**Course code: CP101 Course Name: Applications of Psychology**

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| 1. **Course Learning Outcomes: (CLO’s)**

**Graduates will be able to**  |
| CLO-1 | **Define** the fundamental knowledge about principles and values of sub fields of Psychology (C1) |
| CLO-2 | **Describe** the ethical considerations in various field of psychology (C2) |
| CLO-3 | **Explain** the role of psychologist in different fields (C2) |
| CLO-4 | **Identify** the scope of psychology in cultural context. (C3)  |

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|  | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
| PLO-1 | **Psychology Knowledge:** Graduates will be able to comprehend the fundamental concepts of Clinical Psychology. An ability to describe the manifestation of psychological problems in cultural perspectives.  |  |  |  |  |
| PLO-2 | **Problem Functional Analysis:** Graduates will be able to formulate and conceptualize the psychological problems according to Bio-Psych-Social and Spiritual Model.  |  |  |  |  |
| PLO-3 | **Basic Clinical Skill Development**: An ability to identify the need specific psychological assessment tools, its demonstration and interpretation |  |  |  |  |
| PLO-4 | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |
| PLO-5 | **Communication:** Demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc |  |  |  |  |
| PLO-6 | **Case studies**: An ability to synthesized and integrate the assessment and intervention skills in managing clinical case, evaluating its progress and report professionally. |  |  |  |  |
| PLO-7 | **Ethical considerations**: Ensuring professional ethical principles and practices |  |  |  |  |
| PLO-8 | **Research:** An ability to articulate research methodologies, operationally define problems, its literature review and process to conduct research |  |  |  |  |
| PLO-9 | **Community Work**: Graduates will able to engage with different organizations to provide community services including recognition and bridging different of resources to fulfill the psychological needs of communities such marginalized population  |  |  |  |  |
| PLO-10 | **Self-Analysis:** Analyze their different professional roles as clinician, supervisor, supervisee, consultant, teacher and researcher.  |  |  |  |  |
| PLO-11 | **Mental Health Awareness:** Graduates will be able to design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |
| PLO-12 | **Lifelong Learning**: Able to develop significant professional goal for life after being graduate. An ability to recognize the importance of psychology and its adaptability in their personal and professional lives.  |  |  |  |  |

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| 1. **Assurance of Learning and Assessment Items:**

*Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* |
| **Assessment Item** | **Application/ Outcomes****PLO / CLO** |
| Assignment 1 | **PLO1/CLO1** |
| Assignment 2 | **PLO-1/CLO4** |
| Quiz 1 | **PLO1/CLO1** |
| Quiz 2 | **PLO7/CLO2** |
| Presentation  | **PLO-1/ CLO3** |
| Mid Term | **CLO 1, 2, 3,4** |
| Final Exam | **CLO 1, 2, 3, 4** |

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| 1. **Assessment Structure and Grading Policy\*:**
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| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 20 | 1 before mid exam and 1 after mid exam |
| Assignments | 10 | One before and one after the midterm exam |
| Presentation | 20 | In between 4 to 12 weeks |
| Class Participation | 10 | Throughout the semester |
| Final exam | 40 | in 9th week |
| **Total**  | **100** |  |

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| **Week** |  **Course Contents**  | CLO | Bloom’s Taxonomy Level | **Reference Chapter(s)** |
|  | **What is psychology? (Only brief overview)*** Why psychology?
* The nature of human behavior
	+ The continuum of normality
* The behavioral competencies required in a particular environment.

Why human behavior changes? | 1 | 1 | https://www.bioscience.com.pk/topics/psychology/item/1311- types-of-human-behavior-in-psychologyFeldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 1 |
|  | **Methods used to study various fields of psychology** Observation and experience * Describe the behavior, and what to observe. How to observe?

**Case study method** * Present case scenarios and discuss behavior, problems, and ways used to study the behavior and link how the change in behavior occurred?

