



NOTIFICATION

On the recommendations of Academic Council made in its 24th (1/2025) meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025 has approved the curricula of following programs for implementation w.e.f. **Spring 2026**.

- | | | |
|-----|---------------------------|-------------|
| I. | MS in Psychology | (Annex-'A') |
| II. | MS in Clinical Psychology | (Annex-'B') |


(WAQAR AHMAD)
Additional Registrar (General)

Dated: 11.11.2025

No. SU/Acad/25/ 1230

Distribution:

- Chairperson, Department of Psychology
- Controller of Examinations
- Director Academics

C.C:

- Dean Faculty of Social Sciences
 - Director, QEC
 - Additional Registrar (A & R)
 - Secretary to the Vice-Chancellor
 - PA to Registrar
- Notification File

ANNEXURE C

SCHEME OF STUDY

AND

COURSE OUTLINE

FOR

MS CLINICAL PSYCHOLOGY

GRADUATE PROGRAM

(UNDER SEMESTER SYSTEM)

2026 Spring & Onward



[Handwritten Signature]
Chairperson
Department of Psychology
University of Sargodha

**DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF
SARGODHA**

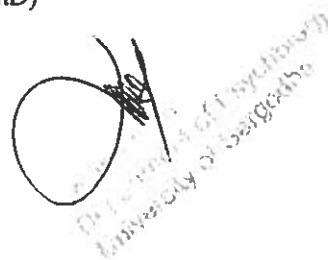
DEPARTMENT OF PSYCHOLOGY
Faculty of Social Sciences

INTRODUCTION

The Psychology department was inaugurated in March 2003. Associate Prof. Muhammad Yaseen took charge as the pioneering head of the department and started the MSc Program with the first batch of 41 students (in March 2003). The classes were initially set up in the Chemistry Department; afterwards moved to Johar Block. In May 2005, the department shifted to a new "Ghazali Block" building. After the retirement of Associate Prof. Muhammad Yaseen, Assistant Prof. Muhammad Munir took charge of the department from 1 February 2010 to 23 August 2010. Presently, Prof Dr. Najma Iqbal Malik is the department chairperson from 1 March 2012 till today. The Department of Psychology annually celebrates Mental Health Week to improve people's awareness about mental illness and its treatment. The department has three significant labs for the students to incorporate different aspects of studies. There is an Experimental Psychology lab, a Neurological Lab, and a Psychological Testing Lab. The department also provides counseling services to the locality. All those who approach are given counseling and clinical services that they need without any financial gains on the part of the department. A Students Resource Centre has been established which makes available a lot of books and CDs to the students which are scarce outside. It also contains theses and different Psychological Journals, which are otherwise unavailable. The department's faculty profile is also rich; currently, 15 teachers are part of the department on various designations:

FACULTY

1. Dr. Najma Iqbal Malik, Professor, Chairperson (PhD)
2. Dr. Sadia Malik, Associate Professor (PhD)
3. Dr. Saba Ghayas, Associate Professor (PhD)
4. Dr. Mohsin Atta, Assistant Professor (PhD)
5. Dr. Rehana Illyas, Assistant Professor (PhD)
6. Dr Sultan Shujja, Assistant Professor (PhD)
7. Dr. Muhammad Naveed Riaz, Assistant Professor (PhD)
8. Dr. Sumaya Batool, Assistant Professor (PhD)
9. Dr. Aneeza Bashir, Assistant Professor (PhD)
10. Dr. Sadia Niazi, Assistant Professor (PhD)
11. Dr. Irsa Fatima Makhdoom Lecturer (PhD)
12. Anam Yousaf Lecturer (PhD Scholar)
13. Ms. Rakshanda Rasheed Lecturer (PhD Scholar)



Academic Program Offered:**MS CLINICAL PSYCHOLOGY PROGRAM AT THE DEPARTMENT OF PSYCHOLOGY, UOS**

The Master of Science in Clinical Psychology is structured in alignment with the HEC Graduate Education Policy 2023 to provide students with an advanced and comprehensive understanding of psychological theories, research methodologies, and professional practices. Spanning three semesters, the program offers a blend of core courses and advanced electives that allow specialization in clinical Psychology. The Master of Science in Clinical Psychology is a two-year graduate-level program designed to provide students with advanced theoretical knowledge and practical training in the assessment, diagnosis, and treatment of mental health disorders. The program integrates evidence-based psychological theories with clinical practice, aiming to develop competent mental health professionals who can serve diverse populations in hospitals, clinics, rehabilitation centers, educational institutions, and community settings. The curriculum emphasizes psychopathology, psychological assessment, psychotherapy, ethics, crisis intervention, research methods, and supervised clinical practicum. The program fosters critical thinking, scientific inquiry, and cultural sensitivity in mental health service delivery. Students receive hands-on training through internships and supervised clinical placements, enabling them to apply psychological principles to real-life clinical problems under professional supervision. The program also prepares students for professional licensing, further doctoral studies, or clinical practice roles in both the public and private sectors. Graduates are expected to demonstrate ethical integrity, strong interpersonal skills, and the ability to work effectively as part of multidisciplinary mental health teams.

STANDARD NOMENCLATURE

In according to NCRC 2025 guideline to ensure uniformity, the standard nomenclature for all NQF level 7 qualifications in the field of Psychology will be name of the specialization as “**Master of Science in Psychology**” or with name of the specialization therefor current program nomenclature will be **Master of Science in Clinical Psychology**” keeping in view the available academic, human and infrastructural resources and subject to provisions of the HEC Graduate Education Policy (2023).

