FOUNDATION UNIVERSITY ISLAMABAD
RAWALPINDI CAMPUS

SELF ASSESSMENT REPORT

PhD in Psychology
Department of Psychology

July 2018

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.

Self-Assessment Report

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.

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.

Department of Psychology
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:

Excellence in Teaching

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

Excellence in Research

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

Improving Critical Thinking Skills in Students

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

Application of Principles of Psychology

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

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

Program Selected

Foundation University has selected the PhD Psychology as model program for Self-Assessment Report (SAR) for the semester falls, year 2017, 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.

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1

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

Program Mission Statement

PhD psychology at FURC is a full-time research degree programme intended to hone students research skills to highest level so that they are well versed with the current and reigning research skill in their fields of study. Our ultimate goal is to transform our scholars into expert researchers capable of producing research of highest quality where they can break new grounds and publish their works at international forums. This is coupled with our aim to provide them intensive exposure to in-depth understanding of the major frameworks and theories in their respective disciplines. This combination, in our view, is the ideal blend to produce graduates of international standard who are capable of competing at any level with the promise of success.

Program Objectives

The main objectives of PhD psychology are as stated:

1. To produce competent researchers and trained psychologist who can benefit society in different ways.

2. To train scholars in the core theoretical, practical and research related areas of psychology
3. To enable scholars to practice psychology in a more scientific fashion.

Alignment of Program Objectives with Program & University Mission Statements

PhD 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.

Program Objectives 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.
Revision / Addition in the courses taught to PhD students	Student's feedback	During and at the end of semester	Introduction of more courses, so that students have choice to opt for variety of courses. Title of the course at PhD level coincide with a course offer at MS level, though contents are substantially different	Four more courses will be added in the list of courses offered from fall semester 2018 The name of course is modified from "positive psychology" to "Applications in positive psychology"

Main Elements of Strategic Plan
Curriculum Design

Strategic plan for PhD Psychology defines the overall layout of the areas/elements that are included in the program to educate students to PhD level.

These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

Program Contents

PhD Psychology program consist of 3-8 years (6-16 semesters). The course work for PhD program comprises of total 18 credit hours. Each student has to complete 18 credit hours in first two semesters. After course work a scholar has to defend his/her synopsis/Research proposal in front of a committee (organized by the university) and external examiner in the relevant field. After two years of enrolment and before the start of fourth year a scholar has to pass PhD comprehensive exam and Viva Voce. On completion of his/her thesis the submitted copies of thesis will be sent to two foreign Evaluators of relevant field for independent assessment. Acceptance/publication of at least one research paper in an HEC approved "W" category journal is a requirement for the award of PhD degree.

Practical Work

Professionals with expertise in various areas are invited, to enhance the competence of students in various software and research techniques of PhD scholars. These are relevant to the application of theory in practical clinical and research field.

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.

Program Outcomes

Graduated PhD scholars should possess the ability to:

1. To carry out research in a competent manner and practice clinically in a manner which benefits society.
2. To demonstrate sufficient expertise in the core theoretical, practical and research related areas of psychology
3. To practice psychology in a more scientific fashion.

Program Objectives	Program Outcomes		
	1	2	3
1	√		
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.

