

## **University of Dhaka**

Syllabus of the

Department of Educational and Counselling Psychology

Session 2015- 2016 and onwards

**MS Syllabus for Professional Training in**

**(1) Educational Psychology**

**(2) Counselling Psychology**

The department offers a full time one year MS, two years M.Phil and three years Ph.D course in 'Educational Psychology' and in 'Counselling Psychology'. Objective of the professional courses in Educational Psychology and Counselling Psychology is to provide knowledge and understanding of theories and principles of psychology in order to develop skills to apply psychological assessment and intervention in the context of education and diverse community. The graduates will be competent in helping the learner to attain his or her best, to foster the capacity of self-help and personal responsibility to have a meaningful, satisfying life.

Aim is to develop practicing Educational Psychologists and Counselling Psychologists to provide psychological services. The approach of training is shared thinking and independent learning through evidence based practice.

Basic course structure: The Department award one-year Masters and two years M.Phil degree in two professional fields: (1) Educational Psychology and (2) Counselling Psychology. These three-year integrated professional courses comprise of three core components: academic, clinical and research work for gradually assuming greater professional skills and responsibilities with increasing experiences. Ph.D courses will be offered to eligible candidates as per rule of the University of Dhaka.

**M.S. Educational Psychology (one-year)**

<b>Course No.</b>	<b>Course Title</b>	<b>Marks</b>	<b>Credit</b>
EP M:501	Psychological Theories and Principles	50	2
EP M:502	Understanding and Managing Developmental Disorders	100	4
EP M:503	Interpersonal Communication Skills	100	4
EP M:504	Assessment, Planning and Instruction	100	4
EP M:505	Interventions in Educational Setting	100	4
EP M:506	Research Methods in Educational Psychology	50	2
EP M:507	Professional Code of Conduct and Supervision	50	2
EP M:508	Research Project and Seminar	50	2
EP M:509	Practical	100	4
EP M:510	Internship and Placement (field work)	100	4
EP M:511	Viva	50	2
<b>Total :</b>		<b>850</b>	<b>34</b>

## **EP M 501: Psychological Theories and Principles (2credits)**

**Learning Objective:** To gain knowledge & understanding of psychological theories of child and adolescent development and its application

### **1. Biological Bases of Emotional Behaviour:**

- 1.1. Emotional center of brain and endocrine system
- 1.2. Role of Neurotransmitters and neuro-chemicals
- 1.3. Physiological correlates of emotional drugs and its effects

### **2. Theory and Research into Child and Adolescent Development**

- 2.1. Principles and stages of Development
- 2.2. Physical, Cognitive, Emotional and Social development:
- 2.3. Development of Positive Self
- 2.4. Theories of development (a) Behavioural (b) Cognitive (c) Social Constructive (d) Family Systems.
- 2.5. Ecological theories and Attachment theories

### **3. Interactive Nature of Child and Adolescent Development**

- 3.1. Conflict between nature and nurture
- 3.2. Biological Endowments (nature): Role of Neuroscience
- 3.3. Impact of life history and life experiences (nurture)
- 3.4. Impact of: (a) Bereavement (b) Parental separation/conflict (c) Abuse/neglect (d) Poverty/Racism/classism

### **4. Cognitive Psychology:**

- 4.1. Language development, Development of multilingual learners and children,
- 4.2. Mental Processes: Information processing

## **References**

- Baron & Byrne (2006), *Social Psychology*, (11<sup>th</sup> ed.), Pearson, ISBN: 9780205444120
- Bertalanffy, Ludwig V. (2003), *General Systems Theory: Foundations, Development, Applications*, (Revised ed.), George Braziller, ISBN 9780807604533
- Bukatko D. & Daehler Marvin W. (2011) *Child Development, A thematic approach*, 6<sup>th</sup> ed., Wadsworth Publishing, ISBN: 978-0618608652
- Ewen Robert B (2009), *An Introduction to theories of Personality*, 7<sup>th</sup> ed. Psychology Press, ISBN- 978-1841697468
- Feldman, R. S. (2010), *Essentials of Understanding Psychology*, 9<sup>th</sup> ed., McGraw-Hill Higher Education, ISBN: 978-0071221481
- Santrock J. W. (2000), *Psychology*, (Brief edition), McGraw Hill, ISBN- 0- 256- 02889-3
- Santrock John W.(2004), *Educational Psychology*, second edition, McGraw-Hill, a business unit of the McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020, ISBN: 0-07-250006-9.