ELIGIBILITY & ADMISSION CRITERIA

- a. An undergraduate degree (involving 16 years of education) in Psychology is the basic eligibility requirement for admission in the Master of Science in Psychology or in any of its specialized area.
- b. In addition to the basic eligibility, the concerned university is further required to conduct a rigorous admission test as an eligibility condition for admission to the program, with a passing score of 50% (OR) accept the GRE / HAT General / equivalent tests, with a passing score of 50%. The concerned university may also set minimum eligibility scores (above 50%) as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

By the completion of Master of Science in Psychology, the graduates will be able to:

- a. Demonstrate advanced understanding of psychological theories, concepts, and methodologies, integrating interdisciplinary perspectives to analyze and address psychological phenomena across diverse contexts.
- b. Apply advanced research methods and analytical tools to critically evaluate psychological issues, design innovative interventions, and contribute evidence-based solutions to challenges in the field of psychology. Conduct independent, original research in psychology, engaging critically with existing literature and employing robust methodologies to generate insights that advance academic knowledge and professional practice.
- c. Communicate psychological concepts, research findings, and applications effectively,

both orally and in writing, to academic, professional, and public audiences, demonstrating clarity, rigor, and cultural sensitivity.

PROGRAM STRUCTURE

All NQF level 7 qualifications in Psychology with specializations and with the nomenclature of "Master of Science in Clinical Psychology" structured with the following 4 mandatory components, provided that the minimum credit hours for the program must be 36.

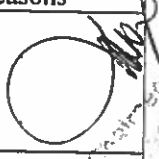
- a. 2 core courses, each of 3 credit hours.
- b. 6 electives, each of 3 credits hours, irrespective of the area of specialization.
- c. 3 supervised internships, each of 2 credit hours (96 field hours x 3), in any field of Psychology.
- d. Thesis of 6 credit hours.

DEGREE AWARD REQUIREMENTS

The following minimum requirements are prescribed for award of Master of Science in Clinical Psychology:

- a. Minimum of 24 credit hours including 6 credit hours for core courses and 18 credit hours for elective courses as prescribed in this document must be completed.
- b. 3 supervised internships, each of 2 credit hours as prescribed in this document must be completed.
- c. In addition to coursework of 24 credit hours and 3 supervised internships, thesis of minimum 6 credit hours must also be completed individually as a mandatory requirement of the degree program. Requirement of thesis cannot be substituted with additional course work or internship.
- d. CGPA must not be below 2.50/4.00 at the time of completion of the degree program. The university may however set higher standard in this regard.
- e. The minimum duration required to complete the degree is 3 regular semesters which may be extended up to maximum of 8 semesters. Summer / winter semester is not considered as a regular semester.

Minimum Credit Hours	41
Minimum Coursework Requirement	27 credit hours (9 courses) + General Education (02 credit hours)
Supervised Internship	6 credit hours (3 supervised internships)
Thesis Requirement (mandatory)	6 credit hours
Program Duration	<p>Minimum: 1.5 Years (3 regular semesters) Maximum: 4 Years (8 regular semesters) Note: In case a student is unable to secure an MS within the prescribed timeframe and claims for extension in duration, the university may constitute appropriate authority and determine the causes of delay. In the event of force majeure (i.e., delay on account of circumstance beyond the control of student), the university may grant an extension in the period of award of MS degree in accordance with the duration limiting factor(s) and shall also take corrective measures in case the delay is caused by process or administrative reasons</p>
Semester Duration	<p>16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)</p>
Course Load (per semester)	<p>9-12 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial / deficiency / failure / repetition courses only)</p>
3 Credit Hours (Theory)	<p>3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours) per week throughout the semester</p>


Department of Psychology
University of Georgia

**SCHEME OF STUDIES OF MS CLINICAL PSYCHOLOGY PROGRAMME
DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF SARGODHA**

SEMESTER 1			
S.N.	Course Code	Course	Credit Hours
1	PSYC- 7401	Advance Clinical Psychology and Individual differences	3(3+0)
2	PSYC- 7402	Clinical Psycho Diagnosis, Assessment, and Report writing ✓	3(3+0)
3	PSYC- 7403	Psychotherapies and Clinical Interventions in Child Psychopathology ✓	3(3+0)
4	PSYC- 7404	Child Clinical Placements ✓	2(0+2)
	URCG-5129 URGC-5131	Fehm-e-Quran-I/ Ethics I ✓	1(0+1)
	TOTAL CREDIT HOURS		12

SEMESTER 2			
S.N.	Course Code	Course	Credit Hours
1	PSYC- 7405	Neurological basis of Behavior and Dysfunctions ✓	3(3+0)
2	PSYC- 7406	Psychotherapies and Clinical Interventions for Adult Psychopathology	3(3+0)
3	PSYC- 7407	Ethical Issues in Clinical Practices	3(3+0)
4	PSYC- 7408	Adult Clinical Placements	2(0+2)
	URCG-5130 URGC-5132	Fehm-e-Quran-II/ Ethics II	1(0+1)
	TOTAL CREDIT HOURS		12

SEMESTER 3			
S.N.	Course Code	Course	Credit Hours
1	PSYC- 7409	Data Analysis in Clinical Psychology ✓	3(3+0)
2	PSYC- 7410	Research Methods in Clinical Settings ✓	3(3+0)
3	PSYC- 7411	Community Rehabilitation: Crisis Intervention and Psychological First Aid ✓	3(3+0)
	PSYC- 7412	Community Rehabilitation Placement ✓	2(0+2)
	TOTAL CREDIT HOURS		11

SEMESTER 4			
S.N.	Course Code	Course	Credit Hours
1	PSYC-7413	Dissertation	6(0+6)
	TOTAL CREDIT HOURS		6

Semester I

PSYC-7401

Advance Clinical Psychology and Individual differences 3 (3 + 0)

Course Description:

This course helps to equip students with practical skills in clinical psychology and understand the essential features of individual differences so that they can appreciate human diversity and come across their conception of human nature. They will learn various theoretical paradigms for understanding abnormal behaviour and acquire specific therapeutic techniques for effectively managing psychological issues. The main objectives of this course are to produce students with a strong knowledge in the field of personality psychology so that the classical theories of personality may be comprehended in terms of contemporary insights into the discipline, to teach a holistic approach among the students so that they extend their knowledge of personality to research endeavors, to have an idea about the basic features causing individual differences and ultimately help them to treat the people accordingly.

