (2024). *Applied multivariate statistical concepts*. Routledge.
5. Hinton, P. R. (2024). *Statistics explained*. Routledge.
6. Jasrai, L. (2020). *Data analysis using SPSS*. Sage.
7. Kinnear, P. R., & Gray, C. D. (2011). *IBM SPSS Statistics 18 made simple*. Psychology Press.
8. Lyons, E., & Coyle, A. (Eds.). (2021). *Analysing qualitative data in psychology*. Sage.
9. Nussbaum, E. M. (2024). *Categorical and nonparametric data analysis: Choosing the best statistical technique*. Routledge.
10. Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

Clinical Psychology: Theory and Practice

MS Psychology

Course Code: PSY-706

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Provide advanced understanding of the classification, etiology, and epidemiology of mental disorders.
2. Develop diagnostic reasoning and assessment skills in line with DSM-5.
3. Train students in evidence-based intervention strategies across diverse populations.
4. Equip students with case formulation and report writing skills.
5. Foster ethical, legal, and cultural sensitivity in clinical practice.
6. Introduce contemporary developments and the role of clinical psychology in Pakistan.

Learning Outcomes

After completing the course, students will be able to:

1. Explain and critically evaluate the classification, etiology, and epidemiology of psychological disorders.
2. Demonstrate proficiency in psychological assessment and diagnostic procedures using DSM-5 and other tools.
3. Formulate clinical cases and write structured clinical reports based on assessment data.
4. Design and evaluate evidence-based interventions for diverse clinical populations.
5. Analyze ethical, legal, and cultural issues in clinical practice, including indigenous perspectives.
6. Assess the status of clinical psychology in Pakistan and critically evaluate its role in academic, clinical, and community contexts.

Course Outline

Unit 1. DSM V (TR) Disorders

Introduction, new and removed disorders, classification; epidemiology and etiology

Unit 2. Clinical Assessment & Diagnosis

Elements of assessment; psychological testing; case formulation

Unit 3. Case Study & Clinical Report Writing

Principles of case writing; clinical report structure; practice with sample cases

Unit 4 Clinical Interventions

Behavior modification, CBT, relaxation, systematic desensitization, thought stopping, chaining, shaping; evaluation of interventions

Unit 4. Ethics in Clinical Psychology

Therapeutic relationships. Therapeutic factors (specific / non-specific). Transference. Counter- transference. Multicultural identities.

Unit 5 Status of Clinical Psychology in Pakistan

Current status; training and institutional practices; community mental health; trauma-informed care; future directions

Recommended Books and Related Material

1. Hunsley, J., & Mash, E. J. (Eds.). (2019). *A guide to assessments that work* (2nd ed.). Oxford University Press.
2. Kirmayer, L. J., Worthman, C. M., Kitayama, S., Lemelson, R., & Cummings, C. A. (Eds.). (2023). *Culture, mind, and brain: Emerging concepts, models, and applications*. Cambridge University Press.
3. Krueger, R. F., & Blaney, P. H. (Eds.). (2023). *Oxford textbook of psychopathology* (4th ed.). Oxford University Press.
4. Norcross, J. C., & Sayette, M. A. (2023). *Insider's guide to graduate programs in clinical and counseling psychology*. Guilford Publications.
5. Swargiray, K. (2024). *Abnormal Psychology: Theories, Diagnosis, and Treatment*. EdTech Research Association, US.
6. Thornicroft, G., Drake, R. E., Gureje, O., Mueser, K. T., & Szmukler, G. (Eds.). (2025). *Oxford Textbook of Community Mental Health 2e*. Oxford University Press.
7. Whiteley, C. (2024). *Clinical Psychology*. CGD Publishing.
8. Wright, J. H., Brown, G. K., & Thase, M. E. (2023). *Learning cognitive-behavior therapy: An illustrated guide* (2nd ed.). American Psychiatric Association Publishing.

Advances in Social Psychology

MS Psychology

Course Code: PSY-707

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Advance students' knowledge of theories and empirical research in social psychology.
2. Enhance analytical and critical thinking about social interactions in diverse cultural contexts.
3. Develop skills in applying social psychological principles to contemporary issues.
4. Equip students to conduct research in social psychology addressing systemic and cultural challenges.
5. Promote integration of social psychological perspectives to foster inclusion, justice, and equity.

Learning Outcomes

After completing the course, students will be able to:

1. Critically analyze advanced theories and empirical findings in social psychology related to attitudes, group dynamics, and social influence.
2. Evaluate the impact of social, cultural, and systemic factors on individual and group behavior.
3. Design and critique research studies investigating contemporary social psychological issues using quantitative and qualitative methods.
4. Apply social psychological principles to real-world problems in order to promote social justice, inclusion, and equity.
5. Communicate effectively complex social psychological concepts and research findings in written and oral formats.

Course Outline

Unit 1. Introduction to Social Psychology

Definition. Nature. Historical perspective. Research methodology. Socio-psychological issues in Pakistan. Social issues.

Unit 2. The Self

Self-concept, self-efficacy, self-esteem, self-presentation, social identity

Unit 3. Social Influence and Social Cognition

Genes. Culture. Gender. Conformity. Compliance. Obedience. Group behavior. Intergroup relations. Group decision-making processes. Leadership. Groupthink. Group polarization

Unit 4. Stereotyping, Prejudice, and Discrimination

Social perception. Heuristics. Stereotypes. Attribution process. Bias. Racism. Sexism. Systematic Inequality

Unit 5. Aggression, Violence, and Prosocial Behavior

Emotions and aggression. Helping others. Altruism and empathy

Unit 6. Attitudes and Attitudinal Change

Persuasion. Propaganda. Cognitive dissonance.

Unit 7. Interpersonal Attraction and Relationships

Attraction. Love. Jealousy. Friendship. Group dynamics

Unit 8. Culture and Social Diversity

Health psychology. Environmental behavior. Organizational behavior. Consumer behavior. Law. Media. Technology. Education. diversity and inclusion in multicultural societies

Recommended Books and Related Material

1. Bernard, L. L. (2024). *Instinct: A study in social psychology*. Taylor & Francis.
2. Crisp, R. J., Turner, R. N., & Meleady, R. (2024). *Essential social psychology* (5th ed.). Sage Publications Ltd.
3. Dovidio, J. F., & Link, B. G. (Eds.). (2024). *The Oxford handbook of stigma, discrimination, and health* (2nd ed.). Oxford University Press.
4. Dovidio, J. F., & Link, B. G. (Eds.). (2024). *The Oxford handbook of stigma, discrimination, and health* (2nd ed.). Oxford University Press.
5. Jost, J. T. (2024). *A theory of system justification*. Harvard University Press.
6. Kassin, S., Fein, S., & Markus, H. R. (2024). *Social psychology*. SAGE Publications.
7. Paolini, S., Turner, R. N., Vasiljevic, M., & Crisp, R. J. (Eds.). (2024). *Social psychology: Foundations, advances and applications*. SAGE Publications.
8. Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2024). *Social psychology: Sociological perspectives*. Waveland Press.
9. Van Lange, P. A. M., Higgins, E. T., & Kruglanski, A. W. (Eds.). (2023). *Social psychology: Handbook of basic principles* (3rd ed.). The Guilford Press.

Psychological Interventions in Disaster Management

MS Psychology

Course Code: PSY-708

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Familiarize students with the psychological impact of natural and human-made disasters.
2. Train students in evidence-based psychological first aid and trauma interventions.
3. Cultivate the ability to evaluate ethical, cultural, and organizational issues in disaster management.
4. Develop skills to design and implement psychosocial interventions for disaster-affected populations.
5. Promote interdisciplinary collaboration and resilience-building strategies in crisis contexts.

Learning Outcomes

After completing the course, students will be able to:

1. Explain the psychological impact of disasters and crises on individuals, families, and communities.
2. Design and evaluate psychological intervention strategies tailored to disaster-affected populations.
3. Apply culturally sensitive and ethical principles in delivering psychological first aid and trauma care.
4. Collaborate effectively with interdisciplinary teams in disaster response, demonstrating leadership and teamwork.
5. Demonstrate self-awareness and apply self-care strategies to manage vicarious trauma when working with survivors.

Course Outline

Unit 1. Introduction and Overview

Disaster. Types of disaster and disaster response. Natural disaster vs. Terrorism.

Individual vs. Community response. Phases of disaster response: Mitigation, preparedness, response, and recovery.

Unit 2. Psychological Reactions and Risk Factors

Factors Affecting the mental health of survivors. Fear. Resilience. Groupthink. Panic. Paralysis. Altruism. Trauma and stress related disorders.

Unit 3. Psychological First Aid

Principles and procedures of psychological first aid; evaluation, debriefing, critical incident stress debriefing (CISD)

Unit 4. Differences and Diversity in Trauma Experiences

Pre-incident mental health. Pre-existing mental health conditions. Special population: Refugees, children of war, gender. Culture and ethnicity. Impact exposure. Effects. Treatment of trauma.

Unit 5. Interventions

Cognitive behavioral intervention. Counselling in management of disaster. Stress management. Critical incident stress management (cism) program. Interventions of post-traumatic stress disorder. Psycho-social counselling. Interventions of post-traumatic stress disorder. Psycho-social counselling.

Unit 6. Self-Care for Clinicians / Practitioners Treating Trauma

Vicarious trauma, transference and countertransference; strategies for self-awareness and resilience among clinicians.

Unit 7. Ethical issues

Ethical dilemmas, APA code of ethics in disaster contexts, organizational and legal challenges, community preparedness models.

Recommended Books and Related Material

1. Briere, J. N., & Scott, C. (2021). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (3rd ed.). Sage Publications.
2. Everly, G. S., Jr., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid* (2nd ed.). Johns Hopkins University Press.
3. Fonio, C., Widera, A., & Zwęgliński, T. (2023). *Innovation in crisis management*. London, UK: Routledge.
4. Halpern, J., & Vermeulen, K. (2023). *Disaster mental health case studies: Lessons learned from counseling in chaos*. Routledge.
5. James, R. K., & Gilliland, B. E. (2024). *Crisis intervention strategies* (9th ed.).

Cengage Learning.

6. Olsen, A. (2022). *Understanding Vicarious Trauma: The Effects of Risk Factors, Protective Factors, and Trauma-Informed Care Implementation on Vicarious Trauma Symptoms*. Palo Alto University.
7. Stoddard, F. J., Jr., Katz, C. L., & Brenner, G. H. (Eds.). (2025). *Disaster psychiatry: Readiness, evaluation, and treatment* (2nd ed.). American Psychiatric Association Publishing.
8. Stoddard, F. J., Katz, C. L., & Brenner, G. H. (Eds.). (2024). *Disaster psychiatry: Readiness, evaluation, and treatment* (2nd ed.). American Psychiatric Publishing. <https://doi.org/10.1176/appi.books.9780873182522>
9. World Health Organization. (2021). *Psychological first aid: Guide for field workers*. WHO.