PhD scholars have graded the courses against the course structure, teaching methodology, learning objectives, outcomes and practical implementation of theory. The marks are graded in percentage.
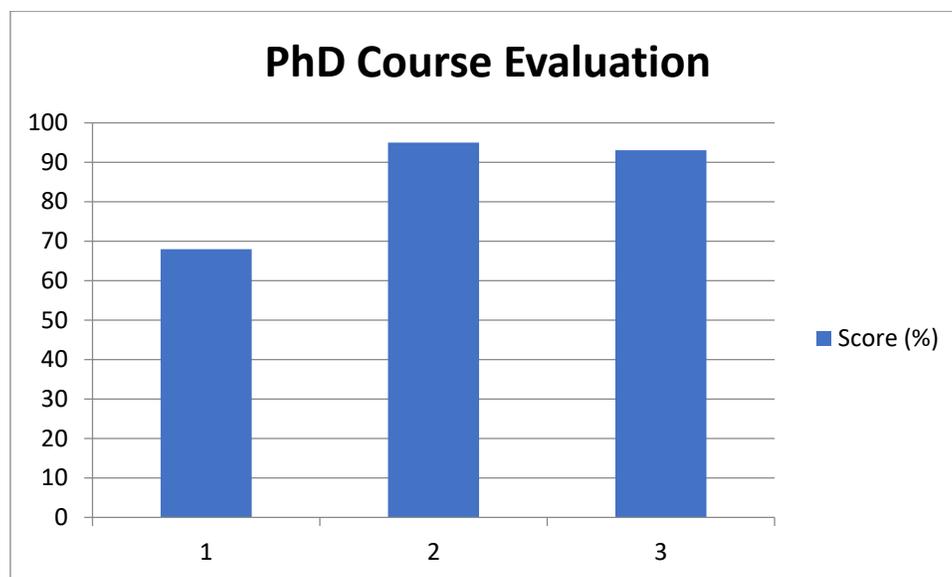
Figure 2: PhD Course Evaluation Graph

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

Sr. no	Name	Score

1.	Psychology of Self	68%
2.	Psychometrics	95%
3.	Applications in Positive Psychology	93%

Teacher's Evaluation

PhD scholars have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded percentage is 100.
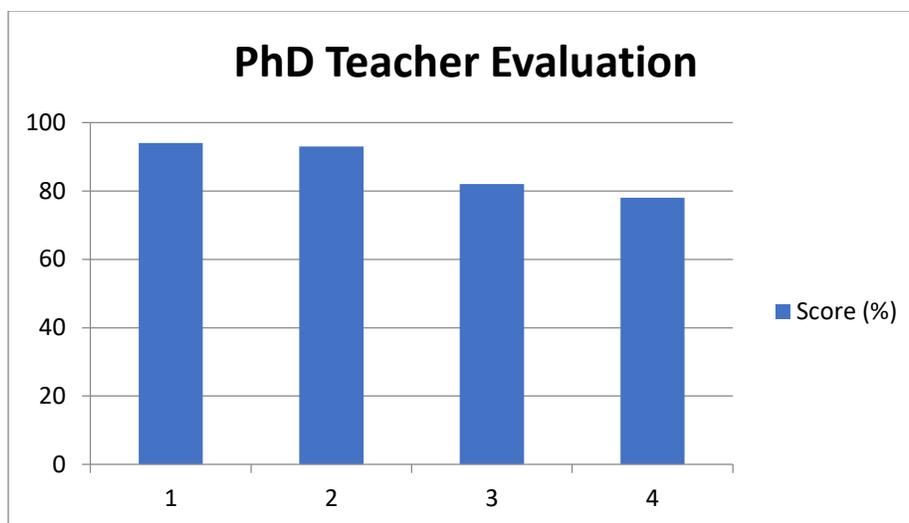
Figure 4: PhD Teacher's Evaluation Graph

Sr. no	Name	Score
1.	Dr. Tanvir Akhter	94%
2.	Dr. Iffat Rohail	93%
3.	Dr. Nadia Shafique	82%
4.	Dr. Sadaf Ahsan	78%

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.

PhD Psychology Program Strong and Weak Points
Action taken based on the periodic assessments

Teachers' evaluation by students is compulsory. At the end of the semester, a meeting is carried out with the Board of Studies (BOS). Each faculty members is required to give a detailed presentation about the course. In this way, they are able to identify what modification is required, which is subsequently incorporated in the future programs. Students are also evaluated on the basis of midterm and final exams. If they fail to meet the pass percentage, they are required to repeat the course.

PhD program strong points

- Competent faculty

- Market based courses

- Recognized degree

- Research seminars

PhD program weak points

- Absence of Psychologists in GSC for evaluation of PhD synopsis.

- Absence of merit and need based scholarship

- High passing criteria of examination system

- Late or absence of proper schedule of Basar.