Course Outcomes:

By completing this course, students will be able to grasp the general nature of individual differences, understand themselves and others better in terms of who they are and what their skills are, grasp many issues, advance clinical psychological concepts, clinical settings and controversies that affect the topic of individual differences, understand, compare and critically evaluate several major theoretical perspectives on personality.

Course Contents:

- 1 Scope of Clinical Psychology
- 2 History of Clinical Psychology
- 3 Conceptualizing Individual Differences and Personality
- 4 Historical Perspective
- 5 Approaches to Individual Differences and Clinical Intervention
- 6 Psychoanalytic Approach
- 7 Neo-Psychoanalytic Approach
- 8 Trait Approach
- 9 Biological Approach
- 10 Humanistic Approach
- 11 Behavioural and Social Learning Approach
- 12 Cognitive Approach
- 13 Gender Differences
- 14 Cultural and Ethnic Differences
- 15 Mental Hygiene, Types of Prevention, and Levels.
- 16 Ethics in Clinical Psychology
- 17 Status of Clinical Psychology in Pakistan

Recommended Texts

- 1 Carr, A. & McNulty, M. (2016). *The Handbook of Adult Clinical Psychology*. London: Routledge, Taylor & Francis Group.
- 2 Zimbardo, P. G., Boyd, J. N. (2015) Putting time in perspective: A valid, reliable individual differences metric. In: Stolarski M., Fieulaine N., van Beek W. (Eds.) *Time perspective theory; review, research, and application*. Cham: Springer.

Suggested Readings

- 1 Freeman, A., Felgoise, S. H., & Davis, D. D. (2010). *Clinical psychology: Integrating science and practice*. New York: John Wiley & Sons
- 2 Blatner, A. (2010). *Foundations of psychodrama: History, theory, and practice* (4th ed.). New York: Springer.
- 3 Cooper, C. (2010). *Individual differences and personality*. London: Routledge

PSYC-7402 Clinical Psycho-diagnosis Assessment and Report writing 3 (3 + 0)

Course Description:

This course helps identify mental health disorders through interviews, self-report measures, and psychological batteries. It aims to develop expertise in administration, scoring, and interpretation of tests. It will familiarize students with the clinical interpretation of a handful of psychological tests, including projective (e.g. T.A.T.), intelligence (e.g. WAIS-R) and personality (e.g. MMPI). The course defines assessment and then describes critical issues such as reliability, validity, standardization, and specific methods used.

Course Description:

Students will be understood:

1. Regarding clinical diagnosis, it focuses on the two central classification systems used worldwide – the DSM-5.
2. It also focuses on why people may seek treatment and what to expect.
3. This course enables students to assess patients with the help of psychometrically strong measures and will improve their skills in scientific writing for case studies.

Course Contents:

1. Psychodiagnosis in Clinical Psychology: Objectives of Psycho-diagnosis, Stages, batteries, diagnostic categories, Report writing and recipient of the report
2. The Assessment Interview: General characteristics & structure of the Interview; Specific consideration in the initial Interview.
3. Measures of Intelligence and Conceptual Thinking: Definition, dimensions & Measurement of intelligence, The Binet and Wechsler's scales, The measurement of conceptual thinking
4. Projective Techniques: Definition, Measurement principles, and projective techniques, The current status of projective methods, The Rorschach, The consensus Rorschach, The Holtzman - Ink - Blot Test, T.A.T., C.A.T., The make a picture story test, Sentence completion method—projective drawing.
5. Personality Inventories: Basic steps in assessment: the prediction paradigm, Discriminating efficiency of psychological Tests: base rates and selection ratio, The nature of objective personality measures, The development of personality inventories: A historical sketch & criteria for review, Personality Inventories: MMPI, E.P.Q., Neo - P.I.- R, C.P.I., The 16 P.F. Questionnaire, Evaluation of the role of personality inventories in clinical assessment.
6. Behavioural Assessment: The distinction between behavioural and traditional assessment, Methods of behavioural assessment, Behavioral Assessment, and Behavior therapy.
7. Neuropsychological Assessment: An overview, Anatomy of the brain, Brain behaviour relationship, Major Neuropathological conditions, evaluation & batteries, Halstead - Reitan Neuropsychological Battery, Luria - Nebraska Neuropsychological Battery, Bender - Visual-Motor Gestalt Test, Use of other tests in Neuropsychological Assessment WAIS, W.M.S., Rorschach, MMPI
8. Test Analysis and Report Writing

Recommended Text

1. Weiner, I. B., & Greene, R. L. (2017). *Handbook of personality assessment* (2nd ed.). New Jersey: John Wiley and Sons, Inc, Hoboken.
2. Cohen, R. J., & Swerdlik, M. E. (2012). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). McGraw-Hill Education

Suggested Readings

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-V* (5th ed.) Washington (D.C.): Authors
2. Kleiger, J. (2017). *Rorschach assessment of psychotic phenomena*. London: Routledge.

Approved
Director
University of Alberta

PSYC-7403 Psychotherapies and Clinical Interventions in Child Psychopathology 3(3-0)**Course Description:**

This course provides an in-depth examination of evidence-based psychotherapies and clinical interventions for child psychopathology. Students will explore various therapeutic approaches, including cognitive-behavioral therapy, psychodynamic therapy, and family therapy, and learn how to apply these interventions in clinical practice. This course will provide students with a comprehensive understanding of psychotherapies and clinical interventions for child psychopathology, preparing them for clinical practice and research in this field.

