Department of Applied Psychology
Lahore College for Women University, Lahore

Self-Assessment Report
MS Health Psychology Program

Submitted to

Quality Enhancement Cell

Lahore College for Women University, Lahore

Program Team Members:

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Head of the Department:

T A B L E   O F   C O N T E N T S

INTRODUCTION

Overview of the Department and important milestones:

In 1951, when Lahore College was shifted to the present building, Psychology was taught as a part of the syllabus of Philosophy. In 1962 when Mrs. Safia Jamil was the Head of the Philosophy Department, Psychology as a separate subject was introduced. For eight years (1962-1969) Mrs. Safia Jamil remained the head of both Philosophy and Psychology departments. It was in 1969 that Psychology got an independent status and Mrs. Chand Khurshid became the first head of the department. Thereafter the department was headed by:

Mrs. Saeeda Ashraf 1974-1986

Mrs. Jamila Khanum 1986-2002

Mrs. Farhana Shamim Abbas 2002-2009

Mrs. Rodaba Hamid 2009-2012

Currently Prof. Talat Sohail is the chairperson of the department.

M.Sc. classes were started in 1979. The number of teaching staff increased from 5 to 18 and then to 20. The nomenclature of the department was changed in 2000 from Psychology to Applied Psychology. Accordingly the existing courses were revised and new courses were introduced. BS program was introduced in 2005. This is a four-year program taught in eight semesters. Efforts are under way to set up a well equipped computer lab and provide students and faculty up-to-date facilities for research (including access to e-resources, digital databases and software).

Psychology, the science of human behavior and experience, is a vast and flourishing applied scientific discipline contributing in countless ways to education, research and practice. Different subspecialties of Applied Psychology like Developmental Psychology, Clinical Psychology, Psychological Testing, Social Psychology, Educational Psychology, Health Psychology, Counseling and Behavioral Neuroscience along with research are taught to students at the BS level to give them the theoretical base needed for becoming professionals in varied fields and careers.

MS Health Psychology classes started in the year 2008 with Prof. Talat Sohail as in charge ably assisted in teaching by Dr. Sarah Shahed. The department achieved another important milestone as Ph.D program was commenced in 2011 with Dr. Amina Muazzam Butt as coordinator

Mission of the Department

The Department strives to produce highly skilled professionals who apply specialist skills and knowledge to everyday workplace situations. Besides having highly developed technical abilities they are expected to carry out research and to keep their knowledge continually up-to-date. Most importantly, they are required to have excellent communication skills. To set pace in the field of study, the Department has designed several degree courses that provide balanced coverage to the various aspects of Computer Science. These programs are intended to produce graduates who have acquired:

- Depth and breadth of knowledge in computer science coupled with the capacity to produce feasible and responsible solutions to complex computing problems.
- Literacy in writing, reading, speaking, and listening.
- Critical thinking in interpretation, analysis and evaluation.
- Values by the ability to make reasoned and ethical choices and to accept responsibility for them.
- Interpersonal skills with leadership ability, appreciation for diversity, and the capacity to work effectively with others.
- Life-long learning skills as evidenced by the ability to adapt to innovation and change.

  The core values of the department are:

  - Quality
  - Integrity
  - Character building
  - Hard work
  - Respect
  - Accountability
  - Objectivity
  - Transparency
  - Confidence
  - Team spirit

Teaching Methodology:

All courses included in the curriculum are an excellent mix-match of various methods such as lectures, seminars, assignments, workshops, tutorials, quizzes and group discussions. This helps the students in developing the ability to collect, recognize and interpret the information through

various sources like library and digital library, labs and the internet. This creates originality amongst students enabling them to work hard with sharp learning skills.

CRITERION 1: <u>PROGRAM MISSION, OBJECTIVES AND OUTCOMES</u>

Quality Policy of Applied Psychology Department

Our aim is to achieve excellence through provision of quality education. To achieve this commitment, we focus on:

- To produce quality post graduates equipped with a wide breadth of knowledge.
- To develop strong critical, analytical and logical thinking in the graduates.
- To establish effective communication and interpersonal skills in the post graduates.

We continually improve the effectiveness of our quality management system through human resource development and active faculty/student participation.

