

**FOUNDATION UNIVERSITY ISLAMABAD
RAWALPINDI CAMPUS**



SELF ASSESSMENT REPORT

**Master of Science in Clinical Psychology
MS in Psychology
Department of Psychology**

March 2019

Submitted to

**Quality Enhancement Cell
Foundation University Islamabad (FUI)**

Program Representative Team

- | | |
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Executive Summary

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. The tool is primarily dependent on surveys that are conducted at the end of the session. These surveys include the Faculty's survey, the Course survey, the Employer's survey and the Gradating Students' survey.

This SAR concerns the department of psychology that executes Master of Science in Clinical Psychology and PhD in Psychology programs. The report concerns the postgraduate programs during the semester Spring 2018. The report includes the surveys and relevant information as well as the strengths and weaknesses of the programs as identified through surveys.

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Self-Assessment Report

1. Introduction

The Foundation University Islamabad (FUI), a project of Fauji Foundation was established under a federal charter in October 2002. The Foundation University aims to become a research-led University. For this purpose, the University has established the Office of Research, Innovation, and Commercialization (ORIC). FUI is vigorously pursuing academic and research collaborations with the Universities of repute both in country and abroad. The University is also developing and promoting academia-industry linkages and is in the process of initiating various projects with different organizations including Industries of its parent organization, the Fauji Foundation. The University faculty at its two campuses (Foundation University Rawalpindi Campus (FURC) and Foundation University Islamabad Campus (FUI)) is highly qualified and dedicated to achieving academic excellence FURC is running 07 Faculties/Department.

1.1. University Mission Statement

The FUI's mission is to inspire creative inquiry and research to foster personal and professional development of its students. The FUI is committed to provide equitable access to holistic education in diverse disciplines to produce valuable human resource for the local and the global communities.

1.2. Department of Psychology

1.2.1 Vision

Department of Psychology at FURC aspires to be a nationally recognized leader in undergraduate, graduate, and post graduate education, where student, scholars, and faculty establish close collaborations to learn the scientific principles of behavior and mental processes, to make significant contributions to the science and practice of psychology, and to produce professionals who serve the local, national, and global communities, we strive to accomplish these goals through.

1.2.2. Excellence in Teaching

Provide students with knowledge and skills about mind and behavior through innovative and rigorous courses and rich experiential learning opportunities.

1.2.3. Excellence in Research

Help students understand and apply basic research methods in psychology, including research design, data analysis, interpretation, and dissemination.

1.2.4. Improving Critical Thinking Skills in Students

Encourage students to use critical and creative thinking skills to solve problems related to behavior and mental processes.

1.2.5. Application of Principles of Psychology

Guide students to use critical and creative thinking skills to solve problems related to behavior and mental processes.

1.2.6. Embracing Values in Psychology

Promote ethical behavior and reflect other values that are the underpinnings of psychology as a discipline.

Department of psychology is running following programs:

- a) PhD Psychology
- b) MS Clinical Psychology
- c) BS Psychology

1.3. Program Selected

Foundation University has selected the **MS Clinical Psychology** as model program for Self-Assessment Report (SAR), under the directives of HEC.

The programs serve as a platform for higher education in Psychology. They are designed on the HEC's recommended guidelines.

2. Criterion 1: Program Mission, Objectives and Outcomes

2.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

2.1.1. Program Mission Statement

The MS degree enables students to excel in the field of research and other important areas of psychology. We regard research as a key skill in developing critical thinking and in achieving excellence in whatever field our students wish to pursue for their studies. Major aim is to provide expertise in research, theory and psychological assessment. Moreover, to develop the ability to critically analyze and evaluate research

carried out in the field of psychology and investigate psychological phenomenon indigenously using different techniques of research. It further aims to prepare students of their professional life.

2.1.2. Program Objectives

The main objectives of MS Clinical Psychology are following:

1. To enable students how to critically evaluate research and bridge gaps that exists in previous researches.
2. To conduct advance research on pertinent issues relevant to our society.
3. To provide specialized practical training in salient areas of psychology.
4. To develop indigenous psychological instruments for research and assessment purposes.
5. To prepare ethically sound students, specifically in psychological research, therapeutic intervention and professional settings.

2.1.3 Alignment of Program Objectives with Program & University Mission Statements

MS Clinical Psychology program objectives are defined in the light of program and university mission statements that require the output to be inclusive of research, psychological assessment and therapeutic skills. This is done by imparting behavioral assessment, therapeutic and research related skills in students through defined set of courses and training.

2.1.4 Main Elements of Strategic Plan Curriculum Design

Strategic plan for MS Psychology defines the overall layout of the areas/elements that are included in the program to educate students of MS level. These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

Program Contents

The MS clinical psychology comprises of 1.5-4 years (4-8 semesters). The course work for program comprises of total 24 credit hours. Each student has to complete 24 credit hours in first two semesters. After coursework students has to do clinical practicum and report writing. In addition to that they have to complete 6 credit hours research work or two courses. The scholars are trained in the core theoretical,

practical and research related areas of Clinical Psychology. The program having a significant blend of internship and research, enables its participants to be engaged in the practice of clinical psychology.

Practical Work

Lectures, practical work, tutorials, assignments, hospital visits and internship are arranged for MS clinical psychology students. These tasks are relevant to the application of theory in practical clinical and research field.

Projects

Students are also given the projects in their field of specialization in different courses so it is the opportunity for the students where they can apply whatever they learnt from theory. And at the end of semester they have to do their final project which is particularly relevant to their area of psychology.

Internship/ Hospital Visits

Internship and hospital visit are part of curriculum for MS clinical psychology students. Also, Psychology department often arrange the educational tours for students. These tours provide excellent opportunity to see in real what they discussed within class theoretically. Visit to psychiatry department/ special education schools, rehabilitation centers are arranged by the department to give practical exposure to the psychology students from the real world.

2.1.5. Program Objective Assessment

Following table shows the program objectives assessment. It identifies the criterion, its measurement and improvements identified through this mechanism.

| Objectives | How Measured | When Measured | Improvement Identified | Improvement Made |
|---------------------------------------|-------------------------------------|-----------------------------------|---|--|
| Feedback on the courses taught | Faculty members feedback on courses | At the end of semester fall 2017 | Incorporation of practical work | More practical exercises and projects were incorporated in the course work |
| Feedback on Course outline | faculty members feedback | During and at the end of semester | Outline is needed to be more practical and up to date | Outline is modified with the help of latest books on subject area. Furthermore, latest books are recommended for |

| | | | | |
|---------------------------------------|---|----------------------------------|---|--|
| | | | | future teaching. |
| MS Thesis/ Course Work | HEC minimum requirement for admission in PhD is CGPA 3. | At the end of fall semester 2017 | There is need to give option to MS students between thesis or course work | Students with less than 3CGPA are asked to do course work and those with CGPA more than 3 are allowed to do thesis |

2.2 Standard 1-2

The program must have documented outcomes for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcomes.

2.2.1 Program Outcomes

1. Students were able to bridge gaps in existing literature.
2. Students were given the opportunity to carry out advance research in indigenous cultural context
3. Practical trainings were provided in significant domains of psychology
4. Culturally appropriate instruments were developed and validated in the field
5. ethically appropriate practices were inculcated in students both in learning and professional settings

| Program Objectives | Program Outcomes | | | | |
|--------------------|------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 | √ | √ | | √ | |
| 2 | √ | √ | √ | √ | |
| 3 | | | √ | | √ |
| 4 | | √ | √ | √ | √ |
| 5 | | | | | √ |

2.3 Standard 1-3

The results of Program’s assessment and the extent to which they are used to improve the program must be documented.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers’ evaluations.