Psychology of Gender: Theory and Practice

MS Psychology

Course Code: PSY-709

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. To develop an understanding of gender as a central organizing feature of human behavior and an overall picture of gender from a psychological perspective through various theoretical models of male and female development from a psychological perspective.
2. To impart students with sufficient knowledge so that they can develop critical thinking skills necessary to analyze and evaluate societal issues so that one is prepared to discuss their implications for the way individuals perceive themselves and others.

Learning Outcomes

After completing the course, students will be able to:

1. Critically analyze psychological theories and research related to gender identity, roles, and expression.
2. Evaluate the influence of cultural, historical, and systemic factors on gendered experiences.

3. Apply gender-informed psychological principles in diverse professional contexts.
4. Advocate for gender equity and inclusion using psychological knowledge and ethical reasoning.

Course Outline

Unit 1. Understanding Gender and Sex Gender Typing

Gender and sex: Definition, similarity, and differences. Key Issues and Perspectives about gender. Importance of studying gender in psychology.

Unit 2. Theoretical Perspectives on Gender

Biological and evolutionary approaches, Psychoanalytic theories of gender, Social learning theory, Gender schema theory, Feminist psychology perspectives.

Unit 3. Gender Identity and Development

Stages of gender identity formation. Childhood socialization and gender roles. Intersectionality: gender, culture, and social class

Unit 4. Gender Roles and Stereotypes

Origins and functions of gender stereotypes. Impact on self-concept, behavior, and performance. Media, culture, and societal reinforcement of roles.

Unit 5. Gender and Social Behavior

Communication styles and differences. Gender discrimination, aggression, violence, empathy, and prosocial behavior. Power, leadership, and workplace dynamics. Gender Identity and Gender conformity. Gender and media. Beauty body image and media. Self-objectification theory.

Unit 6. Contemporary Issues in Gender Psychology

Gender in equality and discrimination, Gender-based violence and harassment. LGBTQ+ identities and psychological well-being. Global perspectives on gender and mental health. Gender related crimes. Legal aspect in Pakistan. Legal and social rights of each gender.

Ethical Issues in Gender Research and Practice

Unit 7. Gender bias in psychological research and testing. Ethical representation of gender and minority groups. Confidentiality and respect for gender identity. Cultural competence in gender-sensitive practice.

Recommended Books and Related Material

1. Brannon, L. (2024). *Gender: psychological perspectives*. Routledge.
2. Del Giudice, M. (2023). *Ideological bias in the psychology of sex and gender. In Ideological and political bias in psychology: Nature, scope, and solutions* (pp. 743-

- 778). Cham: Springer International Publishing.
3. Else-Quest, N. M., & Hyde, J. S. (2018). *The psychology of women and gender: Half the Human Experience* (9th ed.). SAGE Publications.
 4. Helgeson, V. S. (2020). *Psychology of gender*. Routledge.
 5. Helgeson, V. S., Balhan, K. M., & Winterrowd, E. (2025). *Psychology of gender/sex*. Taylor & Francis.
 6. Lehmiller, J. J. (2023). *The psychology of human sexuality*. John Wiley & Sons.
 7. Natu, S. A. (2023). *Psychology and Gender: An Advanced Reader*. Routledge India.
 8. Rudman, L. A. & Glick, P. G. (2008) *The Social Psychology of Gender*. New York Guilford Press.
 9. Rudman, L. A., & Glick, P. (2021). *The social psychology of gender: How power and intimacy shape gender relations*. Guilford Publications.
 10. Zurbriggen, E. L., & Capdevila, R. (Eds.). (2023). *The palgrave handbook of power, gender, and psychology*. Palgrave Macmillan.

Health Psychology: Theory and Practice

MS Psychology

Course Code: PSY-710

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Explain the Biopsychosocial Model and Its Application to Understanding Health and Illness
2. Analyze Behavioral, Cognitive, and Emotional Factors Influencing Health Outcomes
3. Design Health Promotion and Disease Prevention Interventions Based on Psychological Principles

Learning Outcomes

After completing the course, students will be able to:

1. Explain the biopsychosocial model and its application to understanding health and illness.
2. Analyze behavioral, cognitive, and emotional factors influencing health outcomes.
3. Design health promotion and disease prevention interventions based on psychological principles.

4. Evaluate ethical and cultural considerations in health psychology practices.

Course Outline

Unit 1. Introduction to Health Psychology

Definition of health psychology. Mind-body relationship: Brief history. Biopsychosocial model vs. biomedical model. Role of health psychologists in clinical and community settings. Gender related health issues. Public health policy.

Unit 2. Theoretical Foundations

Behavioral theories of health (Health Belief Model, Theory of Planned Behavior, etc.). Stress and coping models (Lazarus & Folkman). Self-regulation and social cognitive theories

Unit 3. Research Methods in Health Psychology

Quantitative and qualitative approaches. Clinical trials and intervention research. Ethical considerations in health psychology research.

Unit 4. Stress and Coping

Physiological mechanisms of stress. Psychological responses to stress. Appraisal of stressors. Fight and flight. Coping strategies and resilience. Stress-related illnesses (e.g., cardiovascular disease, ulcers, immune disorders).

Unit 5. Psychological Interventions in Health

Cognitive-behavioral therapy (CBT) for health problems. Mindfulness and stress reduction techniques. Behavioral medicine and lifestyle interventions. Community-based interventions.

Unit 6. Applications of Health Psychology

Role in hospitals and clinical settings. Workplace health psychology. Public health policy and health psychology. Disaster, trauma, and crisis intervention.

Unit 7. Lifestyle and Health Behaviors

Health enhancing behaviors. Health compromising behaviors. Health determinants. Indigenous perspective. Theories of health behaviors. Prevention & intervention.

Recommended Books and Related Material

1. Abraham, C., Conner, M., Jones, F., & O'Connor, D. (2024). *Health psychology*. Routledge.
2. Bültmann, U., & Siegrist, J. (Eds.). (2021). *Handbook of disability, work and health*. Cham: Springer International Publishing.
3. Cunningham, C. J., & Black, K. J. (2021). *Essentials of occupational health psychology*. Routledge.

4. Marks, D. F., Murray, M., Locke, A., Annunziato, R. A., & Estacio, E. V. (2024). *Health psychology: Theory, research and practice*. John Wiley & Sons.
5. Ragin, D. F. (2024). *Health psychology: An interdisciplinary approach*. Routledge.
6. Ragin, D. F., & Keenan, J. P. (Eds.). (2021). *Handbook of research methods in health psychology*. Routledge.
7. Rathus, S. A., & Nevid, J. S. (2021). *Exploring Health Psychology*. John Wiley & Sons.
8. Smith, J. A. (2024). *Qualitative psychology: A practical guide to research methods*.
9. Tetrick, L. E., Fisher, G. G., Ford, M. T., & Quick, J. C. E. (2024). *Handbook of occupational health psychology* (pp. xiii-709). American Psychological Association.

Theory and Practice of Counseling

MS Psychology

Course Code: PSY-711

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Demonstrate knowledge of key counseling theories and their application in diverse client scenarios
2. Evaluate client needs and formulate appropriate intervention goals and strategies
3. Adhere to ethical guidelines and demonstrate cultural sensitivity in counseling practices

Learning Outcomes

After completing the course, students will be able to:

1. Demonstrate knowledge of key counseling theories and their application in diverse client scenarios.
2. Apply evidence-based counseling techniques in simulated or supervised settings.
3. Evaluate client needs and formulate appropriate intervention goals and strategies.
4. Adhere to ethical guidelines and demonstrate cultural sensitivity in counseling practices.

Course Outline

Unit 1. Introduction to Counselling Psychology

Definition, scope, and objectives

- Historical development of counselling psychology
- Distinction between counselling, clinical, and psychotherapy
- Role and characteristics of counselling psychologists
- Unit 2. Theoretical Foundations of Counselling**
 - Psychoanalytic approaches
 - Humanistic and existential approaches (Carl Rogers, Gestalt, etc.)
 - Cognitive-behavioral approaches
- Unit 3. Counselling Process and Skills**
 - Building rapport and therapeutic alliance
 - Working in Counselling relationship
 - Termination and follow-up in counselling
- Unit 4. Specialized Areas in Counselling**
 - Educational and school counselling
 - Career and vocational counselling
 - Trauma and crisis intervention
 - Addiction counselling
 - Family counselling
- Unit 5. Ethical and Professional Issues**
 - Codes of ethics in counselling psychology
 - Confidentiality and informed consent
 - Legal considerations in counselling practice
- Unit 6. Applications of Counselling Psychology**
 - Counselling in educational institutions
 - Workplace counselling and employee assistance programs
 - Community counselling and NGOs
 - Counselling in healthcare and rehabilitation settings
- Unit 7. Future Directions in Counselling Psychology**
 - Online and tele-counselling
 - Role of AI and technology in counselling
 - Global trends and emerging challenges in counselling psychology

Recommended Books and Related Material

1. Norcross, J. C., & Sayette, M. A. (2023). *Insider's guide to graduate programs in clinical and counseling psychology*. Guilford Publications.
2. Miville, M. L., Bensmiller, N., & Tatian, M. L. V. (2024). *Counseling and gender*. Cambridge University Press.

3. Smith-Adcock, S., & Tucker, C. (Eds.). (2023). *Counseling children and adolescents: Connecting theory, development, and diversity*. SAGE Publications.
4. Freedheim, D. K., & Weiner, I. B. (2021). *Handbook of psychology*. John Wiley & Sons, Inc.
5. Hough, M., & Tassoni, P. (2021). *Counselling Skills and Theory 5th Edition*. Hodder Education.
6. Donohue, C., Streatfeild, K., Consoli, A., Murphy, K., Young, C., Charura, D., ... & Puno, L. (2024, July). *Counselling psychology: a position paper*. Global Counselling Psychology Forum.
7. Rassool, G. H. (2024). *Islāmic counselling and psychotherapy: An introduction to theory and practice*. Routledge.
8. Smith, J. A. (2024). *Qualitative psychology: A practical guide to research methods*.
9. Hough, M., & Tassoni, P. (2021). *Counselling Skills and Theory 5th Edition*. Hodder Education.
10. Barkham, M., Lutz, W., & Castonguay, L. G. (Eds.). (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change*. John Wiley & Sons.

Psychology of Deviant Behavior

MS Psychology

Course Code: PSY-712

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Examine connections and disjunctures between criminology and psychology
2. Analyze individual-level and society-level explanations of criminal behavior
3. Evaluate the role of psychologists and allied professionals in the criminal justice process

Learning Outcomes

After completing the course, students will be able to:

1. Explain psychological, biological, and sociocultural theories of deviant behavior.
2. Analyze the role of systemic factors, discrimination, and social contexts in the development of deviant behavior.
3. Evaluate prevention and intervention strategies for managing deviant behavior in

clinical and community settings.

4. Apply ethical considerations in assessing and addressing deviant behaviors.

Course Outline

Unit 1. Introduction

Definition of deviance (norms, rules, and social expectations). Difference between crime and deviance. Types of deviance (social, cultural, psychological, legal). Importance of studying deviance in psychology and sociology.