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.

Standard 1-4

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

Graduates/Undergraduates enrolled in last two years

- 15 PhD Psychology students were enrolled during last two years.

Student Faculty Ratio:

- Student faculty ratio for PhD is 7-1 ratio.

Average GPA per semester:

Data not available yet.

Average Completion time

PhD Psychology 1st Batch is in progress.

Employer Satisfaction

Data not available yet.

Students Course Evaluation

Data not available yet.

Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed that almost all teachers scored more than 65% marks as graded by students.

Research

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

Criterion 2: Curriculum Design and Organization

Title of Degree Program

- PhD in Psychology

Definition of credit hour:

- Credit hour is 1 hour of theory lecture.

Degree plan
Degree plan (PhD in Psychology)

Following is the list of courses offered in the PhD program. Section 3.5 shows the details about these courses.

Semester	Course Code	Category						
		Math and Basic Science		Core Courses			Humanities and Social Sciences	Technical Electives
		Math	Basic Science			Credit Hours		

1st	PSY 810	Nil	Nil	Clinical Psychology and its Application	3	Nil	Nil
	PSY 811	Nil	Nil	Advance Research Methods	3	Nil	Nil
	PSY 812	Nil	Nil	Data Analysis using SPSS/ AMOS/Mplus/Nvivo	3	Nil	Nil
	PSY 813	Nil	Nil	Emerging Trends in Counseling Psychology	3	Nil	Nil
	PSY 814	Nil	Nil	Psychology of Life Span Development	3	Nil	Nil
	PSY 815	Nil	Nil	Psychology of attitude and opinion	3	Nil	Nil
	PSY 816	Nil	Nil	Emerging Trends in Gender Psychology	3	Nil	Nil
	PSY 817	Nil	Nil	Cross Cultural Psychology	3	Nil	Nil
	PSY 818	Nil	Nil	Cognitive Psychology	3	Nil	Nil
	PSY 819	Nil	Nil	Criminal and Forensic Psychology	3	Nil	Nil
	PSY 820	Nil	Nil	Occupational Health Psychology	3	Nil	Nil

2ⁿᵈ	PSY 821	Nil	Nil	Critical Review of Published Research	3	Nil	Nil
	PSY 822	Nil	Nil	Ethical & Legal Considerations in Psychology	3	Nil	Nil
	PSY 823	Nil	Nil	Advanced Seminars in Theories of Psychology	3	Nil	Nil
	PSY 824	Nil	Nil	Psychometrics	3	Nil	Nil
	PSY 825	Nil	Nil	Social Psychology and its Application	3	Nil	Nil
	PSY 826	Nil	Nil	Psychology of Self	3	Nil	Nil
	PSY 827	Nil	Nil	Applications in Positive Psychology	3	Nil	Nil
	PSY 828	Nil	Nil	Community Psychology	3	Nil	Nil
	PSY 829	Nil	Nil	Psychology of Special Education	3	Nil	Nil
	PSY 830	Nil	Nil	Rehabilitation Psychology	3	Nil	Nil
	PSY 831	Nil	Nil	Environmental Psychology	3	Nil	Nil
	PSY 931	Nil	Nil	Dissertation	18	Nil	Nil
Total					84		
Minimum					32		

Courses Information

Advance Research Methods

Objectives:

- The course provide on in-depth theoretical and practical understanding of psychological research techniques and methodology.
- All the topics covered during the course will address the methodological issues in deciding how to study various psychological phenomena in indigenous context.
- This course is designed to familiarize the students with advance concept of research i.e. from generating research idea to data collection analysis and interpretation of findings.
- The course aims to develop scientific reasoning and understanding of link between theory and empirical investigation.