**Experimental method*** How behavior changes with the change in the environment
* Videos of Bowlby’s experiments
	+ Inquiry method

How is information collected through open-ended questions, checklists, and scales??* Ethics in practice
	+ The qualities of a good trainer and trainee

Expectations and need of social responsibilities | 2 | 2 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 1 |
|  | **Developmental Psychology*** How a child grows?
* Understand about growth and development across age, stage and gender
* Milestones
* How development occurs in social, motor, language, cognitive, self-help areas of life
* What are the needs and challenges during adolescence?
* What are the needs of a special child? Why do we need to study them?
* Understanding the causes in special population
* Role of developmental psychologist
 | 3 | 2 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 9 |
|  | **Adult Psychology** * Understanding behaviors and change across adult age, stage, and gender
* Behaviors, skills, and attributes of an adult

How do we handle the changes in behavior during adult years? | 4 | 3 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 9+12 |
|  | **Environmental Psychology*** Understanding environment things and people around
* Relationship between human behavior and environment
* What problems can occur during human-environment interaction?
* Closely linked fields and role of environmentalist
 | 4 | 3 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 1 |
|  | **Health Psychology*** Understanding healthy behavior
* Biological mechanisms of health and diseases
* Stress, health and illness; chronic illness and disability
* Promoting healthy behaviors
* Understanding context and perspectives in health psychology
* Understand applications of health psychology and professional issues
 | 1 | 1 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 11 |
|  | **Clinical Psychology*** What is mental health? Why do we need it?
* The continuum of normality
* Understand psychological models related to working with individual clients, couples, families, careers, groups and at the organizational and community level
* How theories concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation are studied?
 | 3 | 2 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 9+12 |
|  | **Counselling Psychology*** What is counseling psychology and how is it different from clinical psychology?
* Why do we need counseling? How our lifestyle can impact us?
* To learn about the philosophical bases underlying counseling psychology
* Different setting where counselors can provide their services
 | 1 | 1 | Nelson-Jones, R. (2014). *Practical counselling and helping skills*. Sage. Chapter 1 |
|  | **Mid Term Exams** | 1,2,3,4 |  |  |
|  | **Educational Psychology*** How do children learn? What are different learning styles?
* How can we improve our learning, class room environment, curriculum?
* What difficulties children experience during their educational years?
* Understand psychological models related to the influence on development of children and adolescents

Understand the role of the educational psychologist across a range of settings and services  | 3 | 2 | Corno, L., & Anderman, E. M. (2016). *Handbook of Educational Psychology*. Routledge. Chapter 1+ 3 |
|  | **Industrial and Organizational Psychology*** Why do we work? Nature of work. job analysis
* Workplace issues and challenges
* People, place and work
* Performance and its different aspects; performance and productivity

Understand the role of the organizational psychologist across a range of settings and services | 4 | 3 | https://www.apa.org/ed/\graduate/specialize/industrialhttps://www.verywellmind.com/ |
|  | **Sports and Exercise Psychology*** What skills and behaviors do we requite during sports?
* The individual and the game,
* Team and the game
* Understand motor skills, practice skills, cognition, learning and perception, and their impact on performance

**Problems and challenges in the field** | 3 | 2 | Gill, Diane & Reifsteck, Erin & Madrigal, Leilani. (2021). From Sport Psychology to Sport and Exercise Psychology: A 40-year Update. Kinesiology Review. 10. 1-7. 10.1123/kr.2021-0020. |
|  | **Forensic Psychology*** Why do we need to have rules and regulation in our society? What are ethics?
* What do we understand by deviant or antisocial behaviors?
* The norms, values and ethic of society
* What are the legal systems? And application of psychology in legal systems
* The mental process, victim and the offense

**Understand the role of the forensic psychologist across a range of settings and services** | 3 | 2 | Fulero, S. M., & Wrightsman, L. S. (2008). Forensic psychology. Chapter 1 |
|  | **Neuropsychology*** How behavior and cognition are influenced by brain functioning?
* The biological basis of the behavior
* Jhow do brain and body talk in period of stress and trauma
* The relation between brain and the behavior

**Understand the role of the forensic psychologist across a range of settings and services**  | 3 | 2 | Feldman, R. S. (2021). *Essentials of understanding psychology*. McGraw-Hill Education. Chapter 2 |
|  | Course Overview & Misapplications of skills and knowledge with reference to different fields of psychology | 4 | 3 |  |
|  | **Final Term Exams** | 1,2,3,4 |  |  |