Unit 2. Theories of Deviant Behavior

Psychological theories (personality, mental disorders, learning theories). Sociological theories: Structural functionalism (Durkheim, anomie), Strain theory (Merton), Labeling theory (Becker), Social learning theory (Bandura, Sutherland's differential association).

Unit 3. Types and Forms of Deviant Behaviour

Criminal deviance (theft, violence, drug trafficking), Sexual deviance (prostitution, pornography, harassment), Substance abuse and addiction, Mental illness and deviance, Cyber deviance (online harassment, hacking, identity theft), Everyday deviance (lying, cheating, gossip). Sexual offending and treatment.

Unit 4. Consequences of Deviant Behaviour

Individual consequences (mental health, stigma, social isolation). Family consequences (conflict, breakdown, victimization). Social consequences (loss of trust, moral panic, inequality). Legal consequences (imprisonment, criminal records).

Unit 5. Deviant Behaviors, Crime and Justice in Pakistan

Norms. Practices. Indigenous risk and protective factors. Recent events. Laws and implementations. Stigma and labeling. Ethical dilemmas in treatment and rehabilitation.

Unit 6. Prevention and Intervention Strategies

Individual-level interventions (counselling, therapy, CBT). Family and community-based interventions. Educational programs and awareness campaigns. Policy and legal reforms. Preventive approaches and positive deviance.

Recommended Books and Related Material

1. Bonta, J., & Andrews, D. A. (2023). *The psychology of criminal conduct*. Routledge.

2. Conyers, A., & Calhoun, T. C. (2020). *Deviance today*. Routledge.
3. Goode, E. (2022). *Deviant behavior*. Routledge.
4. Kamaei, M., Gottschalk, P., & Dearden, T. E. (2025). *The gender gap in white-collar crime: A multi-country study of women offenders in economic crime*. Apple Academic Press.
5. Opp, K. D. (2020). *Analytical criminology: Integrating explanations of crime and deviant behavior*. Routledge.
6. Thomson, N. D. (Ed.). (2024). *Handbook of gun violence*. Academic Press.
7. Touloupis, T., Sofos, A. L., & Vasiou, A. (Eds.). (2025). *Students' online risk behaviors: Psychoeducational predictors, outcomes, and prevention*. IGI Global.
8. Tully, R. J., Bohall, G., & Prescott, D. S. (Eds.). (2025). *Best practices in sexual offender assessment and management*. Springer Nature Switzerland.

Industrial and Organizational Psychology

MS Psychology

Course Code: PSY-713

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The goal of this course is to help students to develop a conceptual understanding of OB theories and provide them with skills to put those ideas and theories into practice and enable them to interact with and manage people and share helpful tactics for advancing your career.

Learning Outcomes

After completing the course, students will be able to:

1. Analyze psychological theories and principles as they apply to workplace behavior and organizational effectiveness.
2. Evaluate employee motivation, leadership, and group dynamics within organizational settings.
3. Design and recommend interventions for enhancing employee performance, job satisfaction, and organizational health.
4. Demonstrate awareness of ethical, legal, and diversity-related issues in organizational psychology practice.

Course Outline

- Unit 1. Introduction to Organizational Behavior**
Definition, History, and Scope of I/O Psychology
Research Methods in I/O Psychology
- Unit 2. Job Analysis and Competency Modeling**
Job analysis Methods (task-oriented, worker-oriented approaches)
Competency framework and organizational effectiveness
- Unit 3. Employee Selection and Assessment**
Psychological testing and measurement
Reliability, validity, fairness in selection
- Unit 4. Training and Development**
Training needs assessment
Approaches to learning and skill development
Evaluating training effectiveness
- Unit 5. Motivation Theories and Applications**
Classic theories (Maslow, Herzberg, McClelland)
Contemporary approaches (Self-Determination Theory, Goal setting)
Practical applications in organizations.
- Unit 6. Leadership in Organizations**
Communication, cohesion, conflict, decision-making in teams
Virtual teams and global collaboration
Cross-cultural leadership challenges
- Unit 7. Group Dynamics and Teamwork**
Communication, cohesion, conflict, decision-making in teams
Virtual teams and global collaboration
- Unit 8. Performance Management and Appraisal**
Methods of performance evaluation
Biases and fairness in appraisal systems
Linking appraisal to organizational outcomes
- Unit 9. Job Attitudes and Work Stress**
Job Satisfaction, Organizational commitment, engagement
Stress, burnout, and work-life balance
- Unit 10. Organizational Development and Change**
Planned change models (Lewin, Kotter)
Resistance to change and strategies to overcome it
Interventions for organizational health

Unit 11. Diversity, Ethics, and Legal Issues

Workplace diversity and inclusion

Ethical decision-making in organizational Psychology

Employment law considerations

Unit 12. Future Directions in I/O Psychology

Technology and the future of work

Artificial Intelligence, remote work, and gig economy implications

Integrating research and practice in evolving workplaces

Recommended Books and Related Material

1. Brooks, I. (2018). *Organizational behavior: Individuals, groups, and organizations*. New Delhi: Pearson.
2. Conte, J. M. (2024). *Work in the 21st Century, with EEPUB Access: An Introduction to Industrial and Organizational Psychology*. John Wiley & Sons.
3. Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). *Organizational Psychology and Organizational Behavior: Evidence-based Lessons for Creating Sustainable Organizations*. John Wiley & Sons.
4. Konopaske, R., Ivancevich, J. & Matteson, M. (2017). *Organizational behavior and management* (11th ed.). New York: McGraw Hill.
5. Landers, R. N., & Behrend, T. S. (2024). *Research methods for industrial and organizational psychology: Science and practice*. Taylor & Francis.
6. Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). *Organizational behavior: An evidence- based approach* (13th ed.). London: Information Age Publishing (IAP).
7. McKenna, E. (2020). *Business psychology and organizational behaviour*. Routledge.
8. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). New Delhi: Pearson.
9. Spector, P. E. (2021). *Industrial and organizational psychology: Research and practice*. John Wiley & Sons

Psychology of Criminal Behavior

MS Psychology

Course Code: PSY-714

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. In this course, students will study how and why some individuals become criminals and why some actually become killers. Students will study what is known about serial killers, stalkers, rapists and criminals. Also, the latest techniques used in criminal profiling and questioning will be examined. Differentiate between criminology and criminal psychology to understand the unique ways that criminal psychologists approach understanding criminal behavior.
2. This course discusses various theories and predictions about psychopaths to understand why they act the way they do. Outline how psychological development, social learning, and biology contribute to deviant behavior and crime with reference to specific theories and models.

Learning Outcomes

After completing the course, students will be able to:

5. Analyze the influence of cognitive, emotional, and environmental factors in the development of criminal behavior.
6. Evaluate intervention and rehabilitation strategies within forensic and correctional settings.
7. Apply ethical and culturally appropriate practices in psychological assessments of offenders.

Course Outline

Unit 1. Introduction to Advanced Criminal Psychology

Scope and nature of criminal psychology

Theories of criminal behavior (biological, psychological, sociological)

Unit 2. Psychological Theories of Crime

Cognitive theories: moral development, social learning, and self-control

Empirical evidence linking psychology to offending

Unit 3. Cognitive and Emotional Factors in Crime (Profiling Foundations)

Anger, aggression, and impulsivity

Role of mental illness and personality disorders

Unit 4. Environmental and Social Influences

Poverty, peer pressure, substance abuse

Cultural and community-level influences

- Unit 5. Criminal Profiling and Offender Typologies**
FBI method vs. statistical profiling
Case studies and critique of profiling
- Unit 6. Witness Psychology and Eyewitness Testimony**
Cognitive processes in memory and identification
Reliability of eyewitness accounts
- Unit 7. Forensic Interviewing and Evidence Gathering**
Interview techniques with victims, witnesses, and offenders
Suggestibility, false confessions, and legal implications
- Unit 8. Violent and Sexual Offending**
Psychological theories and case research
Risk assessment tools for high-risk offenders
- Unit 9. Correctional Psychology and Rehabilitation**
Treatment programs for offenders (CBT, anger management, restorative justice)
Effectiveness of rehabilitation strategies
- Unit 10. Juvenile Offending and Developmental Pathways**
Adolescent brain development and risk-taking
Intervention strategies for young offenders
- Unit 11. Ethics, Law, and Diversity in Criminal Psychology**
Ethical dilemmas in forensic settings
Cultural sensitivity and human rights in offender treatment
APA ethics code
- Unit 12. Emerging Issues and Future Directions**
Technology, cybercrime, and digital profiling
Future of criminal psychology in global contexts

Recommended Books and Related Material

1. Blair, L. (2024). *Psychology and criminal justice*. Taylor & Francis.
2. Bonta, J., & Andrews, D. A. (2023). *The psychology of criminal conduct*. Routledge.
3. Canter, D. (2017). *Criminal psychology*. Routledge.
4. Canter, D. (2024). *Criminal Psychology in Action: A Project Based Approach*. Taylor & Francis.
5. Durrant, R. (2018). *An introduction to criminal psychology*. Routledge.
6. Freedheim, D. K., & Weiner, I. B. (2021). *Handbook of psychology*. John Wiley & Sons, Inc.
7. Godwin, G. M. (2000). *Criminal psychology and forensic technology: A*

collaborative approach to effective profiling. CRC press.

8. Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). *Organizational Psychology and Organizational Behavior: Evidence-based Lessons for Creating Sustainable Organizations*. John Wiley & Sons.
9. Pakes, F., & Pakes, S. (2012). *Criminal psychology*. Willan.
10. Rowlands, D., & Canter, D. (2024). *Criminal Psychology*. Taylor & Francis.
11. Whiteley, C. (2021). *Criminal Profiling: A Forensic and Criminal Psychology Guide to FBI And Statistical Profiling* (Vol. 26). CGD Publishing.

Psychology of Lifespan Development

MS Psychology

Course Code: PSY-715

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course gives a general introduction to the area of developmental psychology and contains the following parts: Central developmental theories intend to focus on theories of human development from maturational, learning theory, cognitive, evolutionary, and psychodynamic perspectives. Functional development reflects aspects of human development and gives basic knowledge about individual predispositions, about the interplay between heredity and environment, and sensorimotor, cognitive, language, personality-related, and socio-emotional development.

Learning Outcomes

After completing the course, students will be able to:

1. Describe the major developmental stages and transitions across the human lifespan.
2. Analyze the interplay of biological, psychological, and socio-cultural factors in human development.
3. Evaluate developmental theories and research in understanding individual differences and lifespan changes.
4. Apply developmental principles to real-life contexts such as education, health, and family.