Data Analysis Using Amos/Mplus/Nvivo

Objectives:

- This practical course will enable students to analyze research data and test theoretical models with the help of two statistical softwares (AMOS & Mplus) & Qualitative Data analysis Software.
- Theoretical Introduction of both AMOS & Mplus
- Analyzing Data With Missing Values
- Drawing Path Diagrams
- Testing Model Adequacy
- Improving the Fit of a Model
- Getting the Best Model with Specification Search
- Importing files on Nvivo

Counseling Psychology

Objectives:

- To provide students adequate knowledge of the concepts and theoretical models of Counseling, the course is designed to help students learn major dimensions of counseling within its ethical and legal framework.
- Emphasis of course would be on building and working in a counseling relationship, with special emphasis on issues of termination.
- Various perspectives and theoretical approaches in counseling will be given due consideration during the course of study. To provide students adequate knowledge of different perspectives and counseling skills.
- They will also be provided orientation towards us e of counseling techniques across different situations as well as across different ages.

Books

- Axelson, J. A. (1999). Counseling and Development in a Multicultural

Society. London; Brooks/Cole Publishing Company.

- Bergin, A and Garfield, S. (1994). Hand Book of Psychotherapy and Behavior Change: John Wiley.
- Capuzzi D. and Gross, D. (1991). Introduction to Counseling Perspectives for the 1990's. Allyn and Bacon.
- Carroll, M., & Holloway, E. (1991). Counseling Supervision in Context. London: SAGE publication Inc.
- Corsini, R. (Latest edition). Current Psychotherapies. Itasea: F.E: Peacock Publishers.

Psychology Of Life Span Development

Objectives:

- This course will provide an overview of the most common expressions of child psychology and psychopathology.
- The focus of the course will be on conceptual, research, and clinical issues related to the mental health of children.
- The diverse factors that influence the etiology and expression of disorders will be considered. In particular, the contributions of factors such as genetics, family influences, social systems, learned patterns of behavior, and psychodynamics will be explored.
- Students will become familiar with the DSM -V and how to conceptualize cases.

Books

- Wakefield, J. C. (1992) The concept of mental disorder: On the boundary between biological facts and social values. American Psychologist, 47, 373-388.
- Wilmhurst, L. (2004). Making the case for Case Conceptualization (pp. 1- 64). In Child and Adolescent Psychopathology: A casebook. Newbury Park, CA: Sage Publications.
- Sameroff, A. J. Dialectical processes in developmental psychopathology. Chapter 2 in HDP, p. 23-40.
- Bazelton, E. (2005). Sentencing by numbers. New York Times Magazine (Jan 2). See http://www.nytimes.com/2005/01/02/magazine/02IDEA.html?_r=1&scp=1&sq=&st=nyt
- Friedberg, R. D. & McClure, J. M. (2002). Case Conceptualization. In R. D. Friedberg, &
- J. M. McClure, Clinical practice of cognitive therapy with children and adolescents (pp. 11-33). New York: Guildford Press.

Psychology of Attitude And Opinion

Objectives:

- The student will understand the concepts, theories, and practices associated with attitudes and social influence well enough to apply this knowledge personally relevant contexts.

Books

- Ajzen, I. & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: Prentice-Hall. [Chapters 1-7 handed out in class]
- Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the theory of planned behavior and the theory of reasoned action. Personality and Social Psychology Bulletin, 18, 3-9.
- Milton, A. C., & Mullan, B. A. (2012). An Application of the Theory of Planned Behavior—A Randomized Controlled Food Safety Pilot Intervention for Young Adults. Health Psychology, 31, 250-259.
- Stone, T. H., Jawahar, I. M., & Kisamore, J. L. (2010). Predicting academic misconduct intentions and behavior using the theory of planned behavior and personality. Basic and Applied Social Psychology, 32, 35-45.
- Stasson, M., & Fishbein, M. (1990). The relation between perceived risk and preventive actions: A within subject analysis of perceived driving risk and intentions to wear seatbelts. Journal of Applied Social Psychology, 20, 1541-1557.

Gender Psychology

Objectives:

- To acquaint students with the contemporary gender related debates and issues.
- To provide a thinking and discussion forum for exploring gender related ideas.
- To give an introduction to Psychology of gender differences and related research evidence.