2.3.1. Course Evaluation of MS in Clinical Psychology:

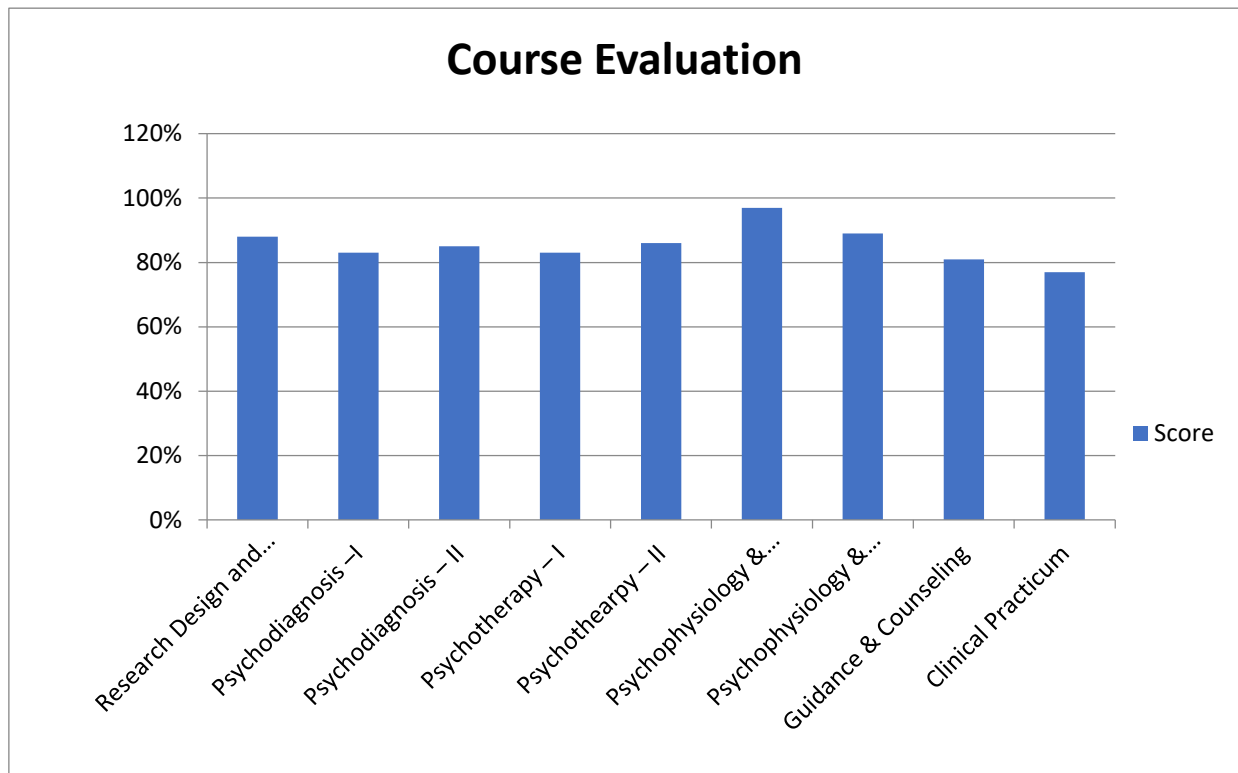


Figure 1: MS Course Evaluation Graph

Students of MS have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. See Annexure B (Course Evaluation Survey) for sample course evaluation results. The sample shows the results for one course only while same has been done for all courses listed below. The results of all other courses have been kept in a separate file for record purposes.

Following is the list of MS courses that are being evaluated by the students along with graded scores in percentage.

| Sr. no | Name | Score |
|--------|---|-------|
| 1 | Research Design and Statistics | 88% |
| 2 | Psychodiagnosis –I | 83% |
| 3 | Psychodiagnosis – II | 85% |
| 4 | Psychotherapy – I | 83% |
| 5 | Psychotherapy – II | 86% |
| 6 | Psychophysiology &Psychopharmacology – I | 97% |
| 7 | Psychophysiology &Psychopharmacology – II | 89% |
| 8 | Guidance & Counseling | 81% |
| 9 | Clinical Practicum | 77% |

2.3.2. Teacher's Evaluation

Teacher's evaluation is shown in the following graphical chart:

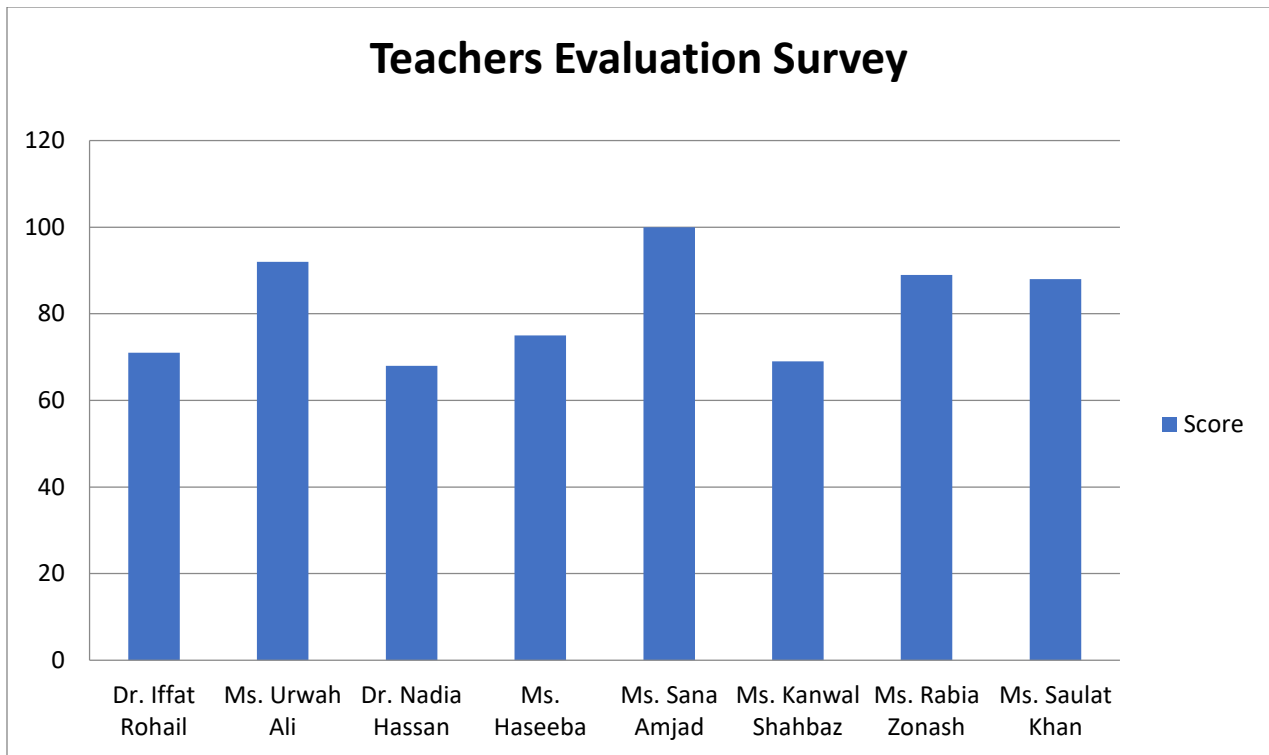


Figure 3: MS Teacher's Evaluation Graph

Students of MS have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded percentage is 100.