Standard 1.1: The program must have documented measurable objectives that support Faculty / College and institution mission statements.

Module Description

Name of Programs	Duration	No. of Modules	Total Credit Hrs
MS Health Psychology	2 Years	4 Semesters (Course work + Research)	36

1.1:   PROGRAM'S OBJECTIVES

1.1.1   MS HEALTH PSYCHOLOGY

This degree is based on the approved curriculum from HEC, Departmental Board of studies, Board of Advance and Research Studies and Academic Council of Studies. In the first year the students learn compulsory courses and advance courses related to the area of specialization offered by the department (Health Psychology). In the second year students work on their internship and research related to the area of specialization.

1.1.2 MS Health Psychology Program Objectives:

Following are the learning objectives of the MS Health Psychology:

- To produce qualified individuals for professional careers in public health, prepares them to assess community needs of populations, design, implement, and evaluate health promotion programs to diverse populations.
- To prepare graduates to practice successfully in diverse public health/social service settings or to pursue advanced professional/academic training.
- To conduct research that contributes to the identification, management, and resolution of public health problems.
- To establish effective communication and interpersonal skills in the graduates

1.1.3 Strategies are based on:

i) Designing the program as per student facilitation

ii) Develop curriculum according to the need of the program.

iii) Regular revision of curriculum to keep them updated with the developing technologies and HEC guidelines.

iv) Providing all resources including class room facilities, multimedia, video conferencing room, computers, internet, library and properly equipped laboratories.

v) Updating the knowledge of teachers through workshops and training programs.

vi) Establish liaison with the potential employers and provide economical consultancy services.

vii) Develop moral basis of the students to impart concept of team, honesty and discipline through ethical attitudes.

Assessment of Educational Objectives of each Program:

Table 1: MS Programs Objectives Assessment

OBJECTIVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION) (5)
As given in Standard 1.1	1 Regular assessment of student knowledge and ability to exhibit the skill by the teacher:	Regular	1) Regularity of attendees required 2) Work based teaching 3) Course / curriculum revision to	1) Attendance rules applied more strictly 2) Teachers training and development 3) Student encouraged to enhance their writing skills 4) Course / curriculum
	i) Class tests	1 pre mid term		

OBJECT IVES (1)	HOW MEASURED (2)	WHEN MEASURED (FREQUENCY) (3)	IMPROVEMENT IDENTIFIED (4)	IMPROVEMENT MADE (CORRECTIVE & PREVENTIVE ACTION) (5)
	i) Class exercises relating to problem	1 pre mid term, 1 post mid term	enhance outcomes 4) Enhancing communication skills 5) Guidance to students	revised 5) Students are encouraged to attend the national and international workshops /seminars /conferences
	ii) Presentation of relevant topic	Once/ twice in a semester		
	iii) Quizzes	Twice in a semester		
	2. Written examination	Twice during each semester		
	3. Practical assignment in each modules	Once/ twice in a semester		
	4. Discussions/ tutorial	Once a week		
	5. Research Thesis	Once during program		
	6. Teaching/ Learning Process Survey (teachers' evaluation by the student)	Once in a semester	Shortcomings as per survey identified	Teachers are intimated the survey report who make effort to improve which is monitored in next survey
	7. Faculty Survey Form	Once in a semester	1) More time to be spent on the following during teaching: i. Teacher student interaction ii. Personal development topic like ethic, moral & code of conduct iii. Improvement in quality of iv. Administrative support	All the improvements identified have been implemented

Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2.1 MS Health Psychology Program's Outcomes:

Following are expected outcomes

1.   Qualified professionals will be produced who will play a meaningful and significant role in the field of Public health by assessing the health needs of the community and working for health maintenance and promotion.

2.   Skilled graduates will be produced who will become successful practitioners in various health care settings and will be able to pursue advanced training.

3.   The program will prepare researchers in the area of Health who will contribute to identification, management, and resolution of public health problems.