Course Outline

- Unit 1. Introduction to Lifespan Development**
Scope, methods, and principles of lifespan development
Nature vs. nurture, stability vs. change debates
- Unit 2. Theoretical Perspectives and Research Methods**
Major theories: Freud, Erikson, Piaget, Vygotsky, Bronfenbrenner
Research methods in developmental psychology
- Unit 3. Prenatal Development and Birth**
Stages of prenatal development
Influences of teratogens, maternal health, cultural beliefs
- Unit 4. Infancy (0-2 years)**
Physical and cognitive growth
Attachment, emotional regulation, early relationships
- Unit 5. Early Adulthood (2- 6 years)**
Language acquisition, play, emerging self-concept
Parenting styles and cultural influences
- Unit 6. Middle Childhood (6-12 years)**
Cognitive development: concrete operations, memory
Peer relations, schooling, self-esteem
- Unit 7. Adolescence**
Puberty and brain development
Identity formation, peer influence, risk-taking
- Unit 8. Early Adulthood**
Intimacy, career choices, lifestyle factors in health
Cultural variations in adulthood transitions
- Unit 9. Middle Adulthood**
Physical changes, cognitive stability, generativity
Family roles, work-life balance
- Unit 10. Late Adulthood**
Aging, memory decline, coping with loss
Retirement, social support, cultural views on aging
- Unit 11. Death, Dying, and Bereavement**
Theories of death and grieving

Cultural and spiritual perspectives

Unit 12. Applications and Integration

Applying developmental psychology to education, healthcare, and family counseling

Ethical and cultural considerations in practice

Recommended Books and Related Material

1. Bebeley, S. J., Mabey, P. T., Cole, G. B., Conteh, M., & Bruce, N. D. (2024). *Developmental Psychology in Education and Health*. Cari Journals USA LLC.
2. Bee, H., & Boyd, D. (2018). *Lifespan development* (8th ed.). New Delhi: Pearson Publishers.
3. Berk, E. L., & Meyers, A. B. (2018). *Child development* (10th ed.). Los Angeles: Pearson Education.
4. Berk, L. E. (2022). *Development through the lifespan*. Sage Publications.
5. Crockett, L. J., Carlo, G. E., & Schulenberg, J. E. (Eds.). (2023). *APA handbook of adolescent and young adult development*. American Psychological Association.
6. Feldman, R. S. (2017). *Development across the life span* (8th ed.). New York: Pearson Education.
7. Haywood, K. M., & Getchell, N. (2024). *Life span motor development* (8th ed.). Human Kinetics.

Positive Psychology and Well-being

MS Psychology

Course Code: PSY-716

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Examine the historical development and theoretical perspectives of Positive Psychology
2. Analyze attitudes, values, and lifestyle choices associated with Positive Psychology
3. Identify and evaluate character strengths and virtues that promote mental health
4. Apply Positive Psychology principles to personal and professional contexts

Learning Outcomes

After completing the course, students will be able to:

1. Explain the theoretical foundations and key constructs of positive psychology (e.g., resilience, gratitude, flourishing).
2. Analyze the role of strengths-based approaches in enhancing individual and community well-being.
3. Design and implement positive psychological interventions in educational, clinical, or organizational settings.
4. Evaluate research evidence on the effectiveness of well-being strategies using ethical and culturally sensitive frameworks.

Course Outline

Unit 1. Introduction to Positive Psychology

Historical background and evolution from traditional psychology
Core principles: flourishing, PERMA model

Unit 2. Theoretical Foundations

Humanistic roots (Maslow, Rogers)
Seligman's Positive Psychology framework
Critiques and limitations

Unit 3. Key Constructs I: Resilience and Optimism

Definitions, measurement, and application
Strengths-based resilience (SBR framework)

Unit 4. Key Construct II: Gratitude, Hope, and Mindfulness

Gratitude interventions, hope theory, mindfulness-based well-being
Cross-cultural perspectives on these constructs

Unit 5. Strength-Based Approaches

Identifying and cultivating personal and collective strengths
VIA Classification of Strengths
Community-level well-being strategies

Unit 6. Positive Psychology in Education

Positive education movement
Building resilience and character strengths in students
Designing school-based well-being programs

Unit 7. Positive Psychology in Clinical and Counseling Settings

Integrating positive interventions into therapy
Enhancing resilience in vulnerable populations
Case studies from strengths-based practice

Unit 8. Positive Psychology in Organizations

Employee engagement, meaning at work, workplace resilience
Strengths-based leadership and team building

Unit 9. Physical Health, Exercise, and Well-being

Positive psychology applications in exercise and sports
Role of physical activity in enhancing mental health

Unit 10. Designing Positive Psychological Interventions

Intervention frameworks (gratitude journals, mindfulness exercises, resilience training)
Practical design considerations (target group, context, cultural fit)

Unit 11. Research and Evidence in Positive Psychology

Empirical findings and meta-analyses
Methodological challenges in well-being research

Unit 12. Ethical and Cultural Considerations

Ethics of promoting well-being interventions
Cross-cultural applications and limitations
Developing culturally responsive practices

Recommended Books and Related Material

1. Burke, J. (2025). *The foundation of positive psychology: A compilation of key studies, theory, and practice*. Routledge.
2. Park, G. H., & Corn, A. (2024). Positive psychology. In *Applied Exercise Psychology*. Routledge.
3. Rashid, T., Gillham, J., & Anjum, A. (2024). *Strengths-based resilience: A practitioner's manual for the SBR program*. Hogrefe Publishing.
4. Seligman, M. E. P. (2002). *Positive Psychology, Positive Prevention, and Positive Therapy*. New York: Pearson Education.
5. Seligman, M. E. P. (2002). *Positive Psychology, Positive Prevention, and Positive Therapy*. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford University Press.

Qualitative Research and Analysis

MS Psychology

Course Code: PSY-717

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Equip students with advanced understanding of qualitative research philosophies, methodologies, and approaches.
2. Develop students' skills in designing qualitative studies, from participant recruitment to data collection.
3. Enable students to analyze, interpret, and critically evaluate qualitative data with rigor.
4. Foster ethical, cultural, and professional awareness in qualitative research.
5. Train students in writing and communicating qualitative research for academic and applied settings.

Learning Outcomes

After completing the course, students will be able to:

1. Explain key paradigms, designs, and methodologies in qualitative psychological research.
2. Apply data collection techniques such as interviews, focus groups, and observations
3. Analyze and interpret qualitative data using coding and thematic/grounded analysis.
4. Critically evaluate trustworthiness, ethics, and cultural relevance of qualitative studies.
5. Write and present qualitative research findings effectively in academic formats.

Course Outline

- | | |
|----------------|--|
| Unit 1. | Philosophical Foundations and Ethics in Qualitative Research |
| Unit 2. | Sampling and Recruitment Strategies in Psychological Research |
| Unit 3. | Framing Research Questions and Literature Review for Qualitative Studies |

- Unit 4.** Qualitative Research Designs (Observation, Interviews, Focus Groups, Case Study, IPA, Narrative, Archival methods)
- Unit 5.** Data Analysis Approaches (Coding, Content Analysis, Thematic Analysis, Grounded Theory, Discourse Analysis, NVivo applications)
- Unit 6.** Writing and Presenting Qualitative Research (academic writing, APA style, rigor, reflexivity, indigenous methods)

Recommended Books and Related Material

1. Northcutt, N., & McCoy, D. (2024). *Interactive qualitative analysis: A systems method for qualitative research*. SAGE Publications.
2. Rubin, A. T. (2021). *Rocking qualitative social science: An irreverent guide to rigorous research*. Stanford University Press.
3. Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications Ltd.
4. Vanover, C. F., Mihas, P. A., & Saldaña, J. (Eds.). (2022). *Analyzing and interpreting qualitative research: After the interview*. SAGE Publications.

Advances in Cognitive Psychology

MS Psychology

Course Code: PSY-718

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Provide students with an advanced understanding of cognitive processes and theories.
2. Critically evaluate recent advancements and controversies in cognitive psychology.
3. Train students to design experiments and analyze data in cognitive research.
4. Explore the impact of technology and AI on cognitive processes and methods.
5. Encourage ethical and applied use of cognitive psychology in education, health, and industry.

Learning Outcomes

After completing the course, students will be able to:

1. Demonstrate advanced understanding of cognitive processes including perception,

memory, attention, language, and decision-making.

2. Critically evaluate current research and theoretical developments in cognitive psychology.
3. Design cognitive experiments and analyze data using advanced methods.
4. Apply cognitive principles to address issues in education, technology, and health.
5. Evaluate ethical and cultural implications of cognitive technologies (e.g., AI, neuroimaging, digital platforms).
6. Communicate findings and implications of cognitive research for academic and applied audiences

Course Outline

Unit 1. Introduction and Historical Foundations

Philosophical and experimental roots (structuralism, functionalism, behaviorism), The Cognitive Revolution: from behaviorism to information processing, Core assumptions of cognitive psychology, Relationship with neuroscience, AI, and other disciplines

Unit 2. Perception and Attention

Classical theories: Gestalt principles, top-down vs. bottom-up processing, Models of attention (Broadbent, Treisman, Kahneman's capacity model), Perception and attention in the digital age: VR, AR, and media multitasking, Experimental paradigms: Stroop task, visual search, dichotic listening

Unit 3. Memory and Learning

Classical models: Atkinson–Shiffrin model, working memory (Baddeley & Hitch), long-term memory systems, Encoding, storage, and retrieval processes, Cognitive load theory and learning strategies, Memory in the digital era: Internet effects, digital amnesia, extended cognition, Applied contexts: education, workplace, everyday memory

Unit 4. Research Designs in Cognitive Psychology

Experimental and Quantitative Approaches: reaction time, accuracy measures, eye-tracking, brain imaging (EEG, fMRI basics)

Qualitative Approaches: observation, interviews, case studies, IPA, narrative analysis, archival methods

Balancing methods: mixed-methods in cognitive psychology

Ethical considerations in research design

Unit 5. Data Analysis in Cognitive Research

Quantitative Analysis: SPSS/R, ANOVA, regression, signal detection theory, computational modeling basics

Qualitative Analysis: coding, content analysis, thematic analysis, grounded theory, discourse analysis, NVivo and software applications in cognitive research, Integrating findings across methods

Unit 6. Advanced Methods and Emerging Directions

Big data approaches in cognition research, Computational modeling and simulation, AI and machine learning tools for cognitive psychology, Cross-cultural cognition research: universality vs. cultural specificity, Neuroethics and responsible innovation

Unit 7. Future Directions and Applications

Global perspectives in cognitive psychology, Indigenous approaches and applications, Applied fields: education, clinical settings, human-computer interaction, digital well-being, Future challenges: neuroethics, data privacy, impact of immersive technologies

Recommended Books and Related Material

1. Eysenck, M. W., & Keane, M. T. (2024). *Cognitive psychology: A student's handbook* (8th ed.). Psychology Press.
2. McBride, D. M., Cutting, J. C., & Zimmerman, C. (2022). *Cognitive psychology: Theory, process, and methodology* (3rd ed.). SAGE Publications.
3. Perez, S., van Rijn, B., & Schlieter, J. (Eds.). (2024). *Intentional transformative experiences: Theorizing self-cultivation in religion and esotericism* (Vol. 67). De Gruyter.
4. Scott, N., Moyle, B., Campos, A. C., Skavronskaya, L., & Liu, B. (2024). *Cognitive psychology and tourism*. Emerald Group Publishing.