Books

- Hassan, I. (In Press). The psychology of women, Islamabad: Allama Iqbal Open University. Pinel, J. P. J. (1992). Biopsychology, USA: Allyn and Bacon Ltd, Mass.
- Sapru, R.K. (1989) Women and development. New Delhi, India: Asshish Publishing House.

Critical Review of Published Research

Objectives:

- This course teaches students how to critically evaluate the previous researches in field of psychology, as well as developing and defending one's own arguments.

- Students will gain experience of reviewing papers and revising manuscripts. Critical analysis skills are not only essential for a research career, but are also important in a management career, a professional career (especially management consulting), and even ordinary life.
- Being able to think critically equips one with the means to improve the quality of one's own work, as well as the work of colleagues.

Ethical And Legal Considerations In Psychology

Objectives:

- An in-depth exploration of the values and ideas that guide professional practice in psychology, including professional codes of conduct and philosophical ethical principles.

Seminar In Theories Of Psychology

Objectives:

- The course is aimed to instill knowledge of the basic assumptions, concepts and current research in major theories of Psychology.
- This course is seminar based and not a lecture based. Some introductory lectures will be delivered.
- The students are supposed to present seminars on assigned theories.
- The learning and critical evaluation skills will be developed through discussions and presentations.
- By studying this course, students will be in a position to understand and then apply theories of psychology in any of the social setup and to design theory based research plan.

Psychometrics

Objectives:

- This course enables students to comprehend basic concepts related to psychological testing, rational of testing and selection of appropriate test for assessment.
- Students will be familiarized with different types of tests such as intelligence, aptitude, personality and achievement tests.
- The course also aims to provide students understanding of the process of test development and test standardization and to familiarize them with psychometric properties of commonly used tests.

Books

- Aiken, L. R. 1996. Personality Assessment. Methods and Practices. 2nd Edition. Hogrefe & Huber Publishers.
- Anastasi, A. 1990. Psychological Testing. 6th Edition. Maxwell Macmillaw Int. Friendenberg, L. 1995. Psychological Testing: Design, Analysis and Use. Allyn
- Bacon. Loewenthal, K. M. 1996. An Introduction to Psychological Tests and Scales. UCL. Press. Murphy, K R. & Odavidshofer, C. 1994. Psychological Testing Principals and Application. 3rd Edition. Prentice Hall. Inc. Inc.
- Thorndike, R. M & Canningham, G. K. 1991. Measurement and Evaluation in Psychology and Education. 5th Edition. Macmillan Publishing Company.

Advance Social Psychology

Objectives:

- To provide students basic understanding of major areas of social psychology and interpersonal processes.
- To provide students with current researches on issues relating to personal and interpersonal perspectives.
- To engage students in critical thinking and the use of analytical skills to help them understand the complexities of social interaction and role of the person in these interactions.

Books

- Wesley. Fisher, R. J. (1982). *Social psychology: An applied approach*. New York: St. Martin Press.
- Forsyth, D. F. (1987). *Social psychology*. California: Brooks Publishing
- Company.
- Myers, D. G. (1987). *Exploring social psychology*. New York: McGraw-Hill.
- Myers, D. G. (1987). *Social psychology*. New York: McGraw-Hill.
- Wayant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

Psychology of Self

Objectives:

- This course centers on understanding the self-embedded in the social context.
- This course will provide students the opportunity to gain an understanding of self in a social context, the relationship between the self and the broader socio-cultural context, the impact of self-involvement on social/cognitive processes, and contemporary research on individual differences.

Books

- Wegner, D., & Sparrow, B. (2007). The puzzle of coaction. In D. Ross, D. Spurett, H.
- Kincaid & L. G. Stephens (Eds.), *Distributed cognition and the will: individual volition and social context* (pp. 15-37). Cambridge, MA: MIT Press.
- Taylor-Parker, S., Mitchell, R., & Boccia, M. (1994). Expanding dimensions of the self:
- Through the looking glass and beyond. In S. Taylor-Parker, R. Mitchell & M. Boccia
- (Eds.), *Self-Awareness in Animals and Humans: Developmental Perspectives* (pp. 3-19): Cambridge University Press Online.