See Annexure C (Teachers Evaluation Survey) for sample teacher evaluation results. The sample shows the results for one teacher only while same has been done for all teachers listed below. The results of all other teachers have been kept in a separate file for record purposes.

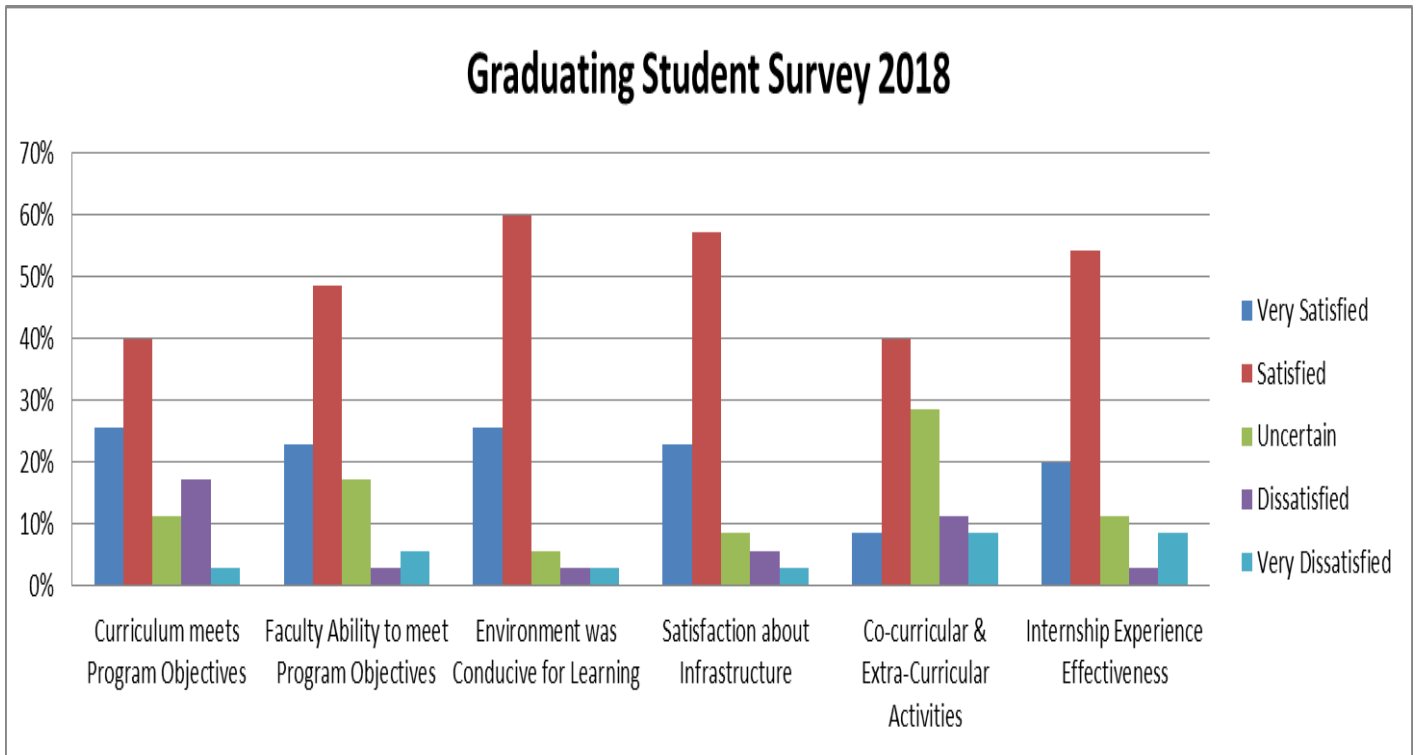
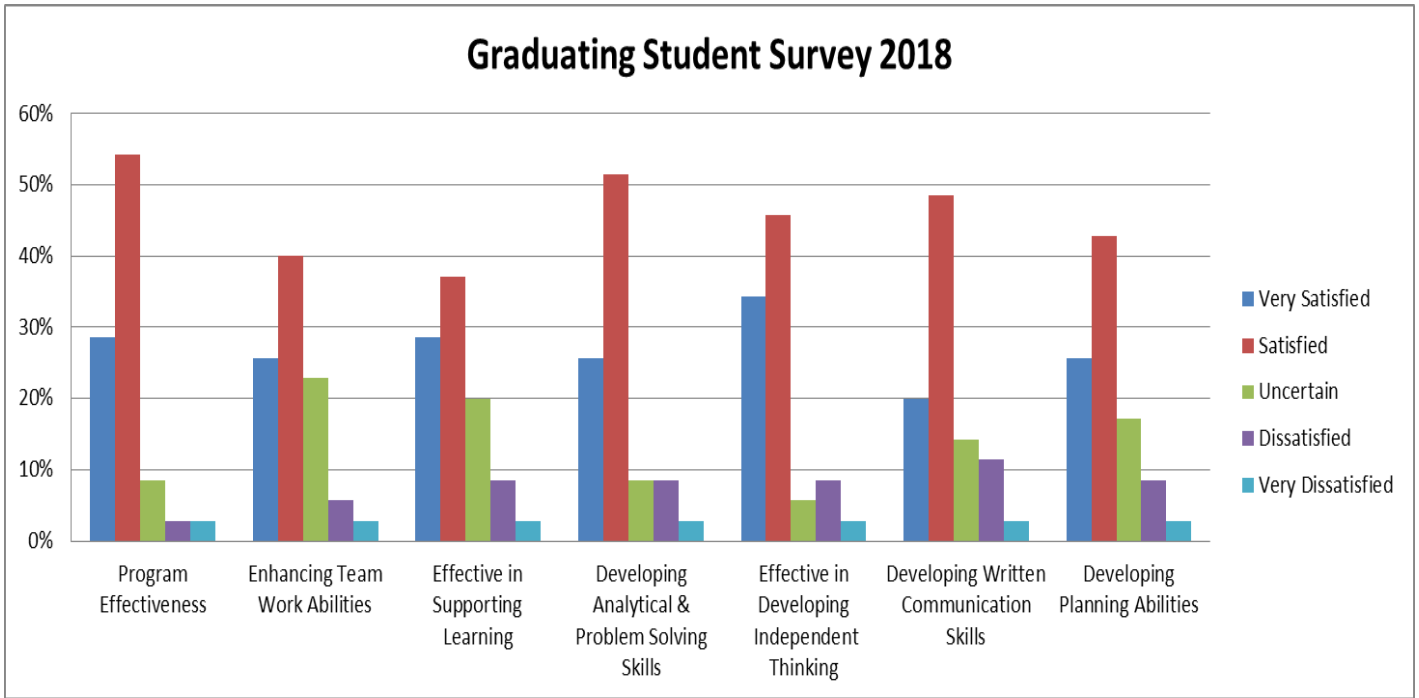
Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores in percentage.

| Sr. no | Name | Score (%) |
|--------|--------------------|-----------|
| 1 | Dr. Iffat Rohail | 71% |
| 2 | Ms. Urwah Ali | 92% |
| 3 | Dr. Nadia Hassan | 68% |
| 4 | Ms. Haseeba | 75% |
| 5 | Ms. Sana Amjad | 100% |
| 6 | Ms. Kanwal Shahbaz | 69% |
| 7 | Ms. Rabia Zonash | 89% |
| 8 | Ms. Saulat Khan | 88% |

