

# **Program Review for Effectiveness and Enhancement (PREE)**



**Beaconhouse National University**

**Institute of Psychology**

**MS Clinical and Counseling Psychology**

**Prepared by: Program Team of Institute of Psychology**

**Presented by: Quality Assurance Department**

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## Introduction

The Institute of Psychology offers MS Clinical and Counseling Psychology after M.A/M.Sc. (2-year program) or BS (4-year program) in Applied Psychology. The MS Program provides intensive professional training to facilitate students in the applied areas of the subject. This degree aims to provide a thorough grounding in the theories, methods, and debates in psychology with a particular focus on psychopathologies, diagnosis, assessment, and intervention. It further aims to develop the ability to analyze and evaluate psychological issues with an emphasis on indigenous problems through the application of quantitative and qualitative research methodologies. The curriculum roadmap has been systematically designed and is in line with contemporary trends in the field of psychology. The curriculum inculcates culturally relevant issues along with the application of Western theories in a manner tailored to the needs of the Pakistani population..

## Criterion 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

**Standard 1-1: The program must have documented measurable objectives that support Faculty / College and institution mission statements.**

### **BNU MISSION STATEMENT**

“A truly national higher-education institution, emerging as a world class Liberal Arts university with a merit- driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence.”

### **INSTITUTE OF PSYCHOLOGY’S VISION STATEMENT**

Our vision is to establish a center of excellence for the discipline of Psychology where we offer Higher Education programs, BSc., MS and Ph.D. in different areas of Psychology that are internationally recognized. The Institute would ensure that all our programs are updated, well-rounded and technologically advanced. We are working towards establishing a research center that would encourage multidisciplinary research on psychosocial indigenous issues, and also provide updated Psychometric assessment facilities for both children and adults.

## **INSTITUTE OF PSYCHOLOGY'S MISSION STATEMENT**

To impart updated knowledge and practical training in diverse areas of psychology with the goal of preparing self-aware individuals who understand and assess human behavior and are able to contribute to community mental health and well-being as skilled professionals and responsible global citizens.

### **Program Mission Statement; MS in Clinical and Counseling Psychology**

The degree aims to provide a thorough grounding in the theories, methods and debates in Psychology with particular focus on psychopathologies, diagnosis, assessment and intervention. It further aims to develop the ability to analyze and evaluate psychological issues with emphasis on indigenous problems through application of quantitative and qualitative research methodologies.

### **Strategic Plan**

One of the goals of the Institute of Psychology is to formulate a quality assured curriculum in which various quality parameters are verifiable and bench marked.

To this end, the Institute of Psychology follows the systems and procedures prescribed by the HEC. Further, the Institute of Psychology has updated its curriculum in line with the recommendations of HEC.

### **Program Objectives:**

Our program is designed to meet the following objectives:

1. To provide first-rate instruction and practical training in various areas of psychology, such as Child and Developmental Psychology and Psychopathology, Clinical and Counseling Psychology, Business and Organizational Psychology, Psychometrics and Assessment, Educational Psychology and School Psychology.
2. To conduct basic and applied research on socially relevant topics, aiming to address psychosocial issues in the community. The institute promotes interdisciplinary research to solve clinical, social, educational, health, forensic, and organizational problems.
3. To develop evidence-based and indigenous psychological assessment tools for research and assessment purposes.
4. To gain indigenous knowledge about the prevalence and management of various

psychological and social problems in Pakistan.

5. To equip students with problem-solving skills and coping mechanisms that would not only help them in personal wellbeing but would also enable them to facilitate others to cope with the demands of everyday life.
6. To help students maximize their inherent strengths as unique individuals and as purveyors of mental health in Pakistan.

### **Program Objectives' Assessment**

The following table shows how each of the above program objectives is measured and the actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

1. Employer Survey
2. Alumni Survey
3. Graduating Students Survey

<b>Objective</b>	<b>How measured</b>	<b>When measured</b>	<b>Need for Improvement identified</b>	<b>Improvement made</b>
1	Graduating Students Survey	At the end of Degree Program	Focus on practical application.	Up gradation of curriculum.
2	Graduating Students Survey	At the end of Degree Program	Focus on quantitative projects.	Employing both quantitative and qualitative techniques.
3	Graduating Students Survey	At the end of Degree Program	Skills for data analysis	Data analysis for specific research evidence
4	Employer Survey/ Alumni Survey	1-2 years after completion of the study.	Increased confidence in making independent	Participation at academic forums, that is, conferences, symposia, workshops and

			presentation	
5	Employers survey	Final year of degree/ one year after completion of degree.	Exposure of school related psychosocial issues	Inclusion of case-based practical courses in schools
6	Alumni survey/ graduating students	Within one Year of graduation.	Problem solving skills	Case discussions and debates on various practical issues.

**Table 1.1: Program Objectives Assessment**

**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.**

**Program Outcomes:**

1. Provide students with extensive base in the applied areas of the subject so that they can pursue careers in Clinical, Counseling and School Psychology.
2. To be able to apply for doctoral studies in leading National and International Universities.
3. Providing skills necessary for carrying out assessment services in a variety of settings.
4. Providing skills necessary for carrying out therapeutic interventions in a variety of settings.
5. Working as a Professional Clinical/ Counseling Psychologist upholding moral and ethical standards.
6. To be able to work as an independent researcher carrying out researches on pertinent issues in society.
7. Sound understanding of psychological problems that exist in Pakistani society.

Program Objectives	Program Outcomes						
	1	2	3	4	5	6	7
1	X	X	X	X	X	X	X

2	X	X	X	X	X	X	X
3		X	X		X	X	
4	X			X		X	X
5	X			X	X		
6		X	X		X	X	

**Table 1.2: Outcomes versus objectives**

**Standard 1-3: The results of program's assessment and the extent to which they are used to improve the program must be documented.**

#### **Faculty Evaluation (Spring-2024)**

	Name of Faculty	Course Code	Course Title	Course Cr. Hrs.	Faculty Evaluation
1	Dr.Ruhi Khalid	PSY-760	Dissemination of research work	3	
2	Ms. Iqra Naz	PSY-701	Professional and ethical issues	3	
3	Dr. Maheen Abid	PSY-723	Counseling and Intervention for Adults	3	
4	Dr.Farhat Jamil	PSY-709	Clinical Skills: Assessment and Diagnosis for adults	3	
5	Bismah Tayyab	PSY-756	Adult Psychopathology	3	
6		PSY-716	Clinical Training -I: Child Placement	3	
7		PSY-721	Clinical Training III in Community Mental Health with specialization	3	

#### **Faculty Evaluation (Fall-2024)**

	Name of	Course		Course	Faculty

	Faculty	Code	Course Title	Cr.Hrs.	Evaluation
1	Dr.Ruhi Khalid	PSY-716	Clinical Training -II: Adult Placement	3	
2	Dr.Ruhi Khalid	PSY-752	Contemporary Research Methodologies and Formulating Research Proposal	3	
3	Dr.Maheen Abid	PSY-722	Counseling and Interventions for children and adolescents	3	
4	Dr.Farhat Jamil	PSY-709	Clinical Skills: Assessment and Diagnosis for Children	3	
5	Ms. Bismah Tayyab	PSY-756	Child Psychopathology	3	
6	Sheza Naeem	PSY-762	School Psychology	3	

### Program Strengths Faculty and Staff

- The Program of Masters in Clinical and Counseling has highly qualified and experienced faculty from different fields of psychology.
- The research supervisors have years of experience in research.
- The provision of guidance counselors enhances self-awareness and problem solving in students.