Positive Psychology

Objectives:

- The proposed course aims at enriching the students regarding positive aspect of human nature.
- It also covers subjective state of well-being, optimism and emotional intelligence that facilitates the development of human resource in any society.

Books

- Corer, L., Keyes, M., & Handit, J. (Eds.). (2002). *Flourishing — Positive psychology & the life*. Washington: APA Publication

- Lias, Aspmwaly, L., & Ursole, M. (Eds.). (2002). *A psychology of human strengths.* Washington: APA Publication.

- Rizvi, A. A. (1990). *Muslim psychology and positive psychology*. Lahore: Institute of Muslim psychology.

Standard 2-1

<mark>**The curriculum must be consistent and supports the program's documented objectives.**</mark>

PhD IN PSYCHOLOGY

Group 1:   **Theory and Content of Psychology**

Emerging trends in counseling psychology (Course code PSY 813), Psychology of life span development (Course code PSY 814), Psychology of attitude and opinion (Course code PSY 815), Emerging trends in Gender psychology (Course code PSY 816), Cross cultural psychology (Course code PSY 817), Cognitive psychology (Course code PSY 818), Criminal and forensic psychology (Course code PSY 819), Occupational health psychology (Course code PSY 820), Psychology of self (Course code PSY 826), Community Psychology (Course code PSY 828), Rehabilitation psychology (Course code PSY 830), Environmental psychology (Course code PSY 831)

Group 2:   **Research Methods in Psychology**

Advance Research Methods (Course code PSY 811), Data analysis using SPSS/ AMOS? Mplus/ Nvivo (Course code PSY 812), Critical review of published research (Course code PSY 821), Psychometrics (Course code PSY 824)

Group 3:   **Critical Thinking Skills in Psychology**

Ethical and legal considerations and psychology (PSY 822), Advanced seminars in Theories of Psychology (PSY 823)

Group 4:   **Applications of Psychology**

Clinical Psychology and its Application (PSY 810), Social Psychology and its Application (PSY 825), Applications in Positive Psychology (PSY 827)

Course Groups and Program Objectives (PhD Psychology)

Courses	Objectives				
	1	**2**	**3**	4	**5**
1	X	X	X		
2	X			X	
3	X		X		
4	X		X	X	X

Table 4: Courses versus Program Objectives

Standard 2-2

<mark>Theoretical background, problems analysis and solution design must be stressed within the program's core material.</mark>

PhD Psychology

Elements	Courses
Theoretical background	Emerging trends in counseling psychology Psychology of life span development Psychology of attitude and opinion Emerging trends in Gender psychology Cross cultural psychology Cognitive psychology Criminal and forensic psychology Occupational health psychology Psychology of self Community Psychology Rehabilitation psychology Environmental psychology
Problem analysis	Advance Research Methods Data analysis using SPSS/ AMOS-Mplus/ Nvivo Critical review of published research Psychometrics Ethical and legal considerations and psychology Advanced seminars in Theories of Psychology
Solution design	Clinical Psychology and its Application Social Psychology and its Application Applications in Positive Psychology Dissertation

Standard 2-3

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

PhD in Psychology is following HEC curriculum for PhD Psychology 2008 (Revised).The minimum Requirements for each program

Program	Compulsory Requirements	General Courses from Other Departments	Foundation Courses	Major Courses	Electives	Clinical Practicum and Report Writing	Thesis	Dissertation
PhD	36			18				18

Table 5: Program Credit Hours

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.

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 PhD does not require the courses of the stated areas (stated in table 3.3 & 3.4)

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 PhD curriculum. Also students use computer systems and other IT equipment during the program to do course work and practical in the computer labs.

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 (stated in Table 3.3.1 & 3.3.2). English courses have been given in the bachelors programs. On the other hand, oral and written communication skills are developed, enhanced and polished through various presentations and viva.

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

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.

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.

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.

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.

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.

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.