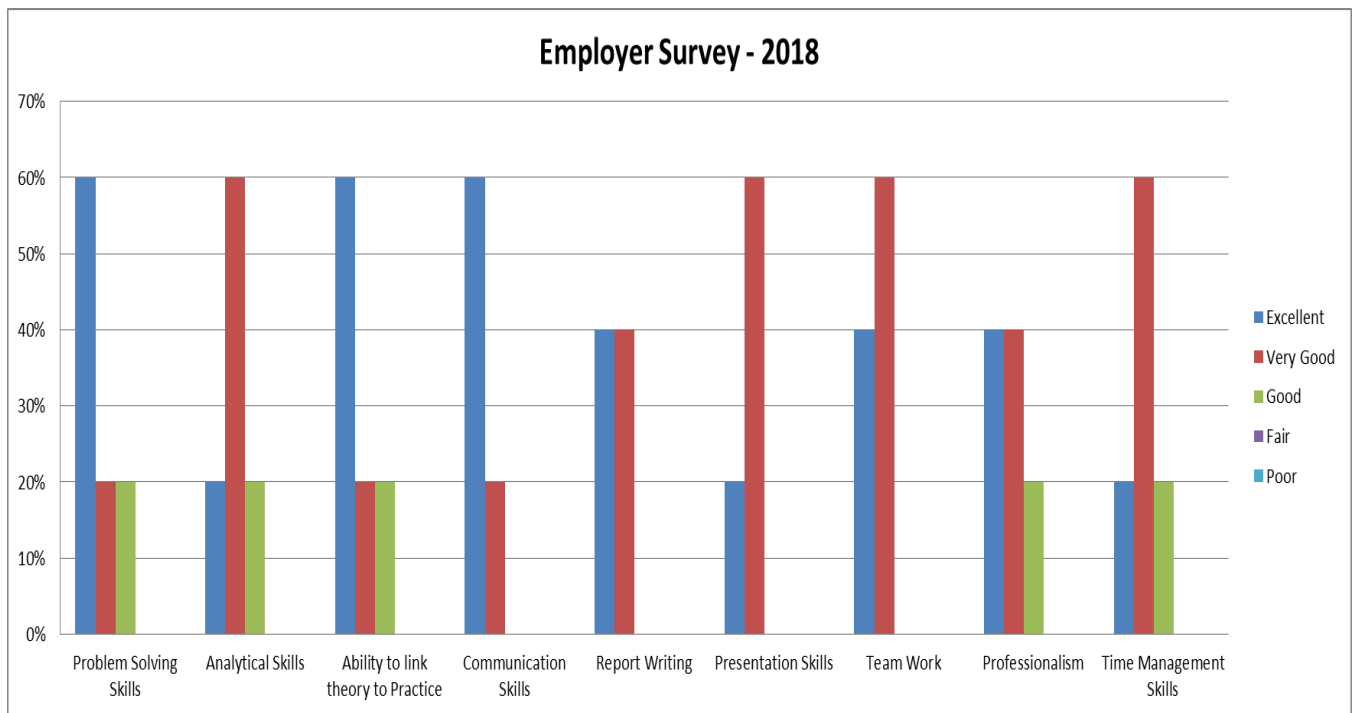
QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

HoD of the Faculty of Psychology reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacation.

2.3.3. Graduating Students Survey of MS Psychology



2.3.4. Employer Survey 2018



2.3.5. MS Clinical Psychology Program Strong and Weak Points

MS program strong points

- Competent faculty
- Market based courses
- Recognized degree
- Research seminars

MS program weak points

- Absence of merit and need based scholarship
- High passing criteria of examination system
- Late or absence of proper schedule of BASAR

2.3.6. Significant Future Development Plans

Significant future development plan for the program may include rectification of weaknesses and improvement in overall performance of the programs under consideration. Following plans are underway for the future:-

1. An MOU has been signed with Fauji Foundation Hospital as well as Military Hospital, to allow students to get actual clinical practicum

2. Psychology Clinic has been established by the Department of Psychology as a means of dispensing community services as well as to act as a teaching hub. Improvements are being made to make it more effective.
3. Introduction of new courses of psychology will increase both the utility and marketability of the program.

2.4. Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

2.4.1 Graduates/Undergraduates enrolled in last two years

- 179 MS Clinical Psychology students were enrolled last two years.

2.4.2 Student Faculty Ratio

- Student faculty ratio for MS is 13-1 ratio.

Two faculty members are new inducted in spring 2018. Now ratio has been changed to 11- 1 ratio.

2.4.3 Average GPA per semester

Data not available yet.

2.4.4 Average Completion time

The MS Psychology program has average completion time of two and half years.

2.4.5 Employer Satisfaction

QEC has conducted employer survey and results of the survey shows that Employers are satisfied with performance of the department graduates.

2.4.6 Students Course Evaluation

QEC staff conducted the course evaluation to ensure unbiased feedback. The results showed that almost all teachers scored more than **85% marks** as graded by students.

2.4.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed that almost all teachers scored more than **82% marks** as graded by students.

2.4.8 Research

The program faculty published 32 research papers in different journals. List attached in Annexure E.

3.0 Criterion 2: Curriculum Design and Organization

Title of Degree Program

- Master of Science in Clinical Psychology

Definition of credit hour:

- Credit hour is 1 hour of theory lecture.

Degree plan

Following is the list of courses taught in the MS program. Section 3.4 shows the details about these courses.

| Semester | Core Code | Category | | | | | |
|----------------------------|-----------|------------------------|---------------|--|--------------|--------------------------------|---------------------|
| | | Math and Basic Science | | Core Courses | Credit Hours | Humanities and Social Sciences | Technical Electives |
| | | Math | Basic Science | | | | |
| 1st | PSY 611 | Nil | Nil | Research Design & Statistics | 3 | Nil | Nil |
| | PSY 612 | Nil | Nil | Psycho diagnosis-I | 2 | Nil | Nil |
| | PSY 613 | Nil | | Psychotherapy-I | 2 | Nil | Nil |
| | PSY 614 | Nil | Nil | Psychophysiology and Psychopharmacology-I | 2 | Nil | Nil |
| 2nd | PSY 615 | Nil | Nil | Guidance & Counseling | 3 | Nil | Nil |
| | PSY 616 | Nil | Nil | Psycho diagnosis-II | 2 | Nil | Nil |
| | PSY 617 | Nil | Nil | Psychotherapy-II | 2 | Nil | Nil |
| | PSY 618 | Nil | Nil | Psychophysiology and Psychopharmacology-II | 2 | Nil | Nil |
| 3rd and 4th | PSY 731 | Nil | Nil | Clinical Practicum & Report Writing | 6 | Nil | Nil |
| | PSY 732 | Nil | Nil | Thesis | 6 | Nil | Nil |
| Total | | | | | 30 | | |
| Minimum Requirement | | | | | 30 | | |

Courses Information

RESEARCH DESIGNS & STATISTICS

Objectives:

- Scientific and Ethical Foundations of Research
- Types of Research: Qualitative vs. Quantitative Research
- Quantitative Research: Experimental Research, Correlational Research, Observational Research, Survey, Case Study
- Qualitative Research: Content Analysis, Factorial Designs, Independent Measure Design
- Subject Selection and Sampling Techniques: Probability Sampling, NonProbability Sampling
- Writing a Research Proposal and Report. Guidelines of Report Writing from APA
- Research in Psychotherapy

Books

- Zechmeister J.S., Zechmeister E.B., Shaughnessy J.J. (2001). Essentials of Research Methods in Psychology. McGraw-Hill. Introduction To Psychology by Hilgard
- Ruthman, L. (1977). Evaluation research methods. California: Sage, Beverly Hills

PSYCHODIAGNOSIS-I

Objectives

- Introduction to Psychodiagnosis: Criteria for Diagnosing the Psychological Ailments
- Historical Background of Psychodiagnosis: Diagnosis in Dark Ages; Biogenic Tradition of Diagnosis; Psychogenic Tradition of Diagnosis; Development of DSM-I; Improvements in subsequent editions of DSM.
- Introduction to International Classification of Diseases (ICD)
- Comparison and Contrast between Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases (ICD).
- Use of DSM-5 in Diagnosing;
- Use of ICD-10 in Diagnosing
- Clinical Interviewing
- Introduction to Psychological testing of Personality, Intelligence, Achievement, Aptitude, Neuropsychology, and Psychopathology.