### Curriculum

- The curriculum roadmap has been systematically designed and is in line with contemporary trends in the field of psychology.
- Students are provided with a curriculum that combines both theory and practicum.
- The curriculum inculcates culturally relevant issues along with the application of Western theories in a manner tailored to the needs of the Pakistani population.

### Practical Training

- The practical training is intensive as it involves clinical placements in diverse clinical

set ups. Degree program has been enriched by adding another course in the area of specialization. This is to give more practical clinical exposure to the students to enhance their clinical skills. Moreover, the placement supervisors aid in the refinement of the students' clinical skills.

- MoU have been signed with leading psychiatrists serving hospitals/treatment centers and addiction units in Lahore to give best training opportunities to the students.
- Clinical assessment skills of the students is refined through practical work which is part of comprehensive clinical assessment course. Students conduct in-depth assessment of people with different psychological issues and make assessment reports. Furthermore, these reports are evaluated by the external supervisors before the formal start of clinical placements in the hospitals. This is to ensure that students are equipped with skills to work as effective professionals.
- Students learn how to formulate cases through theoretical application of their knowledge in the case conferences. The students weekly participate in clinical case conference under the supervision of placement supervisor with the aim to inculcate effective communication skills and problem-solving skills among trainees.
- The students are also encouraged and expected to conduct workshops on diverse clinical issues for both general public and clinical population with aim to enhance therapeutic skills and dissemination of knowledge. They also design psychoeducational materials for both community and clinical population to enhance awareness on common mental health problems. Moreover, self-help materials on mental health problems are also gathered by the students.
- Role plays and group activities are integral part of teaching and training as it boosts problem solving and critical thinking processes among students. Moreover, students learn to think and act like professionals from the very beginning of degree program.
- The students are encouraged and given opportunities to publish their research work with the help of their research supervisor which hons their research skills as well.

## **Workshops**

- The students are given detailed and informative workshops from professionals in the field of psychology.
- Each workshop is given by a specialist in the field.

## **Labs**

- A well-equipped and up to date testing lab allows for students to gain exposure with

various assessment tools.

### **Career Guidance**

- Students are introduced to and connected with various experts in the field for further clinical training after graduating from the Institute of Psychology.

### **BNU Well-Being Society**

- Institute of Psychology has established a society “BNU well-being society” to bring together all the young minds at a platform where ideas can be shared and community welfare activities can be carried out. Under the umbrella of society, students are encouraged to share their experiences and talents in a creative manner and their achievements/ideas are shared through a newsletter which is Moreover, students organize various fundraising activities/events periodically. They also organize events/ workshops on various psychosocial issues. BNU well-being society also provides them with a platform to enrich their portfolio which is needed for higher studies.

### **Library**

- Number of books have been added to library to ensure that students get access to helpful resources. Moreover, students are also provided with e-books on diverse topics.

### **Program Weaknesses**

- Access should be given to more full text online resources and research engines, like Science Direct and Elsevier.
- The Psychology section in the library needs to be updated.
- IP Lab facilities need further improvements.
- Latest versions of psychometric tests need to be available.

**Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.**

Year	Applied	Admitted	Left	Terminated	Studying/Active	Graduated
<b>Fall 2023</b>	50	34				
<b>Fall 2024</b>	67	45				-

### **Average CGPA per semester**

	<b>Semester</b>	<b>Average CGPA</b>
<b>1</b>	F2023	3.51
<b>2</b>	S2023	3.19
<b>3</b>	F2024	3.33
<b>4</b>	S2024	3.06

### **Excellence in Teaching and Research (Spring 2024 and Fall 2024)**

Dr. Ruhi Khalid, Director Institute of Psychology, published scientific papers in the following highly reputable journals:

1. SAGE Open, Vol. 15, No. 1
2. Asian Social Studies and Applied Research (ASSAR), Vol. 2, Issue 3.
3. International Review of Basic and Applied Sciences Vol. 9, Issue 4.
4. Clinical and Counselling Psychology Review Vol. 3, Issue 2.
5. International Review of Basic and Applied Sciences Vol. 10, Issue 2.
6. Cogent Education, Vol. 9, No. 1.

The Institute of Psychology began publishing a Newsletter under Dr. Ruhi Khalid's guidance.

IP Organized 15th International Conference on “Navigating Applied Fields of Psychology: Research, Practices and Current Developments in Pakistan” hosted by Pakistan Psychological Association (PPA) and Institute of Psychology, Beaconhouse National University (BNU).

Dr. Ruhi Khalid chaired a panel discussion titled as “Mental Health in the Workplace” at 15th International Conference of Pakistan Psychological Association (PPA) hosted by Institute of Psychology, Beaconhouse National University (BNU) on 14th November, 2024.

Dr. Ruhi Khalid organized a scientific session at Institute of Psychology, Beaconhouse National University (BNU) in collaboration with Pakistan Psychological Association (PPA) as part of 15th International Conference

Dr. Ruhi Khalid chaired a scientific session at 15th International Conference organized by University of Home Economics, Lahore in collaboration with Pakistan Psychological Association (PPA) on 12th December, 2024.

Dr. Ruhi Khalid delivered a keynote lecture at the 15th International Conference of Pakistan Psychological Association (PPA) on 10th December, 2024 held at Government College University Lahore (GCUL).

Dr. Ruhi Khalid chaired a scientific session at Lahore College for Women University’s (LCWU) 3rd International Conference on Contemporary Issues in Management and Administrative Sciences on 5th December, 2024.

Dr. Ruhi Khalid Inaugurated the scientific journal of Lahore College for Women University (LCWU) on 5th December, 2024.

Dr. Ruhi Khalid Delivered a keynote lecture at the 15th International Conference of Pakistan Psychological Association (PPA) on 10th December, 2024 held at Government College University Lahore (GCUL).

Dr. Ruhi Khalid Delivered a keynote lecture on Positive Psychology at the 15th International Conference of Pakistan Psychological Association (PPA) on 7th November, 2024.

Dr. Ruhi Khalid Delivered a keynote lecture on Sports Psychology at a Seminar titled “Nurturing Talent and Mental Health in Youth” Organized by Pakistan Psychological Association (PPA) and the Youth Affairs and Sports Department, Government of the Punjab.

Dr. Ruhi Khalid chaired a session at 1st International Psychology Conference titled “Innovative, Futuristic and Ethical Practices in Psychology” held at Forman Christian College University (FCCU).

Dr. Farhat Jamil, Associate Professor, 1. Organized 15th International Conference on “Navigating Applied Fields of Psychology: Research, Practices and Current Developments in Pakistan” hosted by Pakistan Psychological Association (PPA) and Institute of Psychology, Beaconhouse National University (BNU).

Dr. Farhat Jamil Chaired a panel discussion titled as “Mental Health in the Workplace” at 15th International Conference of Pakistan Psychological Association (PPA) hosted by Institute of Psychology, Beaconhouse National University (BNU) on 14th November, 2024.