Santrock, John W. (2010), Life-Span Development, Thirteenth edition, McGraw-Hill, ISBN: 978-0073532097

Smith and Mackie (2007), Social Psychology, (3<sup>rd</sup> ed.), Psychology Press, ISBN 10: 1-84169-408- 8 (hbk), ISBN 13: 978- 1- 84169- 408- 5 (hbk). www.psypress.co.uk

Steinberg (1999), Adolescence, (4<sup>th</sup> ed.), McGrawhill College.

ISBN- 0-07-001323

## **EP M 502: Understanding and Managing Developmental Disorders (4 credits)**

**Learning Objective:** To gain knowledge and understanding in developmental disorders, special need education, and overall mental health – psychopathological issues.

### **1. Understanding Disability:**

1.1 Medical and Social Model of Disability

1.2 Causes and Prevention of Disability

### **2. Categories of Children with Special Educational Needs and Special Education:**

**2.1 Cognitive Disability:** Definition, classification of Intellectual disability (ID), Impact of ID on learning, Education of children with cognitive disability, Teaching strategies

**2.2 Specific Learning Difficulties (LD):** Definition, General characteristics, Impact on learning, Common types and teaching strategies, Basic teaching strategies, Accommodations for dyslexic students, studying and taking exams

**2.3 Speech and Language Impairment:** What is Speech and language? Difference between Speech and Language, Understanding speech and Language Disorder, Features of language delay, Some common receptive and expressive language problems, Problems faced by students in school situation, Social problems experienced by students, Accommodation procedures

**2.4 CP:** What is CP? Types, Problems associated with CP, Management

**2.5 ASD:** What is ASD? Causes, Core symptoms, Unique abilities, Challenges, Possible Physical and medical issues, Instructional methods for teaching students with autism, Intervention strategies

**2.6 Attention Deficit Hyperactive Disorder (ADHD):** What is ADHD? Characteristics and Needs of Students with ADHD, Causes, Assessment, Intervention techniques used in the treatment of children with ADHD

**2.7 Social, Emotional and Behaviour Disorder:** Defining Behaviour Disorder, Distinguishing Between the Common Behavioural and Emotional Disorders, Classification and Characteristics of Behaviour Disordered Children, Behaviours Associated with Conduct Disorders, Causes and problems associated with conduct Disorder, Treatment Program for conduct disorder, Anxiety as a Symptom and a Disorder, Problems associated with anxiety and treatment Program for Anxiety, Depressive Disorder and Symptoms of Depression in Older Children, Comprehensive Treatment Program, Socialized Aggression

**3. Education of Persons with Disabilities:**

3.1 Phases in the Development of Educational provision for people with disability

3.2 Overview of Different forms of Education (Special, Integrated & Inclusive)

**4. Intervention and Assessment using Specialized Tools:**

4.1 Wechsler Intelligence Scale for Children-IV (WISC-IV)

4.2 Portage

**5. Mental Health and Psychopathology:**

5.1 Understanding Mental Health

5.2 Present situation of mental health in Bangladesh

5.3 Stress and Adjustment

5.4 Understanding somatoform disorder, PTSD, trauma related disorder, suicide, psycho-sexual dysfunction

5.5 Community Psychology and Community mental health

**References**

Diagnostic and Statistic Manual of Mental Disorder (DSM-V). 2013. American Psychological Association.

Horwitz Allen V and Scheid Teresa L. 'A Handbook for the Study of Mental Health' Social context, theories & systems. Cambridge University Press; ISBN: 0521561337

Kirk Samuel A., Gallagher James J., Anastasiow Nicholas J. Educating Exceptional Children; Tenth Edition, Houghton Mifflin Company, Boston New York.

Mclead. J. An Introduction to Counselling, 3rd Edition, ISBN No.: 0335-211895 (pb)/ 0335-211909 (pb),

Nelson-Jones Richard. 'Practical counselling and helping skills', 5th Edition, ISBN No: 978-1-4129-0387-5,

Sattler, J.M. (2001). Assessment of Children Cognitive Applications.4<sup>th</sup> edition. Jerome M. Sattler, Publisher, Inc. ISBN: 0-9618209-7-7.