Couple and Family Psychology

MS Psychology

Course Code: PSY-719

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Students will be able to analyze their application to diverse family structures and presenting problems.
2. Apply systemic assessment techniques to formulate a comprehensive understanding of presenting issues within the couple and family context.
3. Students will be able to select and justify therapeutic strategies based on the specific needs of the client system.
4. Students will also be able to demonstrate cultural competence by applying a diversity-sensitive lens to assess and intervene with clients from various cultural, socioeconomic, and religious backgrounds.
5. Evaluate current research literature on couple and family psychology to inform and refine their clinical practice. Students will be able to translate research findings into practical, effective, and ethically sound therapeutic approaches.

Learning Outcomes

After completing the course, students will be able to:

1. Students will be able to analyze and apply systemic theories to understand the unique challenges faced by diverse family structures
2. Students will be able to conduct comprehensive systemic assessments to identify key relational patterns and dynamics within couples and families.
3. Students will be able to select and justify evidence-based therapeutic strategies tailored to the specific needs of a client system.
4. Students will be able to demonstrate cultural competence by applying a diversity-sensitive lens when assessing and intervening with clients from various backgrounds.
5. Students will be able to evaluate current research and translate findings into practical, effective, and ethically sound clinical approaches.

Course Outline

Unit 1. Introduction to Couple and Family Psychology

Definitions and scope of couple and family psychology. Historical perspectives. Relationship formation and attachment. Methods for studying marriage & family.

- Unit 2. Theoretical Foundations of Marriage**
Evolutionary perspective & social ecological models. Theoretical foundations: Family systems theory & attachment theory.
- Unit 3. Marriage Across the Lifespan**
Marital quality. Benefits of marriage. Marital Dissolution & Widowhood Marriage, & Health. Same-sex marital relationships. Fertility & Family planning.
- Unit 4. Parenting and Family Functioning**
Transition to parenthood. Family as a system. Parenting: Young children, adolescents, grand parenting. Family Violence. Partner violence & sexual assault.
- Unit 5. Diversity and Cultural Competence**
Cultural influences on couple and family dynamics. Gender roles and expectations. LGBTQ culture, couples and families.
- Unit 6. Couples and Family Therapy**
Cognitive-behavioral interventions. Emotional focused therapy (EFT). Key clinical skills, techniques and processes critical to systemic practice with couples and families. Development of a therapeutic alliance with couples and families.
- Unit 7. Ethical and Professional Issues in Couple and Family Psychology** Confidentiality and informed consent in family therapy. Dual relationships and boundary issues. Legal and ethical considerations in working with couples and families.

Recommended Books and Related Material

1. Catherall, D. R. (2006). *Emotional safety: Viewing couples through the lens of affect*. Routledge.
2. Glick, I. D., Heru, A. M., & Kamis, D. (2024). *Textbook of couples and family therapy in clinical practice* (6th ed.). Wolters Kluwer.
3. Gurman, A. S. (2010). *Clinical casebook of couple therapy*. Guildford Press.
4. Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection*. Routledge.
5. Jong-Gierveld, J., van Tilburg, T. G., & Dykstra, P. A. (2006). *Loneliness and social isolation*. In *The Cambridge handbook of personal relationships*. Cambridge University Press.
6. McBride, D. M., Cutting, J. C., & Zimmerman, C. (2022). *Cognitive psychology*:

Theory, process, and methodology (3rd ed.). SAGE Publications.

7. Overall, N. C., Simpson, J. A., & Lavner, J. A. (Eds.). (2025). *Research handbook on couple and family relationships*. Edward Elgar Publishing.
8. Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination*. Guilford Publications.
9. Rhodes, P. & Wallis, A. (2011). *A practical guide to family therapy: Structured guidelines and key skills*. IP Communications.
10. Sperry, L. (Ed.). (2024). *Couple and family assessment: Contemporary measures and cutting-edge strategies* (4th ed.). Routledge.

Psychology of Peace, Conflict, and Violence

MS Psychology

Course Code: PSY-721

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Critically analyze the multiple meanings of peace and their implications at personal, interpersonal, societal, and international levels.
2. Examine psychological factors, attitudes, values, and personality traits that influence violent versus nonviolent approaches to conflict resolution.
3. Evaluate the causes and dynamics of conflict, violence, and war through psychological theories and research evidence.
4. Apply psychological principles to peacebuilding processes, including intervention, reconciliation, and reconstruction at individual, group, and community levels.

Learning Outcomes

After completing the course, students will be able to:

1. Analyze psychological theories related to peacebuilding, conflict resolution, and the roots of violence.
2. Evaluate the psychological impact of conflict and violence on individuals and communities.
3. Design intervention strategies to promote peace, reconciliation, and social justice.

4. Apply culturally appropriate and ethical practices in conflict transformation efforts.

Course Outline

Unit 1. Foundations of Peace Psychology

Peace (negative/positive), types of violence (direct, structural, cultural), scope and importance; relevance to Pakistan and the region.

Unit 2. Theoretical Perspectives on Conflict and Violence

Social identity and self-categorization; realistic conflict & relative deprivation; frustration–aggression; moral disengagement, dehumanization, and collective narratives.

Unit 3 Measurement and Methods in Peace Research

Surveys/experiments, qualitative and mixed methods, participatory action research; reliability/validity; working in sensitive settings; research ethics/IRB.

Unit 4 Structural Violence, Inequality, and Oppression

Historical memory, power, class, ethnicity, religion, and gender; intersectionality; links to health, education, and opportunity.

Unit 5 Media, Narratives, and Rumors

Hate speech, propaganda, misinformation/disinformation; online ecosystems and algorithmic amplification; counter-narratives and media literacy.

Unit 6 Trauma, Healing, and Reconciliation

Individual and collective trauma, grief, resilience; forgiveness and apology; memorialization; cycles of revenge vs. reconciliation.

Unit 7 Intergroup Contact and Peace Education

Contact hypothesis, empathy and perspective-taking, common in-group identity; bystander→upstander transitions; school and community programs.

Unit 8 Dialogue, Mediation, and Negotiation

Psychology of dialogue/ADR; problem-solving workshops; track-two diplomacy; case studies (e.g., Northern Ireland, South Africa, Colombia).

Unit 9 Violent Extremism and Deradicalization

Pathways to radicalization; identity, grievance, and networks; prevention, disengagement, rehabilitation, and reintegration.

Unit 10 Community-Based Peacebuilding

Youth engagement, civil society and faith actors, policing and community relations; DDR (disarmament, demobilization, reintegration); monitoring &

evaluation of programs.

Unit 11 Legal and Policy Frameworks (Pakistan & South Asia)

Constitutional and criminal law interfaces with peacebuilding; restorative justice initiatives; policy design and implementation challenges.

Recommended Books and Related Material

1. Chinkin, C. (2022). *Women, peace and security and international law* (Hersch Lauterpacht Memorial Lectures). Cambridge University Press. <https://doi.org/10.1017/9781108692076>
2. Christie, D. J. (2011). *The encyclopedia of peace psychology*. John Wiley & Sons.
3. Christie, D. J., Wagner, R. V., & Winter, D. D. N. (2001). *Peace, conflict, and violence*. Prentice Hall.
4. Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2013). *The psychology of diversity: Beyond prejudice and racism*. Wiley-Blackwell.
5. Manaf, A. (2022). *Peace psychology*. Az Kitap.
6. Niemiec, R. M. (Ed.). (2024). *Peace psychology and character strengths: Integrating science and practice*. Springer. <https://doi.org/10.1007/978-3-031-66928-6>
7. Passmore, T. J. (2020). United Nations peacekeeping and civil conflict. In *Oxford Research Encyclopedia of International Studies*. Oxford University Press.
8. Sherif, M. (2015). *Group conflict and co-operation: Their social psychology*. Psychology Press.
9. Sims, G. K., Nelson, L. L., & Puopolo, M. R. (2014). *Introduction to personal peacefulness: Psychological perspectives*. Springer.
10. Volcic, Z., & Philpot, C. R. (2012). *Peace psychology in the Balkans: Dealing with a violent past while building peace*. Springer Science & Business Media.

Trauma Psychology

MS Psychology

Course Code: PSY-722

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Examine major psychological theories of trauma and evaluate research findings on trauma prevalence, mechanisms, and outcomes.

2. Analyze the psychological impact of traumatic experiences and identify the symptoms and disorders associated with trauma.
3. Evaluate therapeutic approaches and interventions for trauma, including assessment and treatment of trauma-related disorders.
4. Critically assess the role of cultural and societal factors in shaping trauma experiences, recovery processes, and resilience.

Learning Outcomes

After completing the course, students will be able to:

1. Describe the psychological, physiological, and behavioral responses to trauma across diverse populations.
2. Evaluate trauma theories and evidence-based approaches for trauma assessment and treatment.
3. Apply trauma-informed principles in clinical, educational, and community interventions.
4. Demonstrate ethical awareness and cultural sensitivity in working with trauma-affected individuals.

Course Outline

Unit 1. Introduction to Trauma Psychology

Definition of trauma. Historical Perspectives of Trauma. Prevalence of trauma. Traumatic events and impact. Psychological trauma and captivity.

Unit 2. Types of Traumas

Acute vs. chronic trauma, developmental trauma, complex trauma, psychological trauma, intergenerational trauma, historical trauma, family violence, and child abuse.

Unit 3. Theories of Trauma

Psychodynamic perspectives, cognitive-behavioral models, attachment theory. Stress response systems, trauma and memory.

Unit 4. Trauma Assessment and Diagnosis

Screening tools, DSM V (TR), Diagnostic criteria for PTSD and other trauma-related disorders and differential diagnosis.

Unit 5. Cultural Considerations in Trauma

Cultural variations in trauma response, Intersectionality and trauma. Culturally

competent care. Traumatic Events and Response across Groups.

Unit 6. Ethical Issues in Trauma Psychology

Confidentiality and informed consent, boundary issues, vicarious trauma and self-care for professionals and counsellors.

Unit 7. Trauma and Recovery

Barriers for Trauma Survivors. Recovery and Resilience, positive coping strategies, social support. Cognitive processing therapy (CPT), Prolonged exposure therapy (PE). Eye movement desensitization and reprocessing (EMDR), Trauma-focused interventions with different populations (e.g., veterans, survivors of domestic violence).

Unit 8. Case Studies and Applications

Analysis of case studies, Role-playing exercises. Integration of course concepts. Emerging research trends.

Recommended Books and Related Material

1. Briere, J., & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Sage Publications.
2. Bringle, R. G., Reeb, R. N., Brown, M. A., & Ruiz, A. I. (2015). *Service learning in psychology*. American Psychological Association.
3. Chinkin, C. (2022). *Women, peace and security and international law* (Hersch Lauterpacht Memorial Lectures). Cambridge University Press.
<https://doi.org/10.1017/9781108692076>
4. Christen-Schneider, C. (2025). *Trauma-informed restorative dialogues: The power of community*. Routledge.
5. Herman, J. L., & Kallivayalil, D. (2018). *Group trauma treatment in early recovery*. Guilford Publications.
6. James, C. (2025). *Vicarious trauma and burnout in law: Managing psychological stress to promote safety, performance, and wellbeing in legal practice*. Routledge.
7. Keskin, G., Çam, M. O., & Chung, M. C. (Eds.). (2024). *Public mental health in trauma and war*. Frontiers Media SA.