PSYCHOTHERAPY-I

Objectives:

- The scope and limits of psychotherapy.
- Essentials of Psychotherapeutic Interview: The first interview, establishing rapport, history-taking and identifying problems.
- Psychopathology, Ego Defenses,
- Use of assessment, Consultation and other reports Aims and goals of psychotherapy.
- Stages of psychotherapy: Early, middle and late stages.
- Termination of psychotherapy Management of Special populations in psychotherapy
- Borderline and Adolescent Patients Patient and psychotherapist-needs and expectations
 - Differences between child and adult psychotherapy

PSYCHOPHYSIOLOGY & PSYCHOPHARMACOLOGY I

Objectives:

- Physiological Explanation of Behavior
- Historical Roots of Physiological Psychology
- Evolution of Brain
- Genetics and Evolution of Behavior
- Chromosomal Disorders
- Physiology of Neural Cells: Types of Neurons, Nerve Impulse, Communication between Neurons, Communication within neurons
- Physiology of Nervous System: Basic Features of Nervous System; Central Nervous System; Peripheral Nervous System; Investigating How Does Brain Control Behavior
- Principles of Psychopharmacology; Categorization of Drugs; Sites and Mechanisms of Drug Actions, Drug Addiction

GUIDANCE AND COUNSELING

Objectives:

- The Counseling Profession: A Historical Perspective:

- The development of counseling as a distinct profession; Historical and Social factors; Frank Parsons and other early influences; Beginnings of professional organizations and professional identity; Influence of World War-I & II; Government involvement; Current Trends and future directions.
- The Process of Counseling: Nature & Importance of professional relationship; Ingredients of helping relationship, Characteristics of Effective Counselors/ Psychotherapists: A client's rights.
- Tests in Counseling: Introduction; Limitations of the Use of Psychological Tests

PSYCHODIAGNOSIS-II

Objectives:

- Psychological tests of Psychopathology: Objective Test vs. Projective Test
- Objective Tests: MMPI, CPI, Bender Gestalt Test, Benton Visual Retention Test, Luria Nabraska Test
- Projective Test: HTP, RISB, TAT,
- Administration of tests, Scoring and Interpretation of Results
- Selection of Appropriate Test in relation to the Given Situation Enhancing the Validity of Psychodiagnosis
- Report Writing.
- Preparation of an Initial Blueprint of Therapeutic Plan in accordance with the Diagnosis

Prerequisite

- Psychodiagnosis I

PSYCHOTHERAPY-II

Objectives:

- Individual Psychotherapies and techniques of Psychotherapy:
- Standard Psychoanalysis (Sigmund Freud)
- Psychoanalytically oriented psychotherapies and other psychodynamic approaches: Individual Psychology; Ego Psychology; Sullivan Conception of Psychotherapy
- Intensive brief psychotherapy (Malan). Briefer psychoanalysis (Alexander and French)

- Rational Emotive Psychotherapy (Albert Ellis)
- Behavior Therapy: Interview oriented approaches (Dollard and Miller). Experimental Approaches (Various techniques of behavior therapy). Multimodal Behavior Therapy (Arnold A. Lazarus)
- Cognitive Approach (Aron Beck)
- Client Centered Therapy (Carl Rogers)
- Existential Psychotherapy (Irvin Yalom)
- Reality Therapy (William Glasser)
- Transactional Analysis (Eric Berne)

Prerequisite:

- Psychotherapy I

PSYCHOPHYSIOLOGY & PSYCHOPHARMACOLOGY-II

Objectives:

- Assessment of diagnosis as conducted by neurologists When to make a referral to a neurologist, or psychiatrist How to understand consultants
- Treatment and Rehabilitation Techniques
- Different Prescribed Drugs-in Psychological Illnesses Effects and Side Effects of Drugs
- Endocrine System
- Role of Neurotransmitters and Neuromodulators
- Neurological Disorders:
 - Organic Brain Syndrome
 - Affective Disorders
 - Epilepsy
 - Neurological Explanation of Schizophrenia
 - Anxiety Disorders
 - Sleep Disorders
 - Degenerative Disorders

Prerequisite:

- PSYCHOPHYSIOLOGY & PSYCHOPHARMACOLOGY I

CLINICAL PRACTICUM & REPORT WRITING

Objectives:

- Psychodiagnostic sessions with patients.
- Supervision of the Psychodiagnostic sessions.
- Psychotherapeutic sessions with patients.
- Supervision of the psychotherapeutic sessions.
- Clinical case studies and report writing.
- Case conference.

BOOKS RECOMMENDED

- Allen, R. (1978). Student's Rorschach manual. International University Press.
- American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders. Washington, DC: Author
- Archer R. P., Krishnamurthy R. (2002). Essential of MMPI-A assessment. John Wiley & Sons.
- Axline, V. M. (1976). Play therapy. New York: Ballantine Books.
- Bannister, D. (1975). Issues and approaches in the psychological therapies. London: John Wiley & Sons.
- Barker, Chris & Pitsrang, (1994). Nancy research methods in clinical and counseling psychology. John Wiley & Sons.
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- Bean, M. L. (1954). Construction of educational and personnel tests. New York: McGraw Hill.
- Bec, A. (1979). Cognitive therapy. New York: Meridian.
- Bellack, L. (1979), The TAT, CAT. And SAT in /Clinical Use. New York: Grune & Stratton.
- Bootzin, R. R. (1975). Behavior modification and therapy: An introduction. Winthrop Publishers, Cambridge.
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- Foulkes, S. J. (1978). *Group-analytic psychotherapy method and principle*. London: Interface Book.
- Freud, A. (1979). *The ego and mechanisms of defense*. London: The Hagarth Press.
- Freud, S. (1983). *Interpretation of dreams*. Hazel, Watson and Viney Ltd.
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- Gambrill, E.D. (1977). Behavior modification. London: Jossey Bass Ltd.
- Gambrills, E. (1978). Behavior modification: Handbook of assessment, intervention and evaluation. California: Jossey- Bass.
- Gil1is, J. S. (1979) Social influence in psychotherapy. Pilgrimage Press.
- Gills, R. &Balthazart, J. (1985). Neurobiology: Current comparative approaches. Springer.
- Gilory, J. (1979). Medical neurology. (3rd ed.). Macmillan Publishing.
- Giovacchini, P. L. (1975). Tactics and techniques in psychoanalytical therapy. Vol. II Jason Aroson, Inc.
- Golden, C. (1981). Diagnosis and rehabilitation in clinical neuropsychology. Charles C. Thomas, Illinois.
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3.1 Standard 2-1

The curriculum must be consistent and supports the program’s documented objectives.