Sattler. J. M. (2005) Assessment of Children: Behavioural, Social and Clinical Foundations, 5th ed., Joseph Sattler (self-published), ISBN: 978-0970267160

Sayed ,Z. (2003): Educational Psychology-“Across Seven Seas and Thirteen River”’: Assessing the needs for setting up a postgraduate training Course in educational Psychology at the University of Dhaka, Bangladesh. Doctoral Thesis in Educational Psychology, UEL, London

### **EP M 503: Interpersonal Communication Skills (4 credits)**

**Learning Objective:** To understand the essential parameter of interpersonal relationship and develop communication skills necessary for handling clients

1. **Interpersonal Interaction and Relation:**
  - 1.1. Nature and characteristics of interpersonal communication
  - 1.2. Importance of interpersonal relationship
  - 1.3. Understanding self and others
2. **Impact of Cultural and Community:**
  - 2.1. Influence of cultural diversity in practice
  - 2.2. Self-awareness of attitude and personal values
3. **Building an Interpersonal Relationship:**
  - 3.1. Physical settings and initiative
  - 3.2. Beginning an initial interview
  - 3.3. Exploration and identification of goals
4. **Basic Influencing Skills:**
  - 4.1. Developing empathetic understanding and non-judgmental attitude
  - 4.2. Searching for strengths, helping the client
5. **Communication Skills:**
  - 5.1. Verbal and non-verbal messages
  - 5.2. Attending
  - 5.3. Responding
  - 5.4. Paraphrasing
  - 5.5. Summarizing
  - 5.6. Asking questions
6. **Helping Process:**
  - 6.1. Focusing on narratives
  - 6.2. Interpretation and feedback
  - 6.3. referral system
7. **Integration of Skills:** Coping strategies and problem solving ability:

## References

- Borba, M (1989) . Esteem Builders: A K-8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate, Jalmar Press
- Carkhuff, R. R. (1983). The Art of Helping. Human Resource Development Press.
- Elizabeth Jareg, Pål Jareg (1994). Reaching Children Through Dialogue, Macmillan
- Gerald Corey, Theory and practice of counseling and psychotherapy (3rded), California: Brooks/Cole Publishing Company, ISBN 0-534-05076-X;
- Gladding S.T., Counselling Comprehensive Profession (5thed), Pearson/ Merill Prentice Hall; Upper Saddle River, New Jersey; Columbus, Ohio. ISBN 0-13-049470-4; P-#192-195
- Hill, C. E. (2009). Helping Skills: Facilitating Exploration, Insight, and Action. 3rd ed. Washington DC: American Psychological Association. ISBN 13: 9781433804519.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). Intentional Interviewing and Counselling: Facilitating client development in a multicultural society. 8th ed. Brooks/Cole Cengage Learning.
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- Nelson-Jones, R. 2005. Practical Counselling and Helping Skills. 5th ed. SAGE Publications Ltd. ISBN 978141290388 2 (pbk).
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- Schultz Duane and Schultz Sydney Ellen. Theories of Personality (6thed). California: Brooks/Cole Publishing Company,
- Sylvia McNamara, Gill Moreton (2012). Changing Behaviour: Teaching Children with Emotional Behavioural Difficulties in Primary and Secondary Classrooms, Routledge
- Therapy Today, British Association for Counselling and Psychotherapy, Routledge.
- Woolfe Ray Handbook of Counselling Psychology (2nd ed), Edited by – Windy Dryden and Sheelagh Stnawbridge, London: Sage Publication, ISBN 978-0-7619-7207-5, Page#121-139

**EP M 504: Assessment, Planning and Instruction (4 credits)**

**Learning Objective:** To gain understanding and proficiency in planning and applying psychological principles for instruction and assessment.