Dr. Farhat Jamil Organized a scientific session at Institute of Psychology, Beaconhouse National University (BNU) in collaboration with Pakistan Psychological Association (PPA) as part of 15th International Conference

Dr. Farhat Jamil Chaired a scientific session at 15th International Conference organized by University of Home Economics, Lahore in collaboration with Pakistan Psychological Association (PPA) on 12th December, 2024.

Dr. Farhat Jamil Delivered a keynote lecture at the 15th International Conference of Pakistan Psychological Association (PPA) on 10th December, 2024 held at Government College University Lahore (GCUL).

Dr. Farhat Jamil Chaired a scientific session at Lahore College for Women University’s (LCWU) 3rd International Conference on Contemporary Issues in Management and Administrative Sciences on 5th December, 2024.

Dr. Farhat Jamil Inaugurated the scientific journal of Lahore College for Women University (LCWU) on 5th December, 2024.

Dr. Farhat Jamil Delivered a keynote lecture at the 15th International Conference of Pakistan Psychological Association (PPA) on 10th December, 2024 held at Government College University Lahore (GCUL).

Dr. Farhat Jamil Delivered a keynote lecture on Positive Psychology at the 15th International Conference of Pakistan Psychological Association (PPA) on 7th November, 2024.

Dr. Farhat Jamil Delivered a keynote lecture on Sports Psychology at a Seminar titled “Nurturing Talent and Mental Health in Youth” Organized by Pakistan Psychological Association (PPA) and the Youth Affairs and Sports Department, Government of the Punjab.

Dr. Farhat Jamil Chaired a session at 1st International Psychology Conference titled “Innovative, Futuristic and Ethical Practices in Psychology” held at Forman Christian College University (FCCU).

Dr. Farhat Jamil Chaired a Scientific Session at 7th International Conference on “Cultivating Mental Health, Wellbeing, and Happiness: A Way Forward” on 18-19th November 2024 organized by the School of Professional Psychology, UMT & Rekhi Foundation of Happiness.

Dr. Farhat Jamil Presented a research paper “Just World Belief, Gender Role Attitudes, and Victim Blaming for Image-Based Abuse Among Young Adults” at an International Conference organized by the IP, BNU, and Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current Developments in Pakistan” at BNU on 14th November 2024.

Dr. Farhat Jamil Member Scientific Committee for the 15th International Conference organized by Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current Developments in Pakistan” held between 7th-22nd November 2024.

Dr. Farhat Jamil Presented a research paper “Personality Traits, Attachment Styles and Grief Coping of Individuals who Have Lost Their Spouse” at an International Conference organized by the Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current developments in Pakistan” at Institute of Applied Psychology, Punjab University, Lahore on 12th November 2024.

Dr. Farhat Jamil Presented a research paper “Personality, Moral Foundation, and Social Dominance Orientation Among Young Adults” at an International Conference organized by the Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current Developments in Pakistan” at Institute of Applied Psychology, Punjab University, Lahore on 12th November 2024.

Dr. Farhat Jamil Presented a research paper “Identity Status, Existential Anxiety, and Coping Styles in Adolescents” at the International Conference organized by the Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and

“Current Developments in Pakistan” at Institute of Applied Psychology, Punjab University, Lahore on 12th November, 2024.

Dr. Farhat Jamil Chaired a Scientific session at 15th International Conference organized by Pakistan Psychological association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current developments in Pakistan” at Institute of Applied Psychology, Punjab University, Lahore on 12th November, 2024.

Dr. Farhat Jamil Presented a research paper “Social, Resilience, and Existential anxiety in Burn Victims” at “Arts Sciences and Humanities Conference” held at Govt. Graduate College for Women, Gulberg, Lahore on 30th October and 1st November, 2024.

Dr. Farhat Jamil Chaired a Scientific session at “Arts Sciences and Humanities Conference” held at Govt. Graduate College for Women, Gulberg, Lahore on 30th October and 1st November, 2024

Dr. Farhat Jamil Chaired a Scientific Session at “Global Conference on Psychopathology & Rehabilitation” organized by Department of Psychology at UCP, Lahore on 26th & 27th June, 2024

Dr. Farhat Jamil Chaired a Scientific Session at “1st International Psychology Conference on Innovative, Futuristic, and Ethical Practices in Psychology” held at FCCU 29th-31st May, 2024.

Dr. Farhat Jamil conducted Workshop on “Assessment of Adaptive Functioning in Children” Scheduled on 23rd December, 2024 at IP, BNU

Dr. Farhat Jamil Conducted a Workshop on “Statistical Insights: From Concepts to Conclusions” at Riphah International University, Lahore on 25th January 2024.

Dr. Maheen Abid served as a reviewer at the following prestigious national and international journals:

1. Journal of Family Issues, Sage Publications
2. KMUJ- Khyber Medical University Journal
3. CCPR- Clinical and Counselling Psychology Review
4. Acta Scientific Neurology

Dr. Maheen Abid published two scientific papers in the following highly reputable international journals.

Dr. Maheen Abid Conducted a workshop on Stress and Wellbeing at BNU Bestival 2024.

Dr. Maheen Abid Conducted an insightful workshop as part of the pre-conference series for the University of Management and Technology (UMT). The session, titled “Fostering Digital Wellbeing in Children: Nurturing Healthy Tech Habits for Healthy Mental Growth,” on 14th November, 2024.

Dr. Maheen Abid Presented my case study at 1st International seminar on Clinical Case studies, 10th September 2024 at UMT.

Dr. Maheen Abid Conducted Clinical Placement Vivas for MS students at UMT

Dr. Maheen Abid Conducted an online webinar on "Fostering culture of mental health and well being at work" at Cholistan University of Veterinary Sciences (CUVAS) on 22nd October, 2024.

Dr. Maheen Abid Presented a research paper “Attachment Styles, Codependency and Social Self-Efficacy in Young Adults”. at the International Conference organized by the Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current Developments in Pakistan” at Government College University, Lahore on 11th December, 2024.

Dr. Maheen Abid Attended online webinar on “Functional Neurological Symptom Disorder: Culturally Informed and innovative approaches in management” conducted by Dr. Kiran Ishfaque, Principal Clinical psychologist Jinnah Hospital, Lahore.

Dr. Maheen Abid Attended online webinar on “Ethical Standards in Teletherapy” conducted by Dr. Abia Nazim, Associate Professor, FCCU.

Dr. Maheen Abid Attended online webinar on “CBT Essential Knowledge and Skills” conducted by Dr. Iram Bokharey, Consultant clinical psychologist.

Ms. Iqra Naz Conducted professional training for BSS School Counsellors in three regions; Lahore, Islamabad and Karachi on CBT Skills for School Counselors

Ms. Iqra Naz Conducted a session on mindfulness during the Open House event for the Early Admission Round.

Ms. Bismah Tayyab Conducted professional training for BSS School Counsellors in three regions; Lahore, Islamabad and Karachi on CBT Skills for School Counselors

Ms. Bismah Tayyab Conducted a session on mindfulness during the Open House event for the Early Admission Round.

Ms. Khadija Tahir Conducted a workshop titled “Art of Mindful Gratitude: Elevating Mental Wellbeing in the Workplace” at a Multinational Tech-company-CodeNinja on 19th January, 2024.