Group 1: Theory and Content of Psychology

- Psychophysiology & psychopharmacology-I (Course code PY 614),
- Psychophysiology & psychopharmacology-II (Course code PY 618)

Group 2: Research Methods in Psychology

- Research designs and statistics (Course code PSY 611)

Group 3: Critical Thinking Skills in Psychology

- Psychodiagnosis –I (Course code PSY 612),
- Psychodiagnosis-II (Course code PSY 616),
- Psychotherapy-I (Course code PSY 613),
- Psychotherapy-II (Course code PSY 617)

Group 4: Applications of Psychology

- Guidance and counseling (Course code PSY 615),
- Clinical Practicum and Report writing (Course code PSY 731),
- Thesis (Course code PSY 732)

| Courses Groups | Objectives | | | | |
|-------------------|------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 | X | X | X | | |
| 2 | X | | | X | |
| 3 | X | | X | | |
| 4 | X | | X | X | X |

Table 3: Courses versus Program Objectives

3.2 Standard 2-2

Theoretical background, problem analysis and solution design must be stressed within the program core material.

| Elements | Courses |
|------------------------|--|
| Theoretical background | Psychophysiology & psychopharmacology-I Psychophysiology & psychopharmacology-II |
| Problem analysis | Research designs and statistics Psychodiagnosis I Psychodiagnosis-II Psychotherapy-I Psychotherapy-II Guidance and counseling |
| Solution design | Clinical Practicum and Report writing Thesis |

3.3 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

MS in Clinical Psychology is following HEC curriculum for MS2008 (Revised).

Minimum Requirements for each program (Program Semester, Credit Hours)

| Program | Compulsory Requirements (the students has no choice) | General Courses from Other Department | Foundation Courses | Major Courses | Electives | Clinical Practicum & Report Writing | Thesis | Dissertation |
|---------------------------|--|---------------------------------------|--------------------|---------------|-----------|-------------------------------------|--------|--------------|
| MS in Clinical Psychology | 30 | NIL | NIL | 18 | NIL | 6 | 6 | NIL |

Table 5: Program Credit Hours

3.4 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

3.5 Standard 2-5

The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

The curriculum of MS does not require the courses of the stated areas.

3.6 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program.

Due to the previous knowledge, students do not require the IT subjects to be included in their curriculum. They already have the vast knowledge and experience which is also applicable in MS curriculum. Also, students use computer systems and other IT equipment during the program to do course work and practical in the computer labs.

3.7 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

At this level of degree, there is no need to add the general subject. English courses have been given in the bachelor's programs. On the other hand, oral and written communication skills are developed, enhanced and polished through various presentations and viva.

4.0 Criterion 3: Laboratories and Computing Facilities

FURC has established latest and fully equipped laboratories for students to facilitate them in their studies. Following is the list of available laboratories available to the students:

1. Computer Lab A
2. Computer Lab B

The details about these laboratories are provided as under:

| Laboratory Title | Computer Lab A | Computer Lab B |
|----------------------------------|---|---|
| Location & Area | Allama Iqbal Block | Allama Iqbal Block |
| Objectives | Provide students with IT Facility to practice software applications | Provide students with IT Facility to practice software applications |
| Adequacy for instruction | All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of. | All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of. |
| Courses taught | Data Analysis using SPSS/ AMOS/Mplus/Nvivo | Data Analysis using SPSS/ AMOS/Mplus/Nvivo |
| Software available if applicable | MS Office, SPSS, AMOS, Mplus, Nvivo | MS Office, SPSS, AMOS, Mplus, Nvivo |
| Major Equipment/ Apparatus | Computers, Scanners, Printers, Projectors | Computers, Scanners, Printers, Projectors |
| Safety Regulations | Safety rules are being followed strictly. | Safety rules are being followed strictly. |

Table 7: Laboratories Details

3.1. Standard 3-1:

Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

There are several resource person available in the laboratories every time. The concern authorities have all the manuals and instructions booklet to guide the students. The manuals and instructions are available at all time for the immediate access if needed.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

3.2. Standard 3-2:

There must be adequate support personnel for instruction and maintaining the laboratories.

Course instructor is available all time during lecture. Computer staff is also available to assist students and faculty.

3.3. Standard 3-3:

The University computing infrastructure and facilities must be adequate to support program's objectives.

There is no separate computer laboratories for the psychology department. They use laboratories of engineering and software department to have assistance to carry out their tasks.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

The computer laboratories of the university have the updated and latest computers and equipment to provide immediate assistance. The students have the fee access to the computer laboratories. As per the program objectives, the students are required to have IT skills to achieve the required goal. The software and equipment which fulfill the degree requirement are facilitated.

Faculty members are given personal computers and required equipment to assist in the job related tasks.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

5.0 Criterion 4: Student Support and Advising

Since the launch of FURC in year 2002, all its programs have started and finished on schedule. The culture in FURC is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

The students on joining psychology department are given an orientation seminar that covers the following aspects: -

- Degree program
- Semester system
- Graduation requirements
- Course registration
- Examinations policy
- Retest policy
- Failure conditions
- Termination conditions
- Use of unfair means
- CMS
- Relevant program requirements

In addition to this, these instructions are also available to students on the university website as well as CMS. Class coordinators are designation from senior faculty who look after and maintain all the academic and personal matters of the students. Students have many sources to get their matters solved with professional guidance. Counseling builds confidence in the students and they never feel alone when facing any problem relating to academics or other matters.

Parental involvement is continuously encouraged to make the students to be more indulged in the academics. At the end of the semester, parents/guardians are informed of the student's performance. Attendance report is acknowledged to the parents/guardians to seek their full involvement in the student matters.

The Institute frequently arranges lectures /seminars/workshops on contemporary academic and social issues. Renowned scholars from Pakistan and abroad are invited

to speak on a variety of topics.

5.1 Standard 4-1

Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The prerequisite courses are offered in a reasonable sequence that prepares the students to attain the program's defined outcomes and objectives.

- Courses are taught as per strategy and guidance provided by HEC.
- Subject courses are offered as per scheme of study of the department after approval of Academic Council of the university. Courses are offered by faculty trained in the relevant subject and as per their availability.
- Elective courses and minor courses are offered as per policy of HEC and University.
- Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

Students are allowed to take elective and specific courses on the basis of approval from the program managers.

5.2 Standard 4-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

Courses are designed according to the level and with the full cooperation of the faculty team and discussed before the starting of the semester. All faculty members communicate each other effectively with full sincerity and devotion along with the students. Students are encouraged to share their concerns and opinions without any judgments and criticism.

A representative is nominated in each semester for each course that monitors the progress of each semester.

Interactions with faculty members are carried out all through the office hours. This helps to get the ongoing feedback. The Class Representative (CR) and The Girl Representative (GR) meet with Head of Department and Program Coordinator at regular intervals.

5.3 Standard 4-3

Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Orientation week is held before commencement of the session. Purpose of orientation is to acknowledge students about the program and coursework, requirements by in-charge program and QEC staff. Brief description and information is given to students as well the parents are asked to join the orientation to get the requirements and objectives of the program. In addition, a handbook of university requirements is given to students to consult policies as well.

| S. No. | Faculty Name | Class |
|--------|---------------|---------------------------|
| 1. | Ms. Urwah Ali | MS in Clinical Psychology |

6.0 Criterion 5: Process Control

6.1 Standard 5-1

The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program has a well-defined admission criterion, which include evaluation of student's marks at different levels and admission test results.

The admission is done twice a year, in Fall/Spring semesters.

Students who have completed the 16 years of education are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to FURC. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/Head of Department/Principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make

decision. Head of Department of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the Board of Faculties and Academic Council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

Prescribed admission forms are available from the Office of the Manager Student Affairs and various locations notified in the advertisement. Online application form may also be downloaded from the university website www.fui.edu.pk. Applications are received after the appearance of advertisement in the national press.