Rehabilitation Psychology

MS Psychology

Course Code: PSY-723

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The aim of this course is to equip students with breadth as well as depth in knowledge of core rehabilitation psychology areas, and how to effectively work alongside an interdisciplinary rehabilitation team.
2. This course provides students with an understanding of the psychological principles involved in the assessment, treatment, and support of individuals with disabilities. Topics include adjustment to disability, coping strategies, interventions, and the role of psychologists in rehabilitation teams.

Learning Outcomes

After completing the course, students will be able to:

1. Explain the principles and goals of rehabilitation psychology in supporting individuals with disabilities and chronic health conditions.
2. Assess psychological, social, and environmental factors affecting rehabilitation outcomes.
3. Design evidence-based intervention plans to enhance functioning, independence, and quality of life.
4. Apply ethical and culturally competent practices in rehabilitation settings.

Course Outline

Unit 1. Foundations of Rehabilitation Psychology

Definitions and scope of disability. Historical perspectives. Theoretical frameworks. models of disability (medical, social, and biopsychosocial/ICF); goals of rehabilitation; roles of psychologists in interdisciplinary teams.

Unit 2. Psychological Impact and Adjustment to Disability

Emotional and cognitive reactions (grief, identity change, depression/anxiety); stigma and resilience; models of adjustment to chronic conditions; coping strategies (problem-focused vs emotion-focused coping, benefit-finding, positive adaptation).

Unit 3. Assessment and Evidence-Based Planning

Psychological and functional assessment tools (cognitive, mood, quality of life, vocational interest inventories); using the ICF for goal-setting and outcome measurement; interdisciplinary case formulation; principles of evidence-based practice and treatment planning.

Unit 4. Interventions and Treatment Approaches

Psychotherapeutic interventions (cognitive-behavioral therapy, acceptance and commitment therapy, mindfulness-based and trauma-informed approaches); positive psychology and strengths-based methods; behavioral and psychosocial techniques (behavioral activation, skill training). In addition, students study technology-assisted rehabilitation: virtual/augmented reality, tele-rehabilitation, wearable devices, robotics, brain-computer interfaces, and other innovative tools that recent research shows can improve outcomes.

Unit 5. Family and Social Support

Family systems approach. Family Therapies. Bowen's family therapy. Couple and marital therapy. Social support networks. Community resources

Unit 6. Ethical Considerations and Health Promotion

Ethical guidelines in rehabilitation psychology. Cultural competence and diversity. Advocacy and social justice. Health Promotion and Wellness. Holistic approaches to wellness. Health behavior change. Stress management techniques.

Unit 7. Rehabilitation Teams and Interdisciplinary Collaboration

Role of psychologists in rehabilitation teams. Collaboration with other professionals. Case studies and team dynamics

Unit 8. Vocational Rehabilitation

Employment issues and challenges. Vocational assessment. Job accommodations

Recommended Books and Related Material

1. Reddy, K. J. (2025). *Innovations in neurocognitive rehabilitation: Harnessing technology for effective therapy*. Springer.
2. Manglik, R. (2024). *Rehabilitation psychology*. EduGorilla Publication.
3. Bansal, R., Maqableh, T., Shuklaa, G., Rabby, F., & Lathabhavan, R. (Eds.). (2025). *Transforming neuropsychology and cognitive psychology with AI and machine learning*. IGI Global.
4. Murthy, Y. S., Bansal, R., Chodisetty, R. C. M., Chakravorty, C., & Sai, K. P. (2025).

Transforming Minds AI and Machine Learning Applications in Cognitive Neuroscience. In *Transforming Neuropsychology and Cognitive Psychology With AI and Machine Learning* (pp. 107-128). IGI Global Scientific Publishing.

5. World Health Organization. (2011). *World report on disability*. WHO Press. <https://www.who.int/publications/i/item/9789241564182>
6. American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. American Psychological Association. <https://www.apa.org/ethics/code>
7. Doidge, N. (2007) *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. Penguin Press.
8. Doidge, N. (2015) *The Brain's Way of Healing: Remarkable Discoveries and Recoveries from the Frontiers of Neuroplasticity*. Viking Press.
9. Follette, V. M., Briere, J., Rozelle, D., Hopper, J. W., and Rome, D. I. (2015). *Mindfulness Oriented Interventions for Trauma*. Guilford Press.
10. Hartley, M. T., & Tarvydas, V. M. (Eds.). (2022). *The professional practice of rehabilitation counseling*. Springer Publishing Company.
11. Kolk, B. A. van der (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin. Scott Library.
12. Raskin, S. A. (2011). *Neuroplasticity and Rehabilitation*. Guilford Press.
13. Otta, A., Bhardwaj, G., & Sinha, U. K. (Eds.). (2024, February). *Psychology Magazine: Mental Health Magazine* (Vol. 5, Issue 4). Utsaah Psychological Services Pvt. Ltd.

Occupational Health Psychology

MS Psychology

Course Code: PSY-724

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The aim of this course is to equip students with breadth as well as depth in knowledge of principles and theories underlying occupational health psychology. It also enables the students to recognize the impact of psychological factors on workplace health and safety and to identify organizational factors that influence employee well-being. It explores interventions and strategies aimed at promoting occupational health and

preventing workplace-related health issues

Learning Outcomes

After completing the course, students will be able to:

1. Describe how psychological, social, and organizational factors influence employee health, well-being, and safety at work
2. Analyze the impact of workplace stressors, job design, and organizational policies on employee mental health and job performance.
3. Design and critically evaluate evidence-based workplace interventions that promote occupational health and resilience
4. Demonstrate ethical/ legal/regulatory frameworks and evidence-based practices in addressing occupational health challenges.

Course Outline

Unit 1. Introduction to Occupational Health Psychology

Definition, scope, and history of OHP. Key theoretical models: Demand-Control Model, Effort-Reward Imbalance Model. International frameworks: WHO and ILO standards. Pakistan-specific context: OSH Act 2017, ILO Convention 155

Unit 2. Workplace Stress and Burnout

Risk and Protective Factors in work place. Organizational Culture, Health and Wellness. Stress and coping mechanisms. Work-life balance in contemporary context. Job satisfaction and employee engagement. Burnout prevention and management. Psychological resilience. Occupational Stress in Pakistani Context (e.g., Healthcare, Education, Gig Economy) Impact of Global Challenges (e.g., COVID-19, Economic Insecurity) on Worker Well-being

Unit 3. Psychosocial Risk Factors in the Workplace

Workplace discrimination and harassment. Job insecurity, unemployment, and economic stressors. Organizational change, restructuring, and role ambiguity/conflict. Work–family conflict and balance strategies. Psychological safety and incivility in teams

Unit 4. Physical Health and Safety in the Workplace

Physical safety (ergonomics, injury prevention, hazards, and risk management programs), an Organizational factors (safety culture, leadership styles,

communication, conflict resolution, and workload management).

Unit 5. Interventions and Strategies for Occupational Health

EAPs, stress management workshops, mindfulness training, policy implementation, evaluation, organizational interventions (e.g., job control, workload redesign), and health promotion programs (exercise, nutrition, sleep hygiene).

Unit 6. Legal and Ethical Considerations

Relevant Pakistani laws related to occupational health (e.g. Factories Act, Islamabad Minimum Service Delivery Standards, etc.) and international conventions (ILO C190 on violence, UN CRPD for disability), Cultural factors (e.g. stigma of mental health) Ethical issues in research and practice. Confidentiality and privacy concerns

Unit 7. Technology and Occupational Health

The impact of AI and constant connectivity on burnout tele-therapy, mental health apps, wearable health devices, and digital monitoring (and raise privacy issues). WHO findings on remote work and recommend best practices (flexible scheduling, digital detox breaks)

Impact of technology on work-related stress and well-being.

Ergonomic considerations in the use of digital devices Remote work and telecommuting: benefits and challenges

Technology-based interventions for occupational health promotion

Recommended Books and Related Material

1. Aslam, S., Khan, R., & Fatima, H. (2024). Assessment of workplace difficulties faced by nurses in public hospitals of Lahore. *Pakistan Journal of Health Sciences*, 5(5), 21–29. <https://thejas.com.pk>
2. Colette, M. (2025). *Think like a boss: Stop playing small and start thinking big*. Hay House UK.
3. Cooper, C., Brough, P., & Anderson, V. L. (Eds.). (2024). *Elgar encyclopedia of occupational health psychology*. Edward Elgar Publishing.
4. Cooper, C., Quick, J. C., & Schabracq, M. J. (Eds.). (2015). *International handbook of work and health psychology*. John Wiley & Sons.
5. Cunningham, C. J. L., & Black, K. J. (2021). *Essentials of occupational health psychology*. Routledge.

6. Cunningham, C. J., & Black, K. J. (2021). *Essentials of occupational health psychology*. Routledge.
7. Dewe, P., & Cooper, C. L. (2020). *Work and Stress: A Research Overview: A Research Overview*. Routledge.
8. Ferdous, S. (2025). *Advanced human resource management: Strategies, theories and concepts for HR practice*. Kogan Page.
9. Gray, J. (2025). *Powering workplace proactivity: How to build a future-focused, change-oriented culture*. Routledge.
10. International Labour Organization (ILO). (2023). *Decent work country programme for Pakistan (2023–2027)*. International Labour Organization. <https://ilo.org>
11. Nielsen, K., & Miraglia, M. (2017). What works for whom in which circumstances? On the need to move beyond the “what works?” question in organizational intervention research. *Human Relations*, 70(1), 40–62. <https://doi.org/10.1177/0018726716670226>
12. Shaikh, M., Rehman, A., & Ali, S. (2025). Effect of occupational health and safety management and employee turnover intention: A comparative study in Pakistan’s mining industry. *SAGE Open*, 15(2). <https://doi.org/10.1177/21582440251123456>
13. World Health Organization (WHO), & International Labour Organization (ILO). (2022). *Mental health at work: Policy brief*. World Health Organization. <https://www.who.int>
14. World Health Organization (WHO). (2022). *World mental health report: Transforming mental health for all*. World Health Organization. <https://www.who.int>

Military Psychology

MS Psychology

Course Code: PSY-725

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. The course is designed to train students in military psychology and equip them to work with the distinct needs of military personnel.
2. To equip students with the command to comprehend historical development, scope of military psychology, apply ethical guidelines in the military process, and evaluate mental health programs to develop preventive measures for military personnel.
3. To enable students to comprehend the role of leadership in military contexts, apply

intervention for combat-related mental health issues and psychological insights to influence behavior during military operations.

Learning Outcomes

After completing the course, students will be able to:

1. Explain the psychological principles and theories relevant to military settings, including leadership, resilience, and combat stress.
2. Analyze the mental health challenges faced by military personnel and veterans across different contexts.
3. Evaluate psychological assessment and intervention strategies tailored for military populations.
4. Apply ethical, culturally informed, and trauma-sensitive practices in military psychology.