4.   Effective communication and interpersonal skills will be acquired.

Table 2: MS Program Outcomes

Program Objectives	Program Outcomes				
	1	**2**	**3**	**4**	**5**
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	
4	X	X	X	X	

Standard 1.3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1. a. Actions taken on the basis of assessment:
1)   Syllabus revision

2)   Teachers training

3)   Labs facility development

4)   Faculty development

1.3.1.b. Strengths of Department:
i)   Teamwork

ii)   Work Environment

iii)   Library

1.3.1. c. Weaknesses of Department:

i)   Computer lab is not available.

ii)   Internet facility is not available for students.

iii)   Common room for MS students is not available.

iii)   There is a shortage of class rooms

iv)   Separate cabins for faculty are not available.

v)   Proper library with librarian and cataloging is not available.

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

1.4.1: **Performance Measures:**

Applied Psychology department assesses the overall performance using quantifiable measures e.g. statistical method.

    i)   Student's enrollment

    ii) Student passed out

    iii) Attrition rate

    iv) Student teacher ratio

    v)   Number of Publications

    vi) Number of projects

  vii) Books in Library

  viii) Workshops and seminars

  ix) Purchase of equipment

Table 3: Student's enrollment

Program	Year of Enrollment	No. of Students
MS Health Psychology	2008-2010	9
MS Health Psychology	2009-2011	10
MS Health Psychology	2010-2012	21
MS Health Psychology	2011-2013	11
MS Health Psychology	2012-2014	18
MS Health Psychology	2013-2015	18+1(unfreeze)
MS Health Psychology	2014-2016	24+1(unfreeze)

Table 4: Student teacher ratio

Year	No of students	Teachers (teaching graduate & Postgraduate)	No of students per teacher
2010	9	4	3:1
2011	9	4	3:1
2012	21	4	5:1
2013	11	4	3:1
2014	15	4	4:1
2015	18	4	4:1
2016	25	4	6:1

Table 5: Student passed out

Program	Year of Enrollment	No. of Students
MS Health Psychology	2008-2010	9
MS Health Psychology	2009-2011	9 (1 left)
MS Health Psychology	2010-2012	21
MS Health Psychology	2011-2013	11
MS Health Psychology	2012-2014	15(2 left and 1 unfreeze)
MS Health Psychology	2013-2015	18 (1freeze)
MS Health Psychology	2014-2016	25

Table 6: Attrition rate

Program	Year	%age of Honor Students	Attrition Rate
MS Health Psychology	2008-2010	2	0 %
MS Health Psychology	2009-2011	2	0.11%
MS Health Psychology	2010-2012	3	0%
MS Health Psychology	2011-2013	2	0%
MS Health Psychology	2012-2014	6	0.93%
MS Health Psychology	2013-2015	7	0.05%
MS Health Psychology	2014-2016	3	0

Student securing 3.75 CGPA are awarded with roll of honor.

Table 7: Faculty Training, Seminars and workshops (Appendix A)(2011-onward)

Program	No. Of Trainings, Seminars and workshops
Trainings	32
Seminar	31
Workshop	15
Conference attended	38
Workshop conducted	3
Paper presented	13
Poster presented	8
Paper published	4

Table 9: Books in Library

Year	Total Books
	731

Table 10: Linkages with other institutes and industry

Year	Till date
No. of linkages	N.A

1.4.2: Research Areas

The Faculty is involved in research in the following areas:

- Health Psychology
- Counseling Psychology
- Positive Psychology
- Political Psychology
- Clinical Psychology

1.4.3: Collaborations (N.A)

1.4.4: ACADEMIC CALENDER 2015-20116

Attached in Annexure 1

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION
➡ Curriculum of Health Psychology program is developed on the basis of detailed guidelines given by the HEC.

➡️ Structure of Scheme of Study (MS Health Psychology)

Year I
SEMESTER-I

Course No	Course Title	Credits
Psy-501	Introduction to Health Psychology-I	3
Psy-502	Counseling in Health Psychology -I	3
Psy-503	Assessment	3
Psy-504	Practicum in Health Education	1
Psy-505	Preventive medicine and Health Education	2
	Total Credits	**12**

SEMESTER-II

Course No	Course Title	Credits
Psy-506	Introduction to Health Psychology-II	3
Psy-507	Counseling in Health Psychology -II	3
Psy-508	Statistics	3
Psy-509	Research Methodology	3
	Total Credits	**12**