Foreign students seeking admission in the University can submit their applications along with application fee through their respective Embassies/High Commissions.

The admission forms and salient features of the prospectus are also hosted on the website www.fui.edu.pk. The candidate may download the application form and mail it along with a challan of Rs.1300/- for inland and US\$60.00 for expatriate/foreign candidates

Entrance Examination

Entry test will be held at FURC. No admission will be given without entry test

Selection Procedure

The applications for admission are reviewed by the Admission Committee. It is mandatory for all the applicants, to appear in the Entry Test. The candidate can apply only as Pakistani Resident or Expatriate/Foreigner. The applications to change the status from Pakistani to expatriate will only be considered if there are seats left in the Expatriate/ Foreign Category.

The relative weight-age of all the components of the Admission process i.e. the academic achievements in SSC, HSSC or its equivalent examination, and the Entry Test marks are added to determine the final merit.

The weight-age for calculation of the merit for MS program is as under: -

| Benchmark | Weightage |
|-------------------|------------------|
| BA/BSc/Equivalent | 10% |
| MA/MSc/Equivalent | 40% |
| Entry Test | 50% |

Verified Hafiz-i-Quran and NCC training shall get credit according to the Government admission policy.

The decision of the Admission Committee is irrevocable and non-negotiable. The authorities are not bound to explain the reasons for their decisions to the applicants, their parents or guardians.

Documents Submitted After Admission

A candidate, who is eligible for admission, must submit attested copies of the following documents (as indicated against each) along with the application form and the Deposit slip:

- SSC or equivalent foreign qualification certificate (one copy).
- HSSC or an equivalent foreign qualification certificate (one copy).
- BA/BSc or an equivalent foreign qualification certificate (one copy).
- Equivalence certificate (two copies) from Inter Board Committee of Chairmen, Islamabad (in case of foreign qualification)
- National Identity Card/Form B of the candidate (one copy).
- National Identity Card of Father/Guardian (one copy).
- Recent three colored photographs of the applicant.

6.2 Standard 5-2

The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allotted.

The following registration procedure is strictly followed at the beginning of each semester: The admitted student will be registered with FUI. A student shall be registered in the course(s) being offered by the University on the prescribed registration form and on CMS before or within one week of the commencement of the classes or as dates announced through notice board.

The form is available at the Students Affairs Office and Admission Office. The completed form should be submitted to respective advisor after the approval from the Head of the Department for onward submission to the office of the Student's Affairs.

The fee in full for the registered semester must be paid through payment slip to the Bank and a copy each to Student Affairs Office and Accounts Office.

Students not registered as above will not be allowed to attend classes. A student will not be enrolled for more than 18 credits in a semester. A student may register, with prior permission of the HOD for additional non-credit course(s) out of the prescribed course work. On successful completion of non-credit course(s), a mention will be made in the student's transcripts.

A student may add or drop course(s) or convert a credit course into a non-credit or vice-versa, within two weeks from the date of commencement of a semester on the recommendations of the teacher(s) and the HOD.

No registration or change of course(s) shall be allowed after three weeks from the date of commencement of the semester.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. Only qualified students in each semester are allowed to join the next semester.

6.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Heads of

Departments, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Head of Department recommendations and with the counter signature of Director. The annual increment is based on the recommendations of the Head of department and Director.

6.4 Standard 5-4

The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Head of Department, Course Advisors and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts put in to deliver the course contents, his/her general conduct in the class, the environment s/he maintains and extra efforts s/he makes to satisfy students' thirst for knowledge.

Performa number 5 (Faculty Satisfaction Survey – (Annexure-G)) is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers' satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. This exercise is done once a year. The feedback is

discussed with Dean and In-charge Program, who focuses on making improvements in the areas of weakness.

6.5 Standard 5-5

The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The MS program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their respective projects.

Student's final results are announced on the basis of projects results and examination results.

Requirements of this standard are met through three Performa issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3: Survey of Graduating Students (Annexure-F), Performa 7: Alumni Survey (Annexure-A) and Performa 8: Employer Survey (Annexure-H)) are extremely good instruments to measure the program outcomes.

7.0 Criterion 6: Faculty

7.1 Standard 6-1

There must be enough full-time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

| Program Area of Specialization | No. of members of faculty in area | No. of faculty with PhD Degree |
|---------------------------------------|--|---------------------------------------|
| Clinical | 13 | 4 |

Table 7: Faculty Distribution by Program Area

7.2 Standard 6-2

All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development.

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-D) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All fulltime faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