Course Outline

Unit 1. Introduction, History, and Scope of Military Psychology

History and scope of military psychology. Influence of war on the emergence of field. Significance of military psychology with reference to psychological testing, abnormal psychology, and related fields. Case discussions of modern military campaigns.

Unit 2. Recruitment, Selection Criteria, and Ethical Issues

Unit of forces. Current psychometric tools (e.g. computerized cognitive tests) and ethical scenarios (e.g. confidentiality in command-directed evaluations). Cultural competence given the Pakistani and international military cultures. Intelligence, aptitude, personality assessment and skills of soldiers and commanders. Ethical issues for psychologists within military.

Unit 3. Issues of Psychological Health of Soldiers, Officers, and Families: Promoting Psychological Health

Training practices and misconduct in army recruits. PTSD, growth, and resilience-building exercises (stress inoculation, peer support drills) among soldiers. Prevalence of suicide and self-harm in military (family and community factors.) Contemporary issues of soldiers, officers, and families. Gambling and substance use, burnout and fatigue.

Unit 4. Interventions and Mental Health of Soldiers

Origins of interventions in military. Importance of mental health of soldiers. Crucial cases of poor mental health and performance. PTSD based interventions (e.g. role-plays of trauma debriefings). Trauma based therapy.

Unit 5. Military Leadership

Role of military leadership (value-based and adaptive leadership models). Elements of value-based leadership. Issues in current leadership. Impact of dictatorship on soldiers and others. Case studies of leadership decisions in different regimes (democratic vs. authoritarian)

Unit 6. Psychological Operation (Psy Ops)

Psychology of intelligence; human skills required in psych-operations. Cyber-operations, social media campaigns, and hybrid warfare Psychology of Terrorism. Factors leading to develop the terrorist behavior. Theories of terrorism. Radicalization pathways and counter-terrorism interventions. Different types of terrorist organizations based on various criteria including motives, means, and objectives. Future practices in military. Roles and responsibilities of military psychologist.

Recommended Books and Related Material

1. Annen, H. (2023). *Positive Psychology in the Military* (p. 286). Peter Lang International Academic Publishers.
2. Bowles, S. V., & Bartone, P. T. (Eds.). (2017). *Handbook of military psychology: Clinical and organizational practice*. Springer.
3. Chen, G., & Bliese, P. D. (2002). The role of different levels of leadership in predicting self-and collective efficacy: Evidence for discontinuity. *Journal of Applied Psychology*, psycnet.apa.org.
4. David, H. & Rand, M. (2001). Psychological and psychosocial consequences of combat and deployment: With special emphasis on the gulf war.
5. Dewsbury, D.A. (1997). On the evolution of divisions. *American Psychologist*, 52, 733-741.
6. Hyde, J. S. (2025). *The psychology of gun violence: How smart choices can save lives*. Prometheus Books.
7. Johnson-Freese, J. (2025). *Leadership in war and peace: Masculine and feminine*. Routledge.

8. Kennedy, C. H., & Zillmer, E. A. (2006). *Military psychology: Clinical and operational Applications* (2nd ed.). New York: The Guilford Press.
9. Kennedy, C. H., & Zillmer, E. A. (Eds.). (2022). *Military psychology: Clinical and operational applications* (3rd ed.). Guilford Press.
10. Krahé, B. (2020). *The social psychology of aggression* (3rd ed.). Taylor & Francis.
11. Laurence, J. H., & Matthews, M. D. (Eds.). (2012). *The Oxford handbook of military psychology*. Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780195399325.001.0001>

Forensic Psychology: Criminal Law

MS Psychology

Course Code: PSY-726

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. This course provides an in-depth understanding of forensic psychology. To equip students with an understanding of forensic psychology, its scope, and role in the legal system.
2. To enable students to explore psychological theories of crime and factors influencing criminal behavior as well as to examine the role of forensic psychologists in law enforcement and victim support. Students will learn about the techniques used in forensic assessment and their ethical considerations. Students will understand the current state and future prospect of forensic psychology in Pakistan.

Learning Outcomes

After completing the course, students will be able to:

1. Explain the major roles forensic psychologists perform in the legal system and critically discuss how psychological knowledge informs criminal proceedings and victim services.
2. Apply psychological theories of criminal behaviour to case material and conduct structured forensic assessments (competency, risk, malingering, fitness) using standard tools and reporting formats.
3. Demonstrate practical skills in forensic interviewing, investigative psychology

techniques, and preparation of court-ready reports and testimony (simulated / supervised).

4. Evaluate and resolve ethical and legal dilemmas in forensic practice — including confidentiality, dual roles, consent, and fitness for duty — with cultural competence relevant to Pakistan.

Course Outline

Unit 1. Foundations of Forensic Psychology & Legal Context

Definitions, history, scope and sub-specialties of forensic psychology. Pakistani legal framework overview: criminal justice process, courts, police, prisons (contextualization for practice). Human rights, cultural factors, and how culture shapes legal processes and assessments in Pakistan. Applied: courtroom observation write-up (video or live), short briefing on local legal procedures.

Unit 2. Understanding Criminal Behavior

Major psychological and biopsychosocial theories of offending. Biological, developmental, social, and situational factors influencing criminality. Patterns and trends in crime (local vs. international comparisons). Applied: critique of an offender case study (students apply two theoretical lenses).

Unit 3. Psychology of Policing, Investigation & Forensic Roles

Roles of forensic psychologists in policing, interviewing, victim support, and investigative settings. Liaison with law enforcement; limits and scopes of psychologist involvement. Applied: forensic interviewing workshop (structured interviews, cognitive interview techniques) and mock investigative consultation.

Unit 4. Psychopathy, Sexual Violence, Homicide, and Victimology

Nature of psychopathy, measurement (e.g., PCL-R concepts), behavioral correlates. Psychological theories of sexual violence and homicide; victim impact and trauma. Victim support systems, forensic interviewing of victims, medico-legal evidentiary considerations. Applied: case study analysis and victim support referral plan.

Unit 5. Forensic Assessment: Methods, Tools & Reporting

Principles of forensic assessment (reliability, validity, base-rates, adversarial context). Tools: cognitive/ neuropsychological tests, structured violence risk instruments (e.g., HCR-20 / other structured professional judgement tools), malingering screens, personality measures used in forensic contexts. Report writing

and court readiness: structure, opinions vs. facts, limitations. Ethical considerations in forensic assessments. Forensic assessment in Pakistan. Case formulation and management planning Applied: assessment lab — practice scoring, interpreting a battery, drafting a short forensic report. Reference practice guidelines for forensic assessment.

Unit 6. Offender Profiling, Investigative Psychology & Limitations

Offender profiling: methodology, strengths, and limitations; crime linkage analysis. Evidence base and ethical concerns around profiling and public expectation management. Applied: practical exercise on constructing offender profiles from case material and critique of limitations. Applied: practical exercise on constructing offender profiles from case material and critique of limitations.

Unit 7 Ethics, Confidentiality, Expert Testimony & Legal Practice

Specialty guidelines, clinician as expert witness, ethical dilemmas (dual roles, confidentiality vs. duty to warn, informed consent). Preparing for court: delivering testimony, cross-examination, and report defense.

Unit 8 Forensic Interventions, Rehabilitation & Future Directions

Rehabilitation approaches, risk reduction, community reintegration, and desistance frameworks. Impact of technology on forensic practice (digital evidence, online radicalization). Emerging research directions and capacity building needs for Pakistan. Applied: design a small applied project (e.g., needs assessment, program evaluation, or policy brief) suitable for submission as a class presentation and short written report.

Unit 9. Future Directions in Forensic Psychology

Current trends and prospects. Role in crime prevention. The impact of technology on forensic psychology. Future research directions.

Recommended Books and Related Material

1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
2. Bartol, C. R., & Bartol, A. M. (2025). *Introduction to forensic psychology: Research and application* (7th ed.). SAGE Publications.
3. Bonta, J., & Andrews, D.A. (2023). *The Psychology of Criminal Conduct* (7th ed.). Routledge. <https://doi.org/10.4324/9781003292128>.

4. Davies, G. M., Beech, A. R., & Colloff, M. F. (Eds.). (2024). *Forensic psychology: Crime, justice, law, interventions* (3rd ed.). Wiley.
5. Gavin, H. (2024). *Criminological and forensic psychology* (3rd ed.). SAGE Publications.
6. Huss, M. T. (2024). *Forensic psychology: Research, clinical practice, and applications* (3rd ed.). Wiley.
7. Jones, S., & Smith, A. (2025). Toward aspirational forensic mental health practice. *Journal of the American Academy of Psychiatry and the Law*, Early View.
8. Kopelovich, S. L., Piel, J., Michaelsen, K., Reynolds, S. E., & Cowley, D. (2020). Forensic psychology postdoctoral training in the United States: How do programs meet national guidelines and standards?. *Training and Education in Professional Psychology*, 14(3), 185.

School Psychology: Theory and Practice

MS Psychology

Course Code: PSY-719

Credit Hours: 03

Pre-requisite: Nil

Objectives

1. Critically analyse the historical evolution, core principles, and theoretical models of school psychology, and create these frameworks to address contemporary issues in educational settings.
2. Evaluate the legal, ethical, and professional standards that govern the practice of school psychology, ensuring all interventions and assessments are compliant with national and international guidelines.
3. Apply evidence-based psychological and educational theories to design and implement effective academic, behavioural, and social-emotional interventions for students across various developmental stages.
4. Conduct comprehensive psycho-educational assessments, including the selection and administration of appropriate instruments, interpretation of data, and the communication of findings to parents, teachers, and other stakeholders in a clear and ethical manner.
5. Develop and facilitate consultation and collaborative strategies with teachers,

administrators, and families to create supportive and inclusive learning environments.

Learning Outcomes

After completing the course, students will be able to:

1. **Analyze and Apply Foundational Knowledge:** Students will critically evaluate the historical and theoretical underpinnings of school psychology and apply these frameworks to solve current problems in educational settings.
2. **Adhere to Professional Standards:** Students will evaluate and adhere to legal, ethical, and professional guidelines, ensuring all their assessments and interventions are compliant with established standards.
3. **Design and Implement Interventions:** Students will apply evidence-based theories to design and implement effective academic, behavioral, and social-emotional interventions tailored to students' developmental needs.
4. **Conduct and Communicate Assessments:** Students will conduct comprehensive psycho-educational assessments, interpret the data, and communicate findings clearly and ethically to various stakeholders, including parents and teachers.
5. **Promote Collaborative Environments:** Students will develop and use collaborative and consultative strategies with educators and families to create supportive, inclusive, and positive learning environments for all students.

Course Outline

Unit 1. Introduction to School Psychology

Practice & problem-solving models. Historical context and development of school psychology. Current professional practices. Roles and functions of school psychologists: What is it that we do best Employment context of school psychologists.

Unit 2. School Psychology Training

Professional Standards. Certification/Licensure.