- 1. Pedagogical and Andragogical Model of Learning**
  - 1.1 Shifting to adult learning mode.
- 2. Approaches of Problem Solving Models to assess Behavioural Problems**
  - 2.1 Planning interventions for remedies
  - 2.2 Child oriented techniques of behaviour management
- 3. Understanding of Assessment**
  - 3.1 Measurement, Assessment and Evaluation
  - 3.2 Assessment of behaviour by interview methods
  - 3.3 Assessment of behaviour by observational methods
  - 3.4 Assessment of behavioural, social, cognitive and emotional competencies
  - 3.5 Assessment of Adaptive behaviour
- 4. Functional Behavioural Assessment**
  - 4.2 Need for Functional Behavioural Assessment.
  - 4.1 Functions of Challenging Behaviour
  - 4.3 Conducting a Functional Behavioural Assessment
  - 4.4 Behavioural Intervention Plan
- 5. Dynamic Assessment: Mediated Learning and Zone of Proximal Development**
  - 5.1 Dynamic Assessment Procedures
  - 5.2 Aims of Dynamic Assessment
  - 5.3 Dynamic Assessment and Traditional Intelligence Assessment
- 6. Interviewing Children, Parents, Teachers, and Families**
  - 6.1 Mental Status Examination
  - 6.2 Taking Developmental History
  - 6.3 Interviewing the Family
  - 6.4 Interviewing Parents and Teachers
  - 6.5 Techniques for Interviewing Children
- 7. Diagnostic and Statistical Manual of Mental Disorders**
  - 7.1 DSM-5 classification
  - 7.1 Use of manual
  - 7.2 Diagnostic Criteria and Codes
- 8. Testing Children**
  - 4.1 Assessment of Infants and Preschool Children
  - 4.2 Orientation to Various Assessment Tools for Children
  - 4.3 Holistic view of child – preparation of Child Schedule
- 9. Interpretation of Tests**
  - 9.1 Writing assessment report
  - 9.2 Ethics in assessment and reporting



## References

- Aiken, E.R. Psychological Testing and Assessment (2nd ed), Library of Congress Cataloging in Publication Data. ISBN 0-205-04861-7
- Carr, A. (2006). The Handbook of Child and Adolescent Clinical Psychology. Routledge. 978-1-58391-830-9
- Debbie, D & Peter, J. (2010). Therapy with Children. Sage Publication Inc.
- Diagnostic and Statistical Manual of Mental Disorders DSM-5. American Psychiatric Association, Washington DC.
- Kaplan, R.M. and Saccuzzo, D.P., Psychological Testing: Principles, Applications, and Issues. Wadsworth(2014)
- Lukas, S. Where to Start and How to Ask, London: W.W. Norton and Company, ISBN 0-393-70152-2,
- Samuel A. Kirk, James J. Gallagher, Nicholas J. Anastasiow Educating Exceptional Children; Tenth Edition, Houghton Mifflin Company, Boston New York.
- Sattler, J.M.(2002). Assessment of Children: Cognitive Applications. 4th edition. Publisher, Inc. ISBN: 0-9618209-7-7.
- Slavin, R. E. (1991). Educational Psychology: Theory into Practice. 3rd edition. Prentice-Hall International, Inc. ISBN: 0-13-236993-1.

## EP M 505: Interventions in Educational Setting (4 credits)

**Learning Objective:** Conceptualizing the role of Educational Psychologist in the context of Bangladesh

### Part A: Psychology in Education

#### 1. Contribution of Psychology to Education

- 1.1 Preface to Educational Psychology
- 1.2 Role of a trained Educational Psychologist
- 1.3 Development of Educational Psychology in Bangladesh
- 1.4 Current Understanding of Learning
- 1.5 Children and their Context: Children as learners, Context of learning

#### 2. Learning Environment and its impact on Learning

- 2.1 Physical conditions
- 2.2 Social conditions: Pupil-pupil interaction, teacher-pupil interaction
- 2.3 Techniques of Classroom observations
- 2.4 Effective methods of teaching and learning
- 2.5 Evaluating effectiveness of school environment

**3. Classroom Management:**

- 3.1 Time and learning, Discipline,
- 3.2 Applied Behaviour Analysis; Functional Behaviour Analysis
- 3.3 Disruptive Behaviour and Serious Behaviour Problems
- 3.4 Strategies for Classroom Management: Individual Behaviour Modification Strategies, Home based Reinforcement, Whole