Year II
SEMESTER-III & IV

Course No	Course Title	Credits
Psy-510	Internship (6 months)	6
Psy-511	Thesis (6 months)	3
	Total Credits	**12**

Curriculum Break up
Table 10: Curriculum Break up

Curriculum Breakup	Credit Hours
COMPULSORY COURSES **(N.A)**	
BASIC COURSES (semester I & semester II courses)	26
FOUNDATION COURSES **(N.A)**	
MINOR COURSES **(N.A)**	
MAJOR COURSES **(N.A)**	
RESEARCH REPORT (Internship report and thesis)	6 & 6=12

Total Credit Hours	36

Standard 2.1: The curriculum must be consistent and supports the program's documented objectives.

➡   MS Health Psychology program contents/courses meet the program objectives as shown in the table.

Table 11: MS Courses versus Program Objectives

Courses/Groups of Courses		Objectives			
		1	2	3	4
Psy-501	Introduction to Health Psychology I	X	X	X	
Psy-502	Counseling in Health Psychology I	X	X	X	
Psy-503	Assessment	X	X	X	
Psy-504	Practicum in Health Education	X	X	X	X
Psy-505	Preventive medicine and health education	X	X	X	X
Psy-506	Introduction to Health Psychology II	X	X	X	X
Psy-507	Counseling in Health Psychology II			X	X
Psy-508	Statistics	X	X	X	X
Psy-509	Research Methodology		X	X	X
Psy-510	Internship		X	X	X
Psy-511	Thesis	X	X	X	X

Standard 2.2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Program: MS HEALTH PSYCHOLOGY

The modules of all the programs adequately address:

       1) Theoretical background

       2) Problem solving

       3) Solution design

       4) Application of the theoretical knowledge

➡ Some of the modules include the theoretical background and contain problem solving and solution design while others deal with Theoretical background, Problem analysis and Solution design separately.

➡ Great emphasis of the program is on problem solving strategies and design of solution.

➡ Research aspect of each course is also included and students are encouraged to produce research work and results.

➡ All the modules provide adequate and practical application of the knowledge in different specializations with the exploitation of advance techniques.

Table 12: Standard 2-2 requirement for MS Program

Elements	Courses
Theoretical background	7
Problem analysis	1
Internship	1 + Thesis
Application of the theoretical knowledge	Thesis

Standard 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

The curriculum satisfies both the core requirements of credit hours and criteria of admission lay down by Lahore College for Women University and HEC and are in par with the international standards.

Standard 2.4: The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

The curriculum satisfies major requirements of the program. No formal accreditation with any professional body. The programs and curriculum has the approval of Board of Studies.

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/council.

The curriculum satisfies general education disciplines requirements. No formal accreditation with any professional body but it fulfills all the necessary/basic requirements of the accreditation body. The programs and curriculum has the approval of Board of Studies of Applied Psychology and LCWU.

Standard 2.6: Information technology component of the curriculum must be integrated throughout the program.

This requirement is fulfilled by all the courses as well.

Standard 2.7: Oral and written communication skills of the student must be developed and applied in the program.

Oral and written communication skills of the student are developed through seminars, question answers, presentations and by the class participation of the students.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

➡ The MS program and faculty has no exclusive laboratory , manuals and equipment

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

➡ Faculty members themselves are responsible for instructions and tutorials. Laboratory staff is responsible for the maintenance of equipment.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

➡ The computing infrastructure of the Psychology department is inadequate. There are no computer labs for the use of the students and faculty.

CRITERION 4: STUDENT SUPPORT AND ADVISING

> **Standard 4.1:** Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner:

➡ The strategy for programs (courses) offering is controlled. The MS courses are offered once a year.

> **Standard 4.2:** Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants:

➡ The effective student/faculty interaction in programs taught by more than one faculty members is streamlined by coordination of these faculty members and the commonality is maintained through any curriculum which is adopted for the particular module.

➡ The programs are structured to ensure effective interaction between students, faculty and the Head of Department. The students requiring extra help are provided services through tutorials, questions and answers. Questions are encouraged by the faculty from the students. Seminars are arranged where the students are free to discuss the topics relating to the program. The students are free to interact with the class in charge and Head of department in case of any shortcoming.