Unit 3. Identification and Management of Issues of students with Special Needs Causes of Children's Problems, Roles of society, family and school. Other Contributory Factors, Duration, severity, and pervasiveness of problems. Tips on Monitoring Children's Learning, Common Developmental and Learning Problems. Teaching strategies, Individualized Services & Supports. Classroom strategies. Report writing.

Unit 4. The Delivery of Psychological Services in Schools

Conceptual and process dimensions. Consultations and collaboration (individual and systems levels). Intervention and prevention (individual and system level).

Unit 5. Ethical Issues and Concerns

Privacy. Informed consent. Confidentiality. Record keeping. Evaluation and accountability of school psychologists. Supervision and consultation. Cultural competence and diversity, Professional boundaries. Ethical decision making.

Unit 6. School based interventions

Academic Interventions: Individualized instruction, response to intervention, academic support programs. Social-Emotional Interventions: Social skills training, positive behavior interventions and supports, counseling and psychotherapy. Environmental Interventions: School climate improvement, family and community engagement.

Unit 7. Counseling and Consultation in the Schools

Addressing a variety of needs. Importance of parent consultation. Enhancing parental involvement. Addressing parental concerns. Strategies for effective parent consultation: Establishing rapport, goal setting and action planning. Importance of student consultation: Empowering student voice, promoting self-awareness and self-advocacy. Strategies for effective student consultation: Establishing trust and confidentiality, active listening and empathy. Strength-based approach.

Unit 8. Contemporary Issues and Future Directions in School Psychology

The Mental Health Crisis in Education, Technology, Digital Well-being, and Cyber-Psychology, Promoting Equity, Diversity, and Inclusion, Global and System-Level Approaches to School Psychology

Recommended Books and Related Material

1. McBride, D. M., Cutting, J. C., & Zimmerman, C. (2022). *Cognitive psychology: Theory, process, and methodology* (3rd ed.). SAGE Publications.
2. O'Neal, C. R. (Ed.). (2024). *School consultation in a global context: Theory, research, and practice for school psychologists, school counselors, and school social workers*. Routledge.
3. Fagan, T. K., & Wise, P. S. (2024). *School psychology: Past, present, and future* (5th ed.). National Association of School Psychologists.
4. Canter, A., Paige, L., Roth, M., Romero, I., & Carroll, S., ed. (2004) *Helping children*

- at home and school II: Handouts for families and educators. Bethesda, MD: National Association of School Psychologists. (CD Format)
5. Fagan, T.K., & Wise, P.S. (2007). *School psychology: Past, present, and future*. (3rd ed.). Washington, DC: National Association of School Psychologists.
 6. Glanz, J. (2002). *Finding Your Leadership Style: A guide for Educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
 7. Grapins, S. L., & Kranzler, J. H. (Eds.). (2018). *School psychology: Professional issues and practices*. New York, NY: Spring Publishing Company.
 8. Harrison, P., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: systems level services*. National Association of School Psychologists.
 9. Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. L. (2022). *Ethics and law for school psychologists*. John Wiley & Sons.
 10. Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices* (2nd ed.). Guilford.
 11. Perrin, R., (2008). *Pocket Guide to APA Style*, (2nd ed.). Boston, MA: Houghton Mifflin Company. Thomas, A., & Grimes, J. (2008). *Best practices in School Psychology V* Bethesda, MD: National Association of School Psychologists.
 12. Thomas, A., & Grimes, J. (Eds.) (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

Internship-I

Clinical Internship

MS Psychology

Course Code: PSY-729

Credit Hours: 02

Pre-requisite: Nil

Description:

This is an academic program placement for a semester in the actual work settings with the mental health practitioners. It provides an opportunity for the students to gain experience of working in off-campus field settings. The basic purpose of this internship is to develop skills that are required to become an efficient practitioner. During this period the student is supposed to use the knowledge he/she has learned in the program and put it into practice. To enhance the level of knowledge, weekly evaluation will be carried out prescribed by the curriculum.

According to the Internship Policy of the M.Phil Psychology program, students are required to complete a compulsory 6-month internship (6 credit hours), involving 12–16 hours per week under professional supervision, assessed through supervisor reports, reflective logs, and a final submission.

Supervised placements aim to ensure that the internees will gain the practical knowledge required to work as trained psychologists in their practical settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how psychologists carry out a range of activities in health, clinic, private practice, organizational and consultancy settings. Specifically, placement will involve conducting diagnostic sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement can be conducted during semester. The students are expected to submit the work along with the presentation to the teacher (one time every week), the psychiatrist, Clinical psychologist and a significant mental health professional from time to time. Furthermore, students need to take written feedback on the paper provided by the department. At the end of internship, students need to submit the hard copy of the work done during the Internship, Geotagged photos and an authorized internship-completion statement from the placement institute is mandatory for the student to successfully complete the program.

Course Outcomes

At the end of the course the students will be able to

1. Carry out clinical interviews
2. Administer psychodiagnostics tests, analyze the score and write the report
3. Develop treatment plan (Psychotherapeutic or Rehabilitation)
4. Attend/ Conduct/ Assist (Under the guidance of the therapist) psychotherapeutic sessions
5. Maintain a record of Follow up (Medicinal and therapeutic) of the patients/ Clients

Assessment and Treatment (Specialization)

1. Case history interview - patient with mental disorder (Psychosis & Neurosis)
2. Conducting psychometric test - Administration, scoring, interpretation
3. Psychoeducation to the caregivers
4. Development of therapeutic plan
5. Record of biological treatment plan

Assessment Scheme

- **Internal Supervisor's Evaluation:** 20 Marks
- **Placement Supervisor's Evaluation (Placement Centre):** 20 Marks
- **Viva Voce:** 30 Marks
- **Written Report:** 30 Marks

Suggested Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
2. Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2024). *The art and science of brief psychotherapies: a practitioner's guide*. American Psychiatric Publishing.
3. Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed., pp. 412–415). Wiley.
4. Nichols, M. P., & Davis, S. D. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson.
5. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.

Internship-II

Internship in Community Based Setting

MS Psychology

Course Code: PSY-730

Credit Hours: 02

Pre-requisite: Nil

Description:

This is an academic internship placement for a semester in real-world social work settings, supervised by qualified social work practitioners. It provides students with the opportunity to gain hands-on experience in off-campus field placements such as community organizations, NGOs, schools, rehabilitation centres, and welfare institutions. The primary objective of this internship is to help students develop professional skills and competencies required to become effective social workers. According to the Internship Policy of the M.phil Psychology program, students are required to complete a compulsory 6-month internship (6 credit hours), involving 12–16 hours per week under professional supervision, assessed through supervisor reports,

reflective logs, and a final submission

During the internship, students are expected to apply the theoretical knowledge acquired during coursework and translate it into practice. Weekly supervision and evaluations, as prescribed in the curriculum, will be conducted to monitor student progress and skill development.

Supervised placements will expose students to a wide range of social work roles, including community outreach, advocacy, client case referral, counselling support, policy engagement, and collaboration with interdisciplinary teams.

At the end of the internship, students are required to submit a comprehensive portfolio including case notes, reflective journals, geotagged photos (as evidence of placement), and an authorized internship-completion certificate from the host organization.

Course Outcomes

At the end of the course the students will be able to

1. Apply social work ethics and cultural sensitivity in field practice.
2. Conduct community needs assessments and participate in awareness programs.
3. Provide psychoeducation and advocacy for vulnerable groups.
4. Demonstrate skills in report writing, documentation, and evaluation techniques.
5. Engage in reflective practice through supervision and feedback.

Assessment Scheme

- **Internal Supervisor's Evaluation:** 20 Marks
- **Placement Supervisor's Evaluation (Placement Centre):** 20 Marks
- **Viva Voce:** 30 Marks
- **Written Report:** 30 Marks

Suggested Readings:

1. Rogowski, S. (2024). *Critical social work with children and families: Theory, context and practice*. Policy Press.
2. Teater, B. (2024). *An introduction to applying social work theories and methods* (4th ed.). McGraw-Hill Education.
3. *Contemporary issues in health and social care policy and practice: A comparative introduction*. (2025). United Kingdom: Taylor & Francis.
4. Garrett, P. M. (2024). *Social work and common sense: A critical examination*. United Kingdom: Taylor & Francis.

Internship-III

Industrial/Organizational (I/O) Psychology Internship

MS Psychology

Course Code: PSY-731

Credit Hours: 02

Pre-requisite: Nil

Description:

This is a semester-long academic internship placement in organizational and workplace settings, supervised by experienced I/O psychologists and HR professionals. The internship provides students with practical exposure to off-campus environments such as corporate offices, HR departments, consulting firms, training institutes, and governmental organizations. Its main objective is to equip students with the knowledge, skills, and competencies required to function effectively as I/O practitioners. According to the Internship Policy of the M.Phil Psychology program, students are required to complete a compulsory 6-month internship (6 credit hours), involving 12–16 hours per week under professional supervision, assessed through supervisor reports, reflective logs, and a final submission.

During this placement, students are expected to apply theoretical knowledge gained during coursework into practice by assisting organizations in areas such as recruitment and selection, employee assessment, workplace training, performance management, and employee well-being initiatives. Weekly supervision sessions and evaluations, as outlined in the curriculum, will track student progress and professional development.

Students will be actively involved in conducting job analyses, designing and administering psychometric tests, supporting training and development programs, contributing to organizational research, and assisting in policy or strategy development. They will also engage in reflective practice, ethical decision-making, and professional communication.

The end of the internship, students must submit a comprehensive portfolio including case reports, reflective journals, organizational assessments, geotagged photos (as proof of placement), and an authorized internship-completion certificate from the host organization.

Course Outcomes

At the end of the course the students will be able to

1. Conduct job analyses and competency mapping in organizational settings.
2. Design and evaluate training and development programs to improve performance and organizational effectiveness.

3. Assist in organizational research projects (e.g., employee satisfaction, engagement, workplace stress, leadership styles).
4. Apply I/O psychology theories to address workplace issues such as motivation, conflict, diversity, and inclusion.
5. Provide recommendations for employee well-being and organizational health initiatives.
6. Demonstrate skills in report writing, data analysis, and presentation for management use.
7. Apply ethical principles and professional standards in organizational practice.
8. Engage in reflective practice, identifying strengths, areas of growth, and strategies for career development as an I/O psychologist.

Assessment Scheme

- **Internal Supervisor's Evaluation:** 20 Marks
- **Placement Supervisor's Evaluation (Placement Centre):** 20 Marks
- **Viva Voce:** 30 Marks
- **Written Report:** 30 Marks

Suggested Readings:

1. Akbar, A., Poulouva, P., Mohelska, H., & Akbar, M. (Eds.). (2023). Understanding leadership and organizational psychology in higher education institutions. Frontiers Media SA
2. Koppes Bryan, L. L., & Vinchur, A. J. (Eds.). (2025). Key thinkers in industrial and organizational psychology. Taylor & Francis.
3. Lefkowitz, J. (2023). Values and ethics of industrial-organizational psychology. United Kingdom: Taylor & Francis.
4. Vinchur, A. J. (2018). The early years of industrial and organizational psychology. United Kingdom: Cambridge University Press.