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. Breif description and information is given to students as well the parents are asked to joing 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.

In-Charge Program acts as mentor to escort students to guide them to choose appropriate courses and also provide guidance on different issues. To maintain a list of guidance points provided to students is the duty in-charge which is evaluated at the end of very semester. The improvement steps are taken on the basis of evaluation for the betterment.

Head and staff of student's affair are always present to provide professional counseling to the students when needed. They are available every time for the student's convenience.

MSA gives professional advice to the students on program while course advisors give guidance on course related decisions. Program coordinator guides students in career choices. The following table lists the course advisors of each class.

S.No	Faculty Name	Class
1.	Dr. Sadaf Ehsan	PhD

Criterion 5: Process Control

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. 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.

Selection for PhD follows HEC specified criteria along with presentation of defense proposal.

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.

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, sessionals, 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.

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.

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-B)) 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.

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 duration of PhD program is 3 to 8 years. The coursework for PhD has to be completed within 2 semesters. At the end of each semester, examinations are held to evaluate the scholars' progress in that semester. Qualified scholars are allowed to join next semester, until the end of 2nd semester which is the final semester.

After course work, a scholar has to defend his/her synopsis/Research proposal in front of a committee (organized by the university) and external examiner in the relevant field. After two years of enrolment and before the start of fourth year, a scholar has to pass PhD comprehensive exam and Viva Voce. On completion of his/her thesis, the submitted copies of thesis are sent to two foreign Evaluators of relevant field for independent assessment. Acceptance/publication of at least one research paper in an HEC approved "W" category journal is a requirement for the award of PhD degree.

Criterion 6: Faculty

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 faculty with PhD Degree
Clinical	4

Table 7: Faculty Distribution by Program Area

Resumes of the faculty members are attached as Appendix A.

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-C) 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.

Standard 6-3

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

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.

The faculty survey of the program using HEC Performa number 5 was conducted the results of faculty for this year, the survey form is attached in Annexure B.

Criterion 7: Institutional Facilities

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.

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.

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.

Criterion 8: Institutional Support

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.

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. There are total 22 students enrolled in PhD program. The ratio of faculty to PhD scholar is between 5:1 to 6:1.

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.

Conclusion

The self-assessment report of the PhD 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 and presence of psychologists in GSC meetings. 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 eared 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.

Research Output of the University (FURC)

Department: <u>Psychology</u>

S. No.	Name of Faculty Member & Designation	Number of Publications in the Year 2018/19	Total Number of Publications so far	Impact Factor Journals	HEC Category Journals	Book/Book Chapter Written		
						Title of Book	Subject/ Description	Publisher
1.	Brig. Dr. Tanvir Akhtar (HOD-Psychology Department)	5	11	-	5 (4, X Category & 1, Y Category)	-	-	-
2.	Dr. Iffat Rohail (Associate Professor)	1	18	1 (1.975)	1 (W Category)	-	-	-
3.	Dr. Sadaf Ahsan (Assistant Professor)	1	5	1 (2.0)	-	-	-	-
4.	Mr. Muhammad Aqeel (Lecturer)	8	35	1 (3.786)	5 (4, X Category & 1, Y Category)	-	-	-
S. No.	Name of Faculty Member & Designation	Number of Publications in the Year 2018/19	Total Number of Publications so far	Impact Factor Journals	HEC Category Journals	Book/Book Chapter Written		
						Title of Book	Subject/ Description	Publisher
5.	Ms. Kanwal							

	Shahbaz (Lecturer)	4	12	2 (0.7 & 0.4)	-	-	-	-
6.	**Ms. Rabia Zonash (Lecturer)**	2	11	1 (.850)	1 (X Category)	Impact of Emotional Regulation on Social Intolerance and Distresses.	-	Germany: Lambert Publications.
7.	**Ms. Sadaf Zaheer (Lecturer)**	-	-	-	-	School Bullying & Mental Health: Risks, Inventions & Preventions.	School Culture as a Determinant of Bullying: Exploring the Participants Roles,	Routledge Taylor & Francis Group