Course Outcomes:

Upon completing this course:

1. Students will be able to: Identify and describe various psychotherapies and clinical interventions for child psychopathology.
2. Analyze the empirical support for different therapeutic approaches.
3. Develop skills in assessing and treating common child mental health disorders.
4. Apply therapeutic techniques in clinical practice.
5. Students will gain a comprehensive understanding of psychotherapies and clinical interventions for child psychopathology, enabling them to: Develop effective treatment plans for children with mental health disorders.
6. Implement evidence-based interventions in clinical practice. Evaluate the effectiveness of therapeutic approaches.

Course Contents:

1. Overview of child psychopathology and therapeutic approaches
2. Cognitive-behavioral therapy for anxiety and depression
3. Psychodynamic therapy for attachment and trauma
4. Family therapy for behavioral and emotional disorders
5. Parent-child interaction therapy
6. Dialectical behavior therapy for emotional regulation
7. Assessment and diagnosis of child mental health disorders
8. Cultural and developmental considerations in therapy

References:

1. Weisz, J. R., & Kazdin, A. E. (2017). Evidence-based psychotherapies for children and adolescents. Guilford Press.
2. Kendall, P. C. (2018). Child and adolescent therapy: Cognitive-behavioral procedures. Guilford Press.
3. Bratton, S. C., & Landreth, G. L. (2017). Child parent relationship therapy (CPRT) treatment manual. Routledge.

Suggested Books:

1. "Evidence-Based Psychotherapies for Children and Adolescents" by John R. Weisz and Alan E. Kazdin
2. "Child and Adolescent Therapy: Cognitive-Behavioral Procedures" by Philip C. Kendall
3. "Child Parent Relationship Therapy (CPRT) Treatment Manual" by Sue C. Bratton and Garry L. Landreth

PSYC-7404

Child Clinical Placements

2 (0+2)

Placement Objectives:

Students will gain experience in a range of general clinical work with children (particularly with anxiety, depression, trauma, behavioral disorders), assessment / diagnostic experience of cognitive and emotional functioning, using standardized measures and DSM -V TR classification.

Placement Description:

Child & Adolescent Clinical Placement will have supervised internship classes, placement hours in child and adolescent mental health care, psychiatry wards and rehabilitation, and special learning centers. The placement will be for 3 days a week (6 hours a day) for 12 weeks = 3*6*12 (216 hours). 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 focus on psychodiagnostics sessions with patients, psychotherapeutic sessions with patients, case formulation, report writing and psychotherapeutic research, and participation in case conferences. The placement may be conducted during semester. The placement may be conducted during semester.

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The placement may be conducted during semester.

**Model Course Outline
for the Course Understanding of Quran – I**

Course Title: Understanding of Quran – I
Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles), compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath-based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- Paper book: All volumes are available in printed book form.
- Tutorial videos: Teaching video of each lesson available on YouTube.
- Confirmation Videos: A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- A flipbook: A flipbook edition is also accessible.
- Helping material: Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-6	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذه - هذا) Demonstrative Noun (This & That for Feminine) (هذه - تلك))
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words, phrases & translation of Sentences 17-19 Quiz	Learn for emphasis (لأن التأكيد) Superlative Degree like أكرم Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle (إن) Preposition "For" (للم) Preposition (من)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (من - إلى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (إلى) Absolute Negation Particle (لا النافية) Exceptive Particle (لا النافية) (لا) (ما النافية) (لما)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction (أن) (كان) (Was) (كان) Vocative Particle (أمر للنداء)

5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصولة)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المتصل) Possessive Pronoun His (له) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like في بيته
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (أنت) (المتصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like فيك
	2.			Mid Term	

9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي) (المتصل) Possessive Pronoun Her (لها) (المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like في بيتها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا) (المتصل) Possessive Pronoun Her (لي) (المتصل) Possessive Pronoun with prepositions like لي بيتي Pronoun "My" with prepositions like لي بيتي
10.	1.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإنشافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم) (المتصل) Possessive Pronoun Their (لهم) (المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيوتهم Pronoun "Their" with prepositions like في بيوتهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم) (المتصل) Possessive Pronoun Your (لكم) (المتصل) Possessive Pronoun with prepositions

The Dean
 Department of English
 University of Salford

13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	like في بيتكم Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن) (المتصل) Possessive Pronoun Our نا (المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
4.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلاء / إن / إلاء / إسماء / أين، ما ، (الأم، أن، بل، كل) إلاء، أين، اليوم، يومئذ، سبحان، ما بينهما، قل، ابن، بنس، نعم، كلاء، ما أتراك، حسب، أعلم ب، مصدر، مرجم، دينا (تمييز)
5.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense (فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
6.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون

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Ethics-I

URCG-5131

I (0-1)

1-Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of semitic and non-semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others religious identities with humanistic, inclusive and holistic approach

2- Learning Objectives

This course aims to:

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

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

1. Students will be able to identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics, and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine the ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents**Unit 1: Introduction and Fundamentals of Ethics**

1. Literal and terminological definition of ethics
2. Literal and terminological definition of values
3. Relationship between law and ethics
4. Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Hasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts In the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study In Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute.

Semester II

PSYC-7405 Neurological Bases of Behavior and Dysfunctions

3 (3 + 0)

Course Description:

This course allows students to incorporate research findings on the impact of brain dysregulation, neuroendocrine functioning, medications, and disease processes as part of assessments and treatment. Additionally, this will integrate content on neurological and neuropsychiatric diseases and disorders to understand how genetic and environmental perturbations can disrupt normal brain function. Specific objectives are to understand the elements of biology that influence the way we think, feel, & act, comprehend the elements of psychology that are affected by biological factors, and understand the interaction of psychological and biological factors in our life experience focus will be on understanding the biological bases of nervous system dysfunction.