Ms. Khadija Tahir Collaborated with Punjab AIDS Control Program to organize Inter-university competitions between 17+ universities as part of Mental Health week 2024 at IP.

Ms. Khadija Tahir Moderated Scientific Session at an International Conference organized by the IP, BNU, and Pakistan Psychological Association (PPA) on “Navigating Applied Fields in Psychology: Research, Practices and Current Developments in Pakistan” at BNU on 14th November 2024.

Ms. Khadija Tahir Conducted an engaging workshop on child sexual abuse prevention on 16th December, 2024.

### **Research Activities**

<b>Publications</b>	<b>No. (per year average)</b>
Journal and conference publications per faculty per year	3

*Present performance measures for community services. This may include a number of short courses per year, workshops and seminars organized.*

<b>Particulars</b>	<b>Number per year</b>
Workshops/Seminar (For Psychology Students)	15
Workshops/Seminars (For all Students and Faculty)	4

## **Criterion 2: CURRICULUM DESIGN AND ORGANIZATION**

### **Title of Degree Program**

MS in Clinical and Counseling Psychology

### **Definition of Credit Hour**

1 credit hour is 1 hour of theory lecture or 3 hours of laboratory work in a week

### **Degree plan**

Following is the list of courses taught in the selected program:

#### **Year 1 Semester-I**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>Code</b>		
PSY 756	Child Psychopathology	3
PSY 709	Clinical Skills: Assessment and Diagnosis for Children	3
PSY 722	Counseling and interventions for children and adolescents	3
	<b>Total</b>	<b>9</b>

#### **Semester-II**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>Code</b>		
PSY 759	Adult Psychopathology	3
PSY 712	Clinical Skills: Assessment and Diagnosis for Adults	3
PSY 723	Counseling and Interventions for adults	3
PSY 708	Clinical Training-I: Child Placement	3 (2+1)

	<b>Total</b>	<b>12</b>
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### **Year 2 Semester-III**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>Code</b>		
	*Elective	3
PSY 752	Contemporary Research Methodologies and Formulating Research Proposal	3
PSY 716	Clinical Training-II: Adult placement	3 (2+1)
PSY 719	Current Trends in Assessment and Psychotherapy	2
	<b>Total</b>	<b>11</b>

### **Semester-IV**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>Code</b>		
PSY 760	Research Thesis	3
PSY 753	Clinical Training-III: Area of Specialization	3 (2+1)
PSY 701	Professional and Ethical Issues	3
PSY 724	Dissemination of research work	3
	<b>Total</b>	<b>12</b>
	<b>Total Credit Hours</b>	<b>44</b>

**\* Elective/Clinical Training in Community Mental Health with Specialization in:**

- School Psychology
- Neurodevelopmental Disorders
- Family and Marital Counseling
- Rehabilitation for Substance Abuse

- Adolescent Mental Health

*\* Electives are offered as per the availability of qualified experts and number of the students opting for an elective.*

Semester	Category (credit hours)			
	No- of Courses	Core courses	Specialization	Clinical and professional Training
1	3	9	-	-
2	4	9	3	3
3	4	3	8	8
4	4	6	6	3

**Table 2.1: Curriculum course requirements**

### **Curriculum Breakdown**

#### **First Semester**

##### **PSY 756 Child Psychopathology**

This course will be an in-depth study of the literature dealing with social, emotional, and behavioral disorders in children and adolescents as categorized in DSM-5. Current theories, research and their implications for clinical practice will be examined. In addition, theoretical and methodological advances related to research on risk and protective factors and their influence on issues such as early school dropout, juvenile delinquency, substance abuse, and adolescent suicide, will be critically examined.

##### **PSY 709 Clinical Skills: Assessment and Diagnosis for Children**

This course explores the theory and practice of cognitive and personality assessment for children, with an emphasis on evidence-based measures. This course aims to introduce the concept of psychological assessment and enhancing practical experience of administration, scoring and interpretation of different kinds of tests. The ultimate objective is to enable students to write an assessment report in clinical context. It also aims to develop sensitivity to the ethical and cultural considerations in working with children.

## **PSY 722 Counseling and Interventions for Children and Adolescents**

This course aims to familiarize students with the therapeutic interventions utilized to treat childhood psychopathologies. It intends to develop analytical and evaluative skills to compare and contrast theoretical and research concepts in childhood psychopathology and also develops insight into the diverse issues in indigenous childhood psychopathology research.

### **Second Semester**

#### **PSY 759 Adult Psychopathology**

This course will be an intensive study of the literature dealing with social, emotional, and behavioral disorders in adults. Contemporary theories and research and their implications for clinical practice will be examined. In addition, theoretical and methodological advances related to research on a wide range of psychological disorders, including anxiety disorders, mood disorders, somatic symptoms, psychotic disorders, eating disorders, personality disorders, sexual and gender identity disorders, substance use disorders etc will be focused.

#### **PSY 712 Clinical Skills: Assessment and Diagnosis for Adults**

This course explores the theory and practice of comprehensive psychological assessment for adults, with an emphasis on evidence-based measures. Instruction in cognitive assessment will include intellectual assessment methods, neuropsychological measures and personality assessment training. Issues related to ethics in assessment are also covered. The ultimate objective is to enable students to write an assessment report in clinical setup.

#### **PSY 723 Counseling and Interventions for Adults**

This course provides an overview of theory and practice of evidence-based, psychological and biological treatments for a wide range of psychological disorders, including anxiety disorders, mood disorders, somatoform disorders, psychotic disorders, eating disorders, personality disorders, sexual and gender identity disorders, substance use disorders, cognitive disorders, and others.

#### **PSY 708 Clinical Training-I: Child Placement**

Supervised clinical placement in a community setting approved by the Director of Institute of Psychology will be an integral part of the program. This clinical training is required of all

students in the MS in Clinical and Counseling Psychology program. It will provide training in child specific clinical assessment and intervention under the close supervision of one or more registered clinical psychologists and psychiatrists in a community setting.

### **Third Semester**

#### **PSY 752 Contemporary Research Methodologies and Formulating Research Proposal**

This course offers a review of research methods in clinical and counseling psychology, including issues related to design, measurement, and interpretation. Topics to be covered include research in test construction and psychometrics, experimental and observational methods in clinical research, single case experimental designs, qualitative research, research ethics, and diverse issues in clinical research, among others.

#### **PSY 716 Clinical Training – II: Adult Placement**

Supervised clinical placement in a community setting approved by the Director of Institute of Psychology will be an integral part of the program. This clinical training is required of all students in the MS in Clinical and Counseling Psychology program. It will provide training in adult specific clinical assessment and intervention under the close supervision of one or more registered clinical psychologists and psychiatrists in a community setting.

#### **PSY 719 Current Trends in Assessment and Psychotherapy**

This course will be offered with the child specific topics differing depending on the instructor and student interests as well as important areas under discussion in other courses (e.g., neurodevelopmental disorders; IEP development; contemporary child specific therapeutic approaches, etc.).

### **Fourth Semester:**

#### **PSY 721 Dissemination of Research Work**

To promote academic growth and societal impact, students are encouraged to search for national and international peer-reviewed journals and articles and present their findings. By actively sharing research outcomes, the institute fosters a culture of scholarly dialogue, influences policy and practice, and contributes to the advancement of psychological science in

both academic and applied settings.