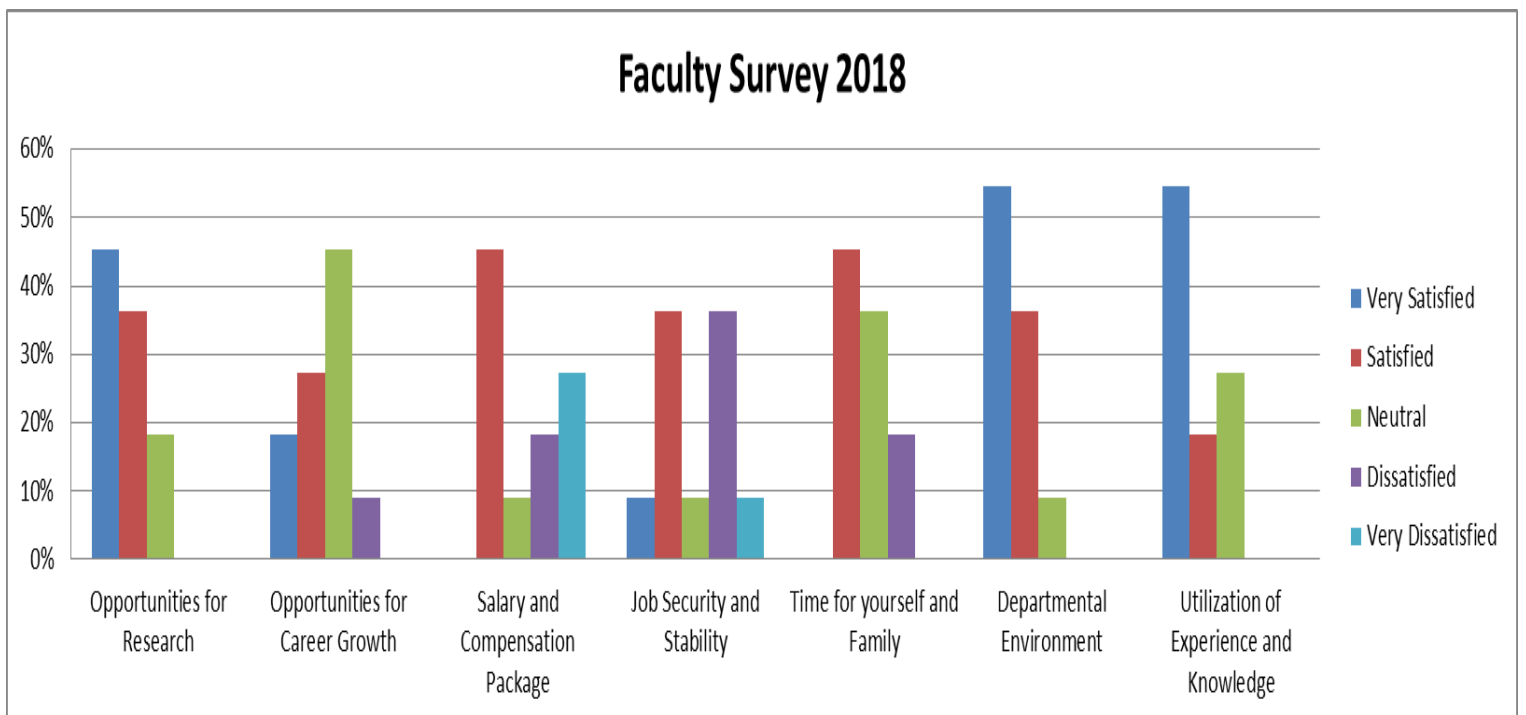
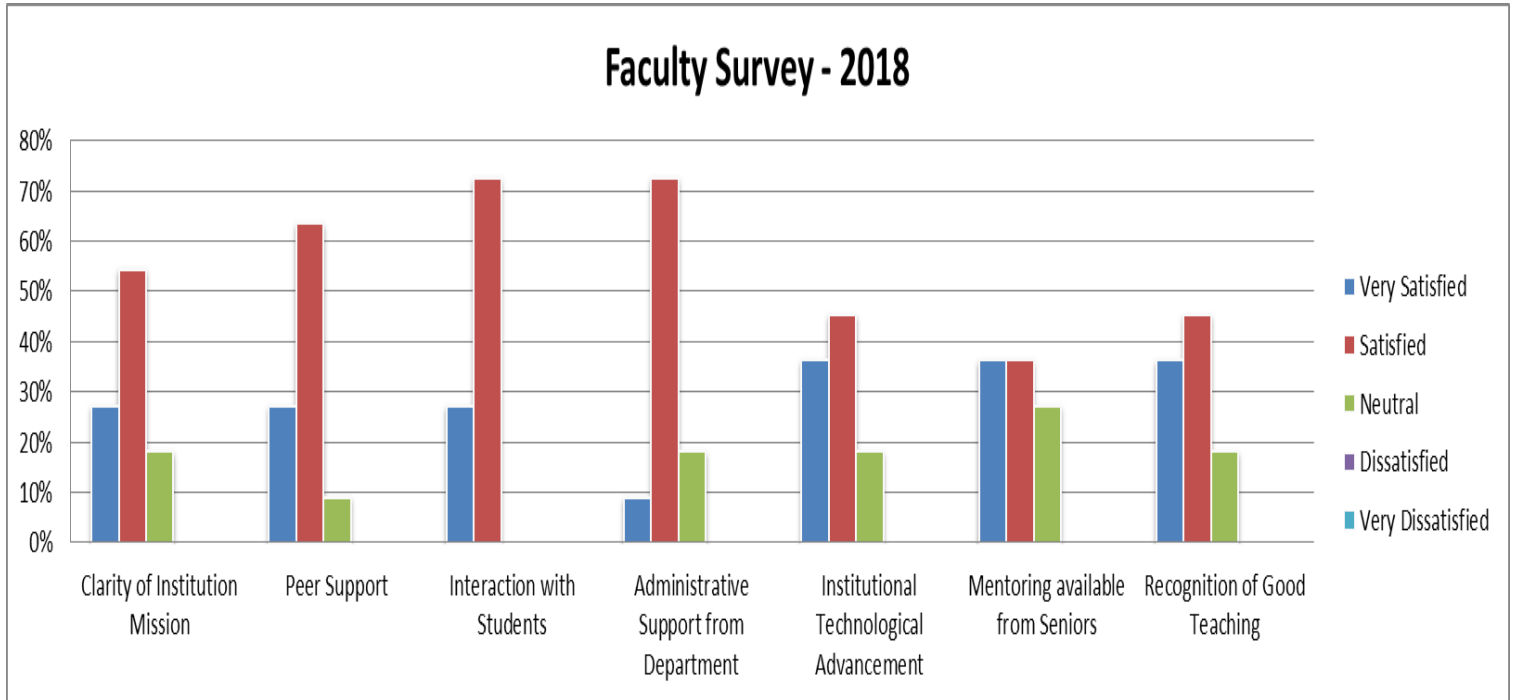
Faculty members are provided with adequate resources for research and academic activities. Every faculty member has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training and opportunity to attend workshops outside university is also provided to faculty, if required, to enhance their capabilities.

The university encourages the faculty to participate in research activities by providing them sufficient support within or outside university.

7.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

The faculty survey of the program using HEC Performa number 5 was conducted the results of faculty for this year is as under:



Programs and processes in place for faculty motivation

In addition to that, the following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment
- Flexible faculty timings
- Annual and causal leaves
- Performance-based increment and annual bonus
- Continuing education
- Annual picnics and social gatherings
- Opportunity to attend and participate in conferences, nationally and internationally
- Honoraria for publishing research papers in reputed journals.
- Study leave

How effective these programs are

Programs are effective as:

- Employees get the opportunity of personal and professional growth by acquiring education.
- The flexible timing enables the employees to manage their time on campus with the time of their classes.
- The annual increments motivate employees to work effectively and efficiently.
- Personal and professional development through continuing education program, honoraria, and institutional sponsorship for participation in conferences prove motivational.
- Flexible work hours also help the employees to have work-life balance.

8.0 Criterion 7: Institutional Facilities

8.1 Standard 7-1

The institution must have the infrastructure to support new trends in learning such as e-learning.

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. There are 65000 e-books on FURC digital library. Every student has been provided with user ID to access the e-learning resources from within the university library.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

8.2 Standard 7-2

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university library has enough technical books in hard copies to support the program learning. The internet access provides opportunities to the students and faculty to obtain knowledge from their technical resources. The library is staffed with good number professionals to help students and faculty members to get access to required book or learning material efficiently.

8.3 Standard 7-3

Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress.

All faculty members have allocated cabins or workstations in air conditioned rooms; they are provided with CPUs and internet facility. Each faculty office is equipped with landline extension, printer and shelves. Stationery is allocated to each faculty member on need basis. However, these facilities are not adequate. The operating systems provided to faculty have outdated software and slow functioning, and the internet connection is sketchy at best. There is only one printer for 12 faculty members,

which is not sufficient. The cabins are not spacious, so it is difficult to entertain more than one student at a time, which is often necessary for supervisory duties.

9.0 Criterion 8: Institutional Support

9.1 Standard 8-1

There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty member has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

9.2 Standard 8-2

There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

The university follows the guidelines of HEC for admission in this program. The number of students completed their MS during the last years is 23. The total number of students now enrolled in MS program are 78. Faculty to post graduate student's ratio remained in the range of 6:1.

9.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at FURC holds more than 20816 books, 46 journals and magazines for all programs. Sufficient numbers of computers are available to be used by the students. Library is organized to accommodate more than 300 students (male, female).

FURC has Psychological laboratory which be used by the students to carry out desired psychological assessment, but it's not fully equipped. There is need for more updated psychological tests.

Computing facilities at FURC provide excellent platform to students to enhance their learning capabilities. There are computer laboratories in the campus, which are accessible to all students for their use.

10.0 Conclusion

The self-assessment report of the MS Psychology Program, Foundation University Rawalpindi Campus is an important document, which highlights and identifies the strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent clinical psychology professionals. This report has been prepared after evaluating the said programs in the light of 9 criterion and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed. Weaknesses are identified which are related to space and equipment as well as need for scholarships for postgraduate programs. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. With regards to the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as Higher Education Institution has set forth proper rules, which are properly followed. At present there are thirteen faculty members who are highly qualified in their fields, with four who have also earned their doctorate. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.