Course Outcomes:

1. This course aims to provide students with an understanding of a range of diseases and conditions affecting the central and peripheral nervous systems.
2. Students will develop a basic knowledge of the biophysical properties of neurons and glia, to the physiological basis of learning, memory, and sensory processing in understanding the neurological bases of problem behaviours across a variety of problem areas, including major mental and health disorders, alcohol and other drug problems, risk-taking, and impulse-control disorders.

Course Contents:

- 1 Structure and Functions of Nerve Cells, Brain and its Anatomy, Neuro-chemicals and Their Functioning
- 2 Genes and Evolution, Functional Human Brain Mapping, Neurological Assessment & Neurological Syndromes, Frontal Lobe Syndromes, Temporal Lobe Syndromes, and Parietal Lobe Syndromes
- 3 Neuropsychological Profile of Various Neurological Conditions
- 4 Parkinson's Disease, Multiple Sclerosis, Alzheimer's Dementia, Cerebral Organization, Principles of Functional Localization, and Principles of Functional Lateralization
- 5 Neurological Disorders: Defining neurological disorders, Affective disorders, Epilepsy, Mental Retardation, Anxiety disorders, sleep disorders, Degenerative disorders
- 6 Sensation and Perception: Anatomy of the visual system, visual coding, and the retinal receptors, neural basis of visual perception, Anatomy of Auditory system, the neural basis of auditory perception, Somato-senses, Gestation, Olfaction
- 7 Learning and Memory: Nature of Learning, Learning and synaptic plasticity, Neurological basis of perceptual learning, instrumental and classical conditioning, motor learning, Localized representations of memory, types of memory and amnesia, Brain damage and LTM, Hippocampus functioning and memory
- 8 Language: Functional lateralization and the corpus callosum, Brain mechanisms in speech production and comprehension, Evolution of language capacities, effects of brain damage on human language, Genetic abnormalities of language & intellect, Dyslexia
- 9 Emotions & Regulations of Internal Body States: Neural control of emotional response patterns, Role of orbit frontal cortex in social judgment and emotions, Neural basis of the communication of emotions, Endocrine system and emotions, Homeostasis, The Psychology and Biology of thirst. The multiple control of hunger, Physiological mechanisms of sleep & waking.

Recommended Text

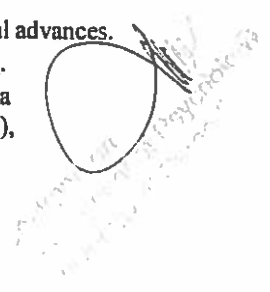
- 1 Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behaviour* (12th ed.). New Delhi: Pearson Education Ltd.
- 2 John P. J., & Barnes, S. J. (2017). *Biopsychology* (10th ed.). New Delhi: Pearson Education Ltd.

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- 3 Kalat, J. W. (2019). *Biological psychology* (13th ed.). New Delhi: Cengage Learning Inc.
- 4 Sporns, O. (2011). *Networks of the brain*. Cambridge: Massachusetts Inst. of Technology.

Suggested Readings

- 1 Sweatt, J. D. (2016). Neural plasticity and behaviour – sixty years of conceptual advances. *Journal of Neurochemistry*, 139(2), 179-199. <https://doi.org/10.1111/jnc.13580>.
- 2 Torousm, J., & Baker, J. T. (2016). Why psychiatry needs data science and data science needs psychiatry: connecting with technology. *JAMA Psychiatry*, 73(1), 3-4.



PSYC-7406 Psychotherapies and Clinical Interventions for Adult Psychopathology 3(3+0)**Course Description:**

This advanced course explores major evidence-based psychotherapies and clinical interventions used in the treatment of adult psychological disorders. The course emphasizes the application of psychological theories to clinical practice with adults suffering from mood disorders, anxiety disorders, personality disorders, psychotic disorders, and trauma-related conditions. Students will develop an in-depth understanding of therapeutic approaches including Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Psychodynamic Therapy, and other integrative modalities. Ethical considerations, cultural competence, treatment planning, and case formulation are core elements. Practical training through role-plays, case discussions, and supervised practicum enhances students' clinical competency. By the end of the course, students will be able to: Demonstrate knowledge of core psychotherapeutic models for adult psychopathology. Apply evidence-based interventions to treat common adult psychological disorders. Formulate treatment plans based on clinical assessments and diagnostic findings. Conduct therapy sessions with adherence to ethical and cultural standards. Critically evaluate therapeutic outcomes and modify interventions accordingly. Integrate theory, research, and clinical skills in adult psychotherapy settings.

Course Outcomes:

Students will be able to:

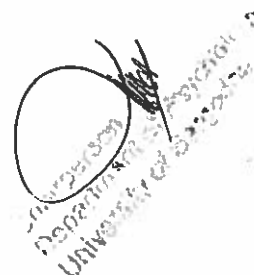
1. Students will develop an in-depth understanding of therapeutic approaches including Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Psychodynamic Therapy, and other integrative modalities.
2. Identify and apply appropriate psychotherapeutic techniques for adult mental health conditions. Construct evidence-informed treatment plans.
3. Demonstrate competency in session management and therapeutic communication.
4. Exhibit understanding of the therapist-client relationship, resistance, and transference.
5. Evaluate treatment outcomes through clinical supervision and feedback.