### **PSY 760 Research Thesis**

Students will carry out an extensive one-year research on a clinical/counseling psychology topic. They will develop the research methodology for their research project under the guidance and assistance of their supervisor and will present the final research project in the form of a thesis.

### **PSY 721 Clinical Training III in Community Mental Health with specialization**

Supervised clinical placement in a community setting approved by the Director of Institute of Psychology will be an integral part of the program. This specialization training is required of all students in the MS in Clinical and Counseling Psychology program. It will provide training in specialization specific clinical assessment and intervention under the close supervision of one or more registered clinical psychologists and psychiatrists in a community setting.

### **PSY 701 Professional and Ethical Issues**

Psychologists are expected to respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, publication, testing, supervision, assessment, diagnosis, counseling and psychotherapy. This course focuses on the welfare and protection of the individuals and groups with whom psychologists work. It also aims at educating the students regarding ethical standards of the discipline. This course is intended to provide specific ethical standards to cover most situations encountered by psychologists in research and practice.

**Standard 2-1: The curriculum must be consistent and supports the program's documented objectives.**

#### **Detail of Groups:**

<b>Sr. No.</b>	<b>Group Initials</b>	<b>Group Title</b>
1.	PATH	Pathologies
2.	ASSESS	Assessment
3.	INTER	Psychological

		Intervention
4.	CT	Clinical Training
5.	CURR	Current Trends in Assessment and Psychotherapy
6.	RM	Research Thesis
8.	PEI	Professional and Ethical Issues

Courses/ Group of courses	Objectives					
	1	2	3	4	5	6
PATH	√			√		
ASSESS	√		√			
INTER	√			√	√	
CT	√	√		√	√	√
CURR	√	√	√	√	√	
RM	√	√	√	√		
CC	√			√		
PEI	√	√			√	√

**Table 2.2: Courses versus program outcomes**

**Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.**

Indicate which courses contain a significant portion (more than 30%) of the elements in standard.

Elements	Course Title(s)
Theoretical	• Child Psychopathology

Background Proposal	<ul style="list-style-type: none"> <li>● Clinical Skills: Assessment and Diagnosis for children</li> <li>● Counseling and Interventions for children and adolescents</li> <li>● Counseling and Interventions for adults</li> <li>● Adult Psychopathology</li> <li>● Clinical Skills: Assessment and Diagnosis for adults</li> <li>● Contemporary Research Methodologies and Formulating Research</li> </ul> <p>Proposal</p> <ul style="list-style-type: none"> <li>● Current Trends in Assessment and Psychotherapy II</li> <li>● Research Thesis</li> <li>● Professional and Ethical Issues</li> <li>● Dissemination of research work</li> </ul>
Problem Analysis Proposal	<ul style="list-style-type: none"> <li>● Child Psychopathology</li> <li>● Adult Psychopathology</li> <li>● Clinical Skills: Assessment and Diagnosis for children</li> <li>● Clinical Skills: Assessment and Diagnosis for adults</li> <li>● Psychological Interventions &amp; Counseling Needs I</li> <li>● Psychological Interventions &amp; Counseling Needs II</li> <li>● Clinical Training, I: Child Placement</li> <li>● Clinical Training II: Adult Placement</li> <li>● Clinical Training III: Area of specialization</li> <li>● Contemporary Research Methodologies and Formulating Research</li> </ul> <p>Proposal</p> <ul style="list-style-type: none"> <li>● Current Trends in Assessment and Psychotherapy II</li> <li>● Research Thesis</li> <li>● Professional and Ethical Issues</li> </ul>
Solution Design	<ul style="list-style-type: none"> <li>● Psychological Interventions &amp; Counseling Needs I</li> <li>● Psychological Interventions &amp; Counseling Needs II</li> <li>● Clinical Training, I: Child Placement</li> <li>● Clinical Training II: Adult Placement</li> <li>● Current Trends in Assessment and Psychotherapy II</li> <li>● Clinical Training III: Area of specialization</li> <li>● Research Thesis</li> </ul>

**Table 2.3: Standard 2-2 requirement**

**Standard 2-3:** The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix.

- *Please refer to Table 2.2*

**Standard 2-4:** The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

- *Please refer to Table 2.2*

**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. Examples of such requirements are given in Table A.1, Appendix A.

- Address standards 2-3, 2- 4 and 2-5 using information provided in Table 2.2 and 2.3.

**Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.**

Students are trained to use SPSS and AMOS software for statistical analysis of research data and End Note software for referencing in research.

**Standard 2-7: Oral and written communication skills of the student must be developed and applied in the program.**

Students are required to complete written case reports and give oral presentations to enhance

their oral and written communication skills which are employed during “Clinical training” and “Research: Formulating Research Proposal” courses where they are required to present and defend their clinical case reports and research topics.

### **Course outlines**

Course outlines of all the courses have been attached in the relevant Appendix 2.7.

## **Criterion 3: LABORATORIES AND COMPUTING FACILITIES**

The Institute of Psychology is equipped with advanced psychological testing and computing facilities that support both academic and research activities. A wide range of standardized psychological tests is available for assessing psychological constructs. Complementing these resources are modern computing labs with statistical software enabling students and researchers to conduct data analysis, psychometric evaluations, and experimental research with precision and efficiency.

The Institute of Psychology has following laboratories:

1. One Psychological Testing Laboratory with up-to-date psychological tests in the following domains:
  - Diagnostic Tests
  - Intelligence Tests
  - Aptitude Tests
  - Personality Tests
  - Neuropsychological Tests
2. One Experimental Lab with updated equipment for conducting psychology experiments. It provides a hands-on space for students to explore classic experiments like the Müller-Lyer illusion and depth perception studies. It enables empirical investigation into cognitive and perceptual processes, enhancing understanding of human behavior.
3. Social Psychology Lab with one-way mirror for observation. It serves as a controlled environment to study human behavior through real-world simulations. It fosters

interdisciplinary research, engaging students and faculty in evidence-based problem-solving.

4. Clinical case conference room to discuss clinical cases with faculty of IP to carry out structured discussions where students and faculty analyze real patient cases to enhance diagnostic, therapeutic, and ethical decision-making skills. They promote collaborative learning and bridge the gap between theory and clinical practice.

5. Dissertation lab for students to conduct research work on their projects in quiet room with easy access to other resources available on campus (e.g., availability of supervisors, testing material, journals and other electronic resources).

6. Computer Lab containing 26 workstations equipped with desktop computers and all necessary software including latest versions of SPSS along with Multimedia and internet facilities. The computer lab is equipped with adequate facilities for carrying out data analysis and research work.

**Standard 3-1: Laboratory manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.**

The above-mentioned lab helps the students in carrying out psychological assessment relating to the courses offered in MS in Clinical and Counseling Psychology. The course instructors teach exercises in different therapeutic modalities and assessment and interpretation using variety of psychological tests. Moreover, each test also contains a manual, which carry details of administration, scoring and interpretation of the test. The lab attendant keeps record of issuance of all testing materials diligently.

**Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.**

One Lab Assistant in addition to the primary course instructor who are responsible for providing access to various psychological tests and are required to ensure that networking of the computers is working properly and Internet is available at each workstation maintain the above lab. Moreover, these lab assistant is also responsible for the maintenance of apparatus for carrying out psychological experiments and keeping track of issuance of manuals and materials. An additional IT-support staff member is also accessible for any IT related concerns.

**Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.**

The facilities mentioned in the above lab are adequate to support the objectives of the program. In addition, Psychology student's also have access to the primary Computer LAB which has 26 workstations equipped with latest soft wares for internet searching and statistical analysis programs including SPSS, AMOS and other software. One lab assistant for IT related concerns is always present in the premises. Students can easily get the required software installed on their personal laptops as well.

[Evidence of Resources \(Video + Photos\)](#)

## **Criterion 4: STUDENT SUPPORT AND ADVISING**

The Institute of Psychology realizes the importance of providing continuous support and guidance to its students. As a result, guidance and counseling groups are assigned to each faculty member, students can contact their guidance group advisor any time during university hours and the guidance group advisor makes every effort to address and resolve the student's query/problem in a timely manner.

Moreover, BNU is also offering campus counseling services for all the students of BNU. IP students are also encouraged to take guidance from campus counselor, if needed. Furthermore, placement supervisors are also expected to provide support and advisory services to the students.

**Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.**

The MS in Clinical and Counseling Psychology program comprises of fifteen courses spread over two years (4 semesters) of full-time study.

Generally, 3 to 4 courses are offered in each semester which constitutes a study load of 9 to 12 credit hours.

**Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.**

There is open communication and interaction between the course instructor and the students

during each semester. Students can not only ask questions during classes but the permanent faculty is also available in their offices from 9:30 am to 3:30 pm during which students can approach them and discuss their issues. Specific consultation hours have also been communicated with students and mentioned outside the offices of faculty members, in order to ease faculty accessibility for students. The details are shared in Appendix. Moreover, the visiting faculty is also required to give 1-2 hours to student's queries in addition to teaching. Teaching assistants are accessible and approachable.

**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.**

Information relating to each degree program, its timeline, distribution of courses per semester are updated and published every year in the Prospectus of the university which is not only available in hardcopy format but is also uploaded on BNU's website and each school's individual page.

In addition, an orientation session is held at the beginning of each academic year where students are provided with details of the degree program, criteria for evaluation, credit hour requirement, course breakups etc. Student's queries are also addressed in orientation session. Moreover, students are also given disciplinary rules and examination regulation handbooks during the orientation session.

The director, institute of Psychology along with the faculty members and coordinators are available to provide guidance to the students and to address their academic, personal as well as psychological issues if any.

Every effort is made to satisfy the student's queries and provide solution to his / her problems. Almost all visiting faculty members are professionals and specialists in their fields and students have many opportunities to interact with them and discuss their academic and professional queries and seek career guidance.

All students are assigned to respective guidance counsellor. Guidance counsellors are there to provide the students with information and resources to help the make well-informed choices. In addition, the Institute organizes seminars, workshops and extension lectures by prominent Psychologists and Psychiatrists in the field, so student will not only have a chance to learn from experts but also be able to meet and develop liaisons with potential future employers.

Moreover, students are also timely informed through notice board and social mediums like Instagram and face book about seminars and conferences taking place at different educational institutes, so they can come to know of the indigenous work being carried out in Pakistan and develop professional liaisons with their counterparts studying in various psychology departments all over Pakistan.

Sr. no.	Name of faculty	Designation	Days	Time
1	Dr. Farhat Jameel	HoD Professor	Tuesdays Thursdays	11:00-12:30 pm 9:30-11:00 am
2	Dr. Maheen Abid	Assistant Professor	Monday and Tuesday	12:30-2:00 pm
3	Ms. Iqra Naz	Lecturer	Tuesday	9:30-1:00 pm
4	Ms. Bismah Tayyab	Lecturer	Mondays and Wednesdays	12:30- 2:00 pm
5	Ms. Sheza Naeem	Lecturer	Monday-Friday	11-12:30 pm

**Table 4.1: Faculty student consultation hours**

[Evidence of Resources \(Video + Photos\)](#)

## **Criterion 5: TEACHING FACULTY/STAFF**

The MS Clinical and Counseling Psychology program at the Institute of Psychology, Beaconhouse National University (BNU) is supported by a team of highly qualified, experienced, and professionally active faculty. The program ensures appropriate faculty strength, specialization, research engagement, and faculty development opportunities in line with HEC guidelines and the university's academic mission. The following standards demonstrate how the program meets these requirements, with references to supporting documents appended as evidence.

The following table indicates program areas, number of faculty in each area, and their qualifications.

Sr. #	Course	Course Code	Cr. Hrs	Instructors	Qualification

<b>1</b>	Child Psychopathology	PSY 756	3	Ms. Bismah Tayyab	MS Clinical & Counseling Psychology
<b>2</b>	Clinical Skills: Assessment and Diagnosis for Children	PSY 709	3	Dr. Farhat Jamil	PhD Applied Psychology
<b>3</b>	Counseling and Interventions for Children and Adolescents	PSY 722	3	Dr. Maheen Abid	PhD Clinical Psychology
<b>4</b>	Adult Psychopathology	PSY 759	3	Ms. Bismah Tayyab	MS Clinical & Counseling Psychology
<b>5</b>	Clinical Skills: Assessment and Diagnosis for Adults	PSY 712	3	Dr. Farhat Jamil	PhD Applied Psychology
<b>6</b>	Counseling and Interventions for Adults	PSY 735	3	Dr. Maheen Abid	PhD Clinical Psychology
<b>7</b>	Clinical Training – I: Child Placement	PSY 708	3 (2-1)	Multiple supervisors (Course coordinator: Ms. Iqra Naz)	MS MS Clinical & Counseling Psychology
<b>8</b>	Contemporary Research Methodologies and Formulating Research Proposal	PSY 752	3	Dr. Ruhi Khalid	Post Doc (USA) PhD (UK)
<b>9</b>	Clinical Training – II: Adult Placement	PSY 716	3 (2-1)	Multiple supervisors (Course coordinator: Ms. Iqra Naz)	PhD/MS MS Clinical & Counseling Psychology
<b>10</b>	Current Trends in Assessment and Psychotherapy	PSY 719	2	Multiple Instructors/Professional Experts	Post Doc PhD

				(Course coordinator: Ms. Bismah Tayyab)	MS Clinical & Counseling Psychology
11	School Psychology	PSY 762	3	Ms. Sheza Naeem	MA Child/School Counselling (USA)
12	Research Thesis	PSY 760	3	Dr. Ruhi Khalid	Post Doc (USA) PhD (UK)
13	Clinical Training III in Community Mental Health with specialization	PSY 721	3 (2-1)	Multiple supervisors  (Course coordinator: Ms. Iqra Naz)	Post Doc (USA) PhD (UK) MS  MS Clinical & Counseling Psychology
14	Professional and Ethical Issues	PSY 701	3	Ms. Iqra Naz	MS Clinical & Counseling Psychology
15	Dissemination of Research Work	PSY 724	2	Dr. Ruhi Khalid	Post Doc (USA) PhD (UK)

**Table 5: Faculty distribution by program areas**

**Standard 5-1: 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 program maintains an appropriate number of full-time and adjunct faculty to ensure comprehensive coverage of all academic and clinical training components. The teaching faculty is distributed across key domains, including child and adult psychopathology, clinical assessment, psychological interventions, research, and ethics.