> **Standard 4.3:** Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices:

➡ The students are provided guidance regarding the completion of the programs and having access to qualified faculty as well as student counseling. The students are encouraged to bring forward their suggestions and complaints through a complaint box which is maintained in the Institute. The students once in semester carry-out the teacher's evaluation. Also the weekly work plan and the course outlines are made available to the students in the beginning of the semester.

The counseling is availed at the Student counseling center of the university which deals with various issues.

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:

MS Health Psychology

This is a 2 year degree program with minimum 36 credit hours. The program is divided in 4 semesters with 2 semesters each year.

Eligibility Criteria:

- BS……………………………………………………2.5+ GPA
- Departmental Entry test: …………………………. Pass percentage 50%
- Interview

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:

➡ Advertisements are made in leading newspapers and on Lahore College for Women University website. The student academic progress is monitored regularly by the regular written examination system. The process of registration and monitoring are reviewed once in a year three months before the date of admission.

➡ Students requiring admission in MS Health Psychology program who have qualified from private universities are required to give equivalence certificates/ NOC as per rules of Lahore College for Women University.

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 its objectives:

➡ The standards are clearly indicated in the University Calendar which is followed. Qualifications which are required for each subject are kept in mind. The criteria for recruiting are qualification, experience which is judged through analysis of CVs, written test and personal interviews. In case of permanent faculty members, the recruiting is done by a board constituted by Lahore College for Women University whereas; visiting faculty members are recruited by a board constituted by the Institute. The input of the

students for maintaining the quality of the teachers is done by evaluating the teachers regularly once in a semester by the students. The results of these studies are sent to the teachers who are asked to improve and in extreme cases, replacements are made.

➡ An Annual Confidential Report (ACR) is initiated by the Dean annually for each member of staff and retention of the staff, their increment and promotion are based on ACRs.

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:

➡ There are process and procedure to ensure that the teaching and delivery of the program material to the students emphasizes active learning. For instance, exercises, tasks, activities, assignments and research assignments based on practicality of the knowledge are given to the students and research thesis is initiated at the end of the program. Process is monitored and assessed regularly through monthly progress reports.

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

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➡ The semester rules have been adopted by the department according to the rules provided by the examination. Head of Department ensure their compliance.

➡ This operation is reviewed once a year and is documented.

CRITERION 6: FACULTY

Standard 6.1: There must be enough full time faculty members 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:

➧ There is adequate full time faculty which provides adequate coverage of the program with continuity and stability. The interest and the qualifications of all faculty members are pre-judged and monitored for each course forming a part of the program. The level of competency of the faculty members are evaluated at time of induction and monitored during teaching.

Table 13: Faculty per module

Program areas	Number of faculty members with MS degree	Number of faculty with Ph.D. degree
MS	05	01

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:

➧ All the faculty members remain current in the disciplines and sufficient time is provided for scholarly activities and professional development. The newly inducted faculty is given enough time to familiarize with the working environment of the Institute. During this time they are monitored. Faculty is provided with centralized training by Registrar's office through PRCEPT. They are encouraged to attend international seminars. Some of the faculty members had opportunity to get training and research experiences from foreign universities/institutions.

➧ Ms. Saima Ahmad received PCEPT training (Professional Competency Enhancement Program for Teachers) conducted by the Higher Education Commission from 22 July to 19 August 2009.

Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession:

➧ The faculty members are regularly motivated and efforts are made to provide job satisfaction so that they excel in their profession.

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

Academic Building: (Dedicated/Owned)

1. Class rooms: 03
2. Computer Lab: 00
3. Conference Room: 00
4. Video Conferencing Room: 00
5. H.O.D Office: 01
6. Staff Room: 01

➡ Internet facility is available throughout department.

➡ Access to HEC digital library.

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:

Currently, the library has 17 technical books pertaining to MS Health Psychology.

Standard 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

➡ 2 labs

➡ Multimedia facility is also available in the department

➡ Office of Head of department, 1 staff room.

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:

➡ Teachers are recruited on the basis of criterion established by the University.

➡ Existing faculty is sent to different courses of teaching organized to update the knowledge.

Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students:

Standard 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

➡ Budget for Library

➡ 50,000 for BS , 50,000 for MS , 50,000 for Ph.d

Annexure 1