Course Contents:

1. Introduction to Adult Psychopathology and Clinical Interventions
2. Treatment Planning and Case Formulation
3. Cognitive Behavioral Therapy (CBT): Principles and Techniques
4. Application of CBT to Mood and Anxiety Disorders
5. Dialectical Behavior Therapy (DBT): Principles and Modules
6. DBT in Borderline Personality Disorder and Emotional Dysregulation
7. Acceptance and Commitment Therapy (ACT) and Mindfulness Approaches
8. Psychodynamic and Interpersonal Psychotherapy
9. Integrative and Eclectic Approaches in Clinical Practice
10. Therapy for Trauma and PTSD (including EMDR overview)
11. Treating Psychotic Disorders: CBT for Psychosis
12. Ethical, Legal, and Cultural Issues in Adult Psychotherapy
13. Supervised Case Discussions and Role-Plays
14. Student Presentations: Treatment Plans & Interventions

Recommended Textbooks and References:

1. Beck, J. S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd ed.). Guilford Press.
2. Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. Guilford Press.
3. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2016). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change* (2nd ed.). Guilford Press.
4. Shedler, J. (2010). *The efficacy of psychodynamic psychotherapy*. *American Psychologist*, 65(2), 98-109.
5. American Psychiatric Association. (2022). *Practice Guidelines for the Treatment of Psychiatric Disorders*.
6. Dobson, K. S. (Ed.). (2019). *Handbook of Cognitive-Behavioral Therapies* (4th ed.). Guilford Press.



PSYC-7407

Ethical Issues in Clinical Practices

3(3-0)

Course Description:

This course offers a critical examination of ethical, legal, and professional issues encountered in clinical psychology practice. Emphasis is placed on ethical decision-making models, informed consent, confidentiality, dual relationships, record keeping, therapist competence, and the rights and responsibilities of both clients and clinicians. The course integrates national regulations (e.g., Pakistan Psychological Regulatory Authority guidelines) with international ethical codes (APA, BPS) and addresses cultural, social, and contextual factors that influence ethical practice in clinical settings. Practical case studies and ethical dilemma role-plays help students internalize ethical frameworks and apply them in real-life clinical contexts. By the end of this course, students will be able to: Understand the foundational principles of professional ethics in clinical psychology. Apply ethical decision-making models to clinical dilemmas. Analyze ethical issues related to confidentiality, informed consent, and dual relationships. Understand legal and professional standards relevant to psychological practice in Pakistan. Demonstrate awareness of cultural and contextual influences on ethical practice. Develop professional conduct aligned with national and international ethical codes.

Course Outcomes:

Students will be able to: Apply ethical principles to real-life clinical case scenarios. Demonstrate culturally sensitive and legally informed decision-making. Identify and resolve ethical dilemmas in clinical settings. Interpret professional guidelines and apply them to supervisory and therapeutic contexts. Recognize the implications of ethical violations for clients, professionals, and institutions.

Course Contents:

1. Introduction to Professional Ethics and Legal Frameworks
2. Core Ethical Principles (Autonomy, Beneficence, Non-maleficence, Justice, Fidelity)
3. APA, BPS, and PPRC Ethical Guidelines for Clinical Psychologists
4. Confidentiality and Limits to Confidentiality
5. Informed Consent and Competence
6. Boundaries and Dual Relationships
7. Ethical Issues in Assessment and Diagnosis
8. Ethics in Therapy with Special Populations (Children, Elderly, Forensic Cases)
9. Record Keeping, Documentation, and Digital Ethics
10. Professional Boundaries and Therapist Self-Care
11. Legal Reporting Requirements (Abuse, Suicide Risk, Duty to Warn)
12. Cultural and Religious Considerations in Ethical Practice
13. Ethical Challenges in Teletherapy and Online Practice
14. Case Study Presentations and Role-Plays

Recommended Textbooks and References:

1. Corey, G., Corey, M. S., & Callanan, P. (2019). *Issues and Ethics in the Helping Professions* (10th ed.). Cengage Learning.
2. Behnke, S. H. (2014). *Ethics and Law for School Psychologists*. Wiley.
3. Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases* (4th ed.). Oxford University Press.
4. American Psychological Association (2017). *Ethical Principles of Psychologists and Code of Conduct*.
5. Pakistan Psychological Regulatory Council (PPRC) – *Code of Conduct and Guidelines* (if available).

PSYC-7408

Adult Clinical Placements

2(0-2)

Placement Objectives:

Student will receive experience in history taking, conducting a mental state examination, arriving at a case formulation and making treatment plans for adult clinical cases. Under supervision, student will be given the opportunity to develop competence in the provision of psychological treatments to individuals and (where appropriate) groups. In addition, the subject aims to give the students experience of professional psychology practice, including professional presentation, report writing and record keeping, managing a clinical case load and liaison with other professional practitioners.

Placement Description:

The adult clinical placement provides trainees with experience of clinical psychology practice when working with adult clients under the supervision of experienced clinical psychologists. All trainees will have placements in mental health settings working with adult clients, and in services for people with learning disability. Other placements include services for elderly people, rehabilitation services, services for people with acquired brain injury, services for people with addictions, and appropriate settings in general hospitals. Clinical Placement will have supervised internship classes, placement hours and a case conference every week. The placement will be for 3 days a week (6 hours a day) for 12 weeks = 3*6*12 (216 hours). Specifically, placement will focus on Psychodiagnostics sessions with patients, Psychotherapeutic sessions with patients, Case formulation, Report Writing and psychotherapeutic research, and Participation in case conferences. The placement may be conducted during semester.