Full-time faculty members are assigned a maximum of three courses per semester, ensuring a balance between teaching responsibilities and time for student supervision, curriculum development, and scholarly work. All core and elective courses have dedicated instructors, and clinical placements are supervised by qualified professionals.

- See *Appendix 5.1.1: Semester-wise Course Allocation*

**Standard 5-2: The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula.**

The All faculty members possess qualifications that align with their assigned course content. Courses related to clinical assessment, interventions, and research are taught by faculty with doctoral-level training in clinical or applied psychology. Faculty members are actively involved in course planning and updating curricula through participation in the Board of Studies and academic review committees.

This alignment between faculty expertise and curriculum content enhances academic coherence, encourages reflective pedagogy, and ensures that students are exposed to evidence-based clinical models.

- See *Appendix 5.2.1: Faculty CVs*
- See *Appendix 5.2.2: Board of Studies Minutes 2024 (BOS Minutes 2024.pdf)*

**Standard 5-3: All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline.**

All instructors teaching in the MS program have at minimum a postgraduate degree (MS/MPhil or foreign Masters) in psychology. Most clinical instructors have PhDs or are registered practitioners with substantial field experience. This ensures a high standard of graduate-level teaching and supervision.

- See *Appendix 5.2.1: Faculty CVs*

**Standard 5-4: The majority of the faculty must hold a Ph.D. in the discipline.**

Majority of the faculty teaching core and clinical components of the MS program hold PhDs in Clinical or Applied Psychology. This exceeds the HEC minimum requirements and strengthens the program's academic rigor, research supervision quality, and professional reputation.

- See *Appendix 5.2.1: Faculty CVs with Degree Breakdown with Publication and Supervision Profiles*

**Standard 5-5: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development.**

Faculty members are provided structured time and institutional support to remain up-to-date in their discipline. They are actively involved in academic research, conference presentations, supervision of graduate research, and continuing education. BNU encourages research through internal grants, reduced teaching loads for PhD faculty, and publication incentives.

Faculty also attend national and international workshops, particularly on emerging therapeutic modalities and assessment tools, enhancing the evidence base of their teaching.

- See *Appendix 5.2.1: Research and Publication Log from Faculty CVs*
- See *Appendix 5.5.1: CPD Certificates and Training Documents (Certificate BPS Approved DBT module - Iqra Naz)*
- See *Appendix 5.5.2: International Conference Programs & Evidence*
- See *Appendix 5.5.3: Workshop Posters & Certificates*

**Standard 5-6: Effective programs must be in place for faculty development.**

The institute has an established faculty development framework. Faculty are encouraged to attend internal and external training programs, apply for study leave for advanced degrees, and participate in pedagogy-focused workshops organized by the university's QA and Academic Development units. Those pursuing PhD programs are eligible for leave and financial assistance under the faculty development policy. Additionally, periodic training sessions are organized on research methods, data analysis, online learning tools, and teaching innovation.

- See *Appendix 5.6.1: Training Certificates (Ms Bisma Training Certificate.jpg)*

**Standard 5-7: All faculty members should be motivated and have job satisfaction to excel in their profession.**

Faculty members benefit from a supportive, collegial environment. Offices are well-equipped, and faculty have full access to BNU's digital library, JSTOR, Springer Link, and academic databases. Annual performance appraisals, teaching evaluations, and peer reviews ensure that faculty receive constructive feedback for improvement and growth.

Research grants, publication incentives, merit-based promotions, and conference funding

contribute to high levels of motivation and job satisfaction. Results from internal satisfaction surveys indicate positive faculty perceptions of institutional support, professional autonomy, and recognition.

- See *Appendix 5.7.2: Faculty Performance Appraisal Form*
- See *Appendix 5.7.3: Faculty Incentive Framework*

## **Criterion 6: INSTITUTIONAL POLICIES AND PROCESS CONTROL**

The MS Clinical and Counseling Psychology program at the Institute of Psychology, Beaconhouse National University, is governed by transparent institutional policies and robust academic processes. These are aligned with national (HEC) guidelines and institutional standards to ensure ethical conduct, fair faculty and student management, continuous quality improvement, and the successful achievement of academic outcomes.

**Standard 6-1: 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.**

### **PROGRAM ADMISSION CRITERIA**

To be eligible for admission in MS Clinical and Counseling Psychology, a candidate must have good academic record with M.A/M.Sc. (2 years program) or B.Sc. Honors (4 years program) in Psychology from a well-established and HEC recognized university. Moreover, the candidate will have to qualify the NTS (GAT) test prior to the admission in MS Clinical and Counseling Psychology. Criterion for admission in the MS Program is kept in strict accordance with the guidelines set by the Higher Education Commission. Applicants who meet the academic criteria will take an entrance test by the Institute. On clearance of the test, they will be interviewed for final admission.

### **PROGRAM/ CREDIT TRANSFER**

The Institute refers all transfer cases to the University Equivalence Committee. The Equivalence Committee, after thorough scrutiny in light of the HEC guidelines, gives approval for all transfers.

## **EVALUATION OF ADMISSION CRITERIA**

The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition, Academic Council of the University also reviews the admission procedure and subsequent approval is taken from the Board of Governors of the University

- See *Appendix 6.1.1: Prospectus 2024-2025*

**Standard 6-2: The program must produce information for external audiences and students about the learning opportunities it offers that is fit for purpose, accessible, and trustworthy. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The Institute provides timely, accurate, and comprehensive information to prospective and current students regarding program structure, learning outcomes, academic policies, and support services. This is done through the university website, printed brochures, orientation sessions, and faculty advice.

Student registration, course enrollment, academic monitoring, and progression tracking are conducted through the Campus Management System (CMS). This ensures that student records—including course registrations, attendance, assessments, and grades—are centralized, accessible, and secure. Faculty and administrators routinely monitor student performance to identify and intervene in cases of academic difficulty.

Evaluation of these systems occurs periodically through faculty meetings, Head of Department reviews, and quality assurance committee reports, resulting in process refinements based on student and faculty feedback.

- See *Appendix 6.2.2: Enrollment Report (FALL 2024)*
- See *Appendix 6.2.3: Academic Calendar on Website*
- See *Appendix 6.2.4: Guidance Group List Fall 2025(1).docx – Student Support Mechanism*

**Standard 6-3: The program must be managed according to high ethical standards in its interactions with faculty, staff, students, and other stakeholders.**

The Institute of Psychology operates within a clearly defined ethical framework that governs all interactions between faculty, staff, students, and institutional stakeholders. These policies cover codes of conduct, grievance redressal procedures, nondiscrimination practices, and professional boundaries.

Faculty recruitment, student admissions, and grievance management follow transparent and merit-based protocols. Faculty and staff are trained on institutional values, ensuring consistent adherence to ethical norms in all operational areas.