Department of Psychology
University of Sarajevo

URCG-5130

Fehm-e-Quran II

1(0-1)

**Model Course Outline
for the Course Understanding of Quran – II**

Course Title: Understanding of Quran – II
Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعبدون)

3.	1.	6	13	Understanding & Translation of Verses	صيغة المتكلم (أعد)
	2.	6	14-15	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (تعد)
4.	1.	6	16-17	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعد , لا تعدوا
	2.	6	18-19	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول) Laam uttaleel (لام التعليل) & Laam ul jhood(لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للقاتب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للقاتب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للقاتب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للقاتب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للقاتب
	2.			MIDTERM	
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للقاتب عينا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للقاتب عينا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للقاتب عينا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للقاتب عينا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
12.	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
13.	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عينا
	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عينا
14.	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عينا
	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عينا
15.	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة الموزن للقاتب عينا
	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
16.	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

Department of Psychology
University of Salford

Semester III

PSYC- 7409

Data Analysis in Clinical Psychology

3 (3 + 0)

Course Description:

This course provides an overview to make students intelligent consumers of quantitative research by inculcating a critical appreciation for statistical procedures used in quantitative research. The main objectives of this course are to impart practical skills to the students in using advanced statistical techniques to analyze data to reach objective conclusions based on the obtained data, make students efficient users of statistical software like SPSS for data analyses, and familiarize students with standardized reporting of statistical results as per A.P.A. writing manual.

Course Outcomes:

1. This course helps students understand the practical aspects of conceptualizing research, coining the conceptual framework, collecting data, and conducting appropriate analysis to find meaningful results.
2. They understand how different aspects of research come together and take appropriate statistical procedures, interpret basic statistics tables, and incorporate salient features of a research report.
3. Students should understand and know how to use statistics. Students will also develop some understanding of the limitations of statistical inference and the ethics of data analysis and statistics.

Course Contents:

- 1 Introduction to statistics and related terminologies
- 2 Importance, limitations, and limitations of statistics in psychology
- 3 Review of descriptive statistics and basic concepts in inferential statistics
- 4 Introduction and use of Statistical Package for Social Sciences (SPSS)
- 5 Review of t-test, One Way ANOVA, and Simple Linear Regression
- 6 Correlation: Partial correlation, Multiple correlations, Biserial correlation, Point biserial correlation, Tetrachoric correlation, Phi coefficient
- 7 Estimation and Effect sizes; Sampling and Power Analysis
- 8 Factorial ANOVA; Multivariate Analysis of Variance (MANOVA); Analysis of Covariance (ANCOVA)
- 9 Multiple Linear Regression, Logistic Regression, Factor Analysis
- 10 Introduction to Structured Equation Modeling; Introduction to Meta-Analysis
- 11 Non-Parametric Tests: Chi-Square Tests, Mann-Whitney U Test, Kruskal Wallis Test, Friedman Test, Wilcoxon Matched Pairs Signed Rank Test

Recommended Text

- 1 Hox, J. J., Moerbeek, M., Van-de-Schoot, R. (2018). *Multilevel analysis*. New York: Routledge.
- 2 Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
- 3 Craig A. Mertler (2015). *Introduction to educational research*. London: Sage Publications.
- 4 Field, E. (2009). *Discovering Statistics Using SPSS* (3rd ed.). London: Sage Publications.

Suggested Readings

- 1 Montgomery, D. C. & Runger, G. C. (2014). *Applied statistics and probability for engineers* (6th ed.). London: John Wiley & Sons, Inc
- 2 Shaugnessy, J., Zechmeister, E., & Zechmeister, J. (2003). *Research methods in psychology*. New York. McGraw Hill.
- 3 Adjerid, I., & Kelley, K. (2018). Big data in psychology: A framework for research advancement. *American Psychologist*, 73(7), 899-917. <http://dx.doi.org/10.1037/amp0000190>

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PSYC- 7410

Research Methods in Clinical Settings

3 (3 + 0)

Course Description:

This course enhances postgraduate psychology students' knowledge and skills for conducting, analyzing, and interpreting research in psychology. A particular focus on developing critical thinking is essential to a critical research consumer. For this reason, the course aims to answer questions such as 'Why are we carrying out the research?' and 'How can we achieve the research objectives?' This course focuses on developing an understanding of the basic framework of the research process.

Course Outcomes:

Students will be able:

1. to develop an understanding of various research designs and techniques, identify various sources of information for literature review and data collection, distinguish between qualitative and quantitative research methods and their relationships.
2. understand the qualitative and quantitative orientations that are important to viewing and interpreting research situations and analyze and interpret findings from qualitative and quantitative research.
3. It will help conduct research and be a tool for professional practice.

Course Contents:

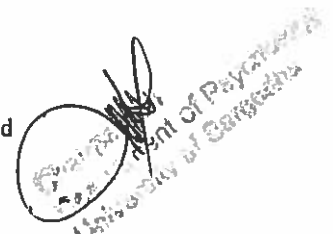
- 1 Introduction to Research
- 2 Elements of Research
- 3 Types of Research: Basic and Applied
- 4 Classification of Research: Descriptive, Exploratory and Explanatory
- 5 Research Problem
- 6 Literature Review
- 7 Formulating the Hypotheses
- 8 Qualitative Research
- 9 Focus Groups, Interviews: Structured, Semi-Structured, and Unstructured, Unobtrusive Measures of Behavior, Content and Thematic Analysis, Grounded Theory
- 10 Qualitative vs. Quantities Research
- 11 Correlational vs. Casually Connected Research
- 12 Sampling: Sampling frame and Sampling Design, Probability and Non-Probability Sampling
- 13 Research Designs: Conventional Designs, Factorial Design, Quasi-Experimental Design
- 14 Ethical Issues in Conducting and Reporting the Research as per A.P.A. Manual 6th edition/ the latest one

Recommended Texts

- 1 Goodwin, K. A., & Goodwin, J. C. (2016). *Research methods in psychology* (8th ed.). New York: John Willy Sons
- 2 American Psychological Association (2019). *Publication manual of A.P.A.* (7th ed.). Washington DC: A.P.A.
- 3 Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Harlow: Pearson Education Limited.

Suggested Readings

- 1 Coolican, H., Coolican, H. (2014). *Research methods and statistics in psychology*. London: Psychology Press.
- 2 Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods* (3rd ed.). London: SAGE Publication



PSYC-7411 Community Rehabilitation: Crisis Intervention and Psychological first aid 3(3-0)**Course Description:**

This course provides an integrated understanding of crisis intervention, psychological first aid (PFA), and substance abuse rehabilitation within the community setting. The primary objective is to equip students with foundational knowledge of the epidemiology and toxicology of substance abuse and the increasing demand for rehabilitation services at the community level. Students will explore key concepts of drug misuse, abuse, and dependency, along with the neurological and physiological effects of various substances and associated risk factors. In addition to theoretical frameworks, the course emphasizes practical and systematized approaches to crisis management, psychological first aid, and community-based rehabilitation. Students will gain skills in planning, implementing, and evaluating interventions aimed at improving community awareness, promoting mental health, and supporting individuals affected by substance abuse and psychological trauma. The course prepares future practitioners to respond effectively to crises, enhance resilience, and contribute to community health and recovery through evidence-based strategies and culturally sensitive practices.

Course Outcomes:

By the end of this course:

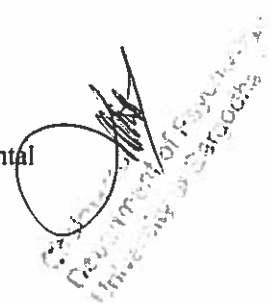
1. Students will be able to: Understand the nature and scope of substance abuse and its impact on individuals and communities.
2. Identify neurological, physiological, and psychological effects of commonly abused substances.
3. Analyze the risk and protective factors associated with substance use disorders.
4. Apply principles of psychological first aid and crisis intervention in emergency and post-emergency situations.
5. Design and implement community-based rehabilitation and awareness programs.
6. Evaluate the effectiveness of health promotion and rehabilitation strategies in community settings.

Course Contents:

1. Definition, scope, and importance of community-based rehabilitation (CBR)
2. Roles and responsibilities of mental health professionals in community settings
3. Epidemiology of substance use and abuse (global and local perspectives)
4. Basic toxicology of commonly abused substances
5. Substance use, misuse, abuse, and dependency: definitions and distinctions
6. Neurological, physiological, and psychological effects of drugs
7. Models of addiction: biological, psychological, and social perspectives
8. Commonly abused substances and their short-term and long-term impacts
9. Risk factors for substance abuse: individual, familial, social, and environmental
10. Protective factors and preventive strategies in community contexts
11. Introduction to crisis and trauma: types, causes, and psychological impact
12. Principles and models of crisis intervention
13. Skills and techniques for effective crisis response
14. Psychological First Aid (PFA): principles, core actions, and application
15. PFA in various crisis situations (natural disasters, violence, displacement, etc.)
16. Cultural sensitivity and ethical considerations in delivering PFA
17. Community mental health awareness and promotion strategies
18. Stigma reduction approaches and advocacy in mental health and substance abuse
19. Planning and implementing community rehabilitation programs
20. National and local legal frameworks regarding mental health and substance abuse

Recommended Textbooks and References:

1. Everly, G. S., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
2. Hanson, et al (2017). *Drugs and Society*. (13th ed.). Jones & Bartlett Learning


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3. James, R. K., & Gilliland, B. E. (2016). *Crisis Intervention Strategies* (8th ed.). Cengage Learning.
4. Nagar, S. B. (2017). *Essentials of Community-based Rehabilitation*. JAYPEE
5. Raphael, B. (1986). *When Disaster Strikes: How Individuals and Communities Cope with Catastrophe*. Basic Books.
6. Ritchie, E. C., Watson, P. J., & Friedman, M. J. (2006). *Interventions Following Mass Violence and Disasters: Strategies for Mental Health Practice*. Guilford Press.
7. World Health Organization. (2011). *Psychological First Aid: Guide for Field Workers*. WHO Press.
8. Van Wormer, K. and Davis D. R. (2008). *Addiction treatment: A strengths perspective*. 2nd Ed. Brooks / Cole: Belmont, CA
9. American Psychological Association (APA) Resources on Disaster Response and Mental Health.

PSYC-7412

Community Rehabilitation Placement

2(0-2)

Placement Objectives:

The purpose of the community rehabilitation is to turn theory into practice by providing learners with the opportunity to put knowledge and skills learned in the classroom into practice in community settings under the guidance of experienced supervisors. The placement involves the active participation of the students in community rehabilitation and community services. The student will be particularly actively providing psychological services in underprivileged areas and during disaster management such as flooding, earth quack situations.

Placement Description:

Community rehabilitation will be supervised placement for 3 days a week (6 hours a day) for 12 weeks = $3 \times 6 \times 12$ (216 hours).. Community placement trainees will be trained to address the psychological needs and provide mental health services in the community settings. The trainee may also be attached with organizations/agencies from the community services industry. The students will provide rehabilitative services to the people from underprivileged areas as well as to the people suffering with natural disasters such as flooding, earth quack situations etc. The work placement will offer the opportunity to see and implement models of practice, test out areas of interest for future community services, and to develop an understanding how community services is delivered in the context of the wider community and wider situations. The students will work as care assistants, assistants/counselors in special schools, Assistant psychologists particularly on the site of an emergency or natural disaster situation, assistant wellbeing practitioners, graduate mental health worker, research assistant, social support worker.

SEMESTER VI: Students who opt to undertake a research project will complete an independent project of 06 credit hours

RESEARCH WORK

PSYC- 7413

Dissertation

The student has to complete a stand-alone thesis in their area of specialization.

6 (0 + 6)

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