- See *Appendix 6.3.1: Institutional Code of Conduct & Ethics Policy* (from Faculty Handbook on CMS SharePoint)

**Standard 6-4: The processes and procedures for faculty evaluation and promotion must be consistent with the institution mission statement.**

The process of hiring qualified faculty at all levels (i.e., lecturers, assistant professors, associate professors etc.) is kept in strict accordance with the criteria set by HEC and BNU. Applicants who meet the minimum criteria are interviewed by the Director IP and are asked to give mock lectures. The names of the candidates are then recommended to the selection board, which comprises of the Vice Chancellor and the Board of Governors of BNU then interviews the candidates to give the final approval.

Selected faculties are offered competitive salary packages as recommended by HEC and are encouraged to improve their qualification and number of publications by carrying out research projects on topics of their interest.

Faculty evaluation by students and their own evaluation of their performance are obtained at the end of each semester and are communicated to the faculty so that they can improve upon their weaknesses. Promotions are based on successfully fulfilling the criteria set by HEC, upon completion of which the Dean recommends the faculty members name for promotion to the Vice Chancellor.

- See *Criteria 1: Course and Faculty Evaluation*
- See *Appendix 6.4.1: Faculty Promotion Policy*

**Standard 6-5: 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.**

Faulty and Course Evaluation are filled online for each faculty member and course at the end of every semester. The online survey is confidential and anonymous. The QA department then prepares the evaluation summary for each school and share it to the concerned Dean/HoD, who then discusses it with the concerning faculty members. The Evaluation Score is also available in the respective faculty logins. This ensures faculty improvement for the next courses.

These evaluations objectively identify whether the course has met the specified learning outcomes and whether the method used for teaching the course was interactive and effective. These evaluations further specify the strengths and weaknesses for each faculty member and provide them with an opportunity to work on their weaknesses. Based on these evaluations, faculty members take necessary action to overcome any problems faced by students and devise ways to enhance students' understanding of the course.

- See **Standard 1: Course and Faculty Evaluation**
- See **Standard 1: Course-to-PLO Mapping from Course Outline**

**Standard 6-6: 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.**

Graduation is based on the successful completion of all credit and training requirements. The process is clearly defined, and academic progress is continuously monitored by the Institute, Registrar, and Examination Department. Students receive regular updates regarding any missing requirements.

Prior to degree issuance, a comprehensive academic audit is performed to ensure all criteria are met. These checks are conducted at the departmental level and verified by the university's central academic and examination offices.

- See **Appendix 6.6.1: Degree Completion Checklist & Graduation Policy (10.1.pdf)**
- See **Appendix 6.6.2: Final Year Audit Sheet from Examination Department (10.2.pdf)**

## **Criterion 7: INSTITUTIONAL FACILITIES AND INSTITUTIONAL SUPPORT**

## **CRITERION 8: INSTITUTIONAL GENERAL REQUIREMENTS**

**Standard 8-1: The institution must follow general principles i.e full time & part time postgraduate research programs offered where students fulfill the requirements, regulations should be clearly defined etc.**

While the department does not offer a standalone postgraduate research program, research is an integral component of the taught degree structure. The program complies with institutional and HEC guidelines, ensuring that students engage in supervised research aligned with academic and ethical standards.

Clear protocols are in place regarding topic approval, supervision, and thesis evaluation. These are communicated through student handbooks and orientation sessions. Departmental committees monitor progress to ensure timely completion and quality assurance in line with national expectations

- *See Appendix 8.1*

**Standard 8-2: The institution must offer a conducive research environment to the students.**

The institution offers a generally conducive environment for student research. Students have access to essential academic resources, including digital databases, libraries, and research supervision. Faculty members provide structured guidance, and departmental review processes ensure ethical compliance and academic rigor in student projects.

- *See Standard 3 & 7 of the PREE.*
- *See Appendix 8.2: Board of studies*

**Standard 8-3: The selection and admission of students is as per institutional and HEC guidelines where applicable.**

The selection and admission of students are carried out in accordance with institutional policies

and HEC guidelines, where applicable. Eligibility criteria, application procedures, and evaluation methods are clearly defined and publicly available. The process ensures transparency, merit-based selection, and equal opportunity for all applicants.

- *See Appendix 8.3: Prospectus 2024-25*

**Standard 8-4: The institution must make sure that research students are provided with opportunities by the institution to enable them to commence their studies with an understanding of the academic and social environment within which they will be working.**

The institution ensures that students are well-prepared to engage in research through a combination of academic instruction and hands-on clinical training. These components are thoughtfully designed to help students develop a culturally sensitive perspective and socially adaptive insight. By embedding ethical, contextual, and interpersonal understanding into their learning, students are equipped to navigate diverse research and clinical environments with competence and empathy. This preparation supports both academic readiness and meaningful professional engagement.

- *See Appendix 8.4: Roadmap 2024-25*

**Standard 8-5: The institution must ensure adequate consideration to the feasibility of both full and part time students undertaking and successfully completing a particular research project.**

The institute only offers a full-time degree program.

**Standard 8-6: The institution must ensure that research students have access to training sufficient to gain the skills they need to design and complete their programs effectively and to help prepare themselves for their subsequent career.**

The institution ensures that students receive adequate training to develop the skills necessary for designing and completing their research effectively. Through a combination of theoretical instruction, supervised practical work, and structured academic tasks, students build core

competencies in research design, data analysis, ethical practice, and critical thinking. These experiences not only support the successful completion of their academic requirements but also prepare them for diverse career pathways in clinical, academic, and applied settings.

- *Appendix 8.4: Roadmap 2024-25*

**Standard 8-7: The supervisor allocated to students for research has subject expertise, necessary skills and experience to monitor support and direct research student's work etc.**

Research supervisors are allocated based on subject relevance, and all assigned supervisors hold PhDs with extensive research experience. Many have published in national and international peer-reviewed journals, reflecting both depth and breadth in their areas of expertise. Their academic background and research profiles ensure that students receive high-quality guidance, methodological support, and critical feedback throughout the research process.

- *See Appendix 8.7: Faculty CVs*

**Standard 8-8: The institution has proper processes, mechanism, procedures, etc. for postgraduate research assessment in place.**

The institution has well-defined processes and procedures in place for the assessment of postgraduate research. These include clear guidelines for topic approval, proposal evaluation, ethical review, supervision, and final thesis submission. The assessment process involves internal and external evaluation, ensuring objectivity and academic rigor. Criteria for grading are transparently communicated, and timelines for submission and review are strictly monitored. These mechanisms collectively support a fair, standardized, and quality-assured research assessment system.

- *See Appendix 5.2.2: Board of Studies Minutes 2024 (BOS Minutes 2024.pdf)*

**Standard 8-9: The institution must ensure that the extent to which it is discharging responsibilities for the Percepts of the research awards granted in their name, and for**

**the quality of the education provided to enable research students to attain those Percepts are regularly reviewed.**

The institution regularly reviews its responsibilities regarding the standards (or *Percepts*) of the research awards granted in its name. Internal quality assurance mechanisms, including academic audits, departmental reviews, and curriculum evaluations, are in place to monitor the quality of education and research training provided. These reviews ensure that the research programs remain aligned with institutional objectives, national standards, and the evolving academic landscape, enabling students to meet the expected outcomes of their degrees.

- See *Appendix 5.2.2: Board of Studies Minutes 2024 (BOS Minutes 2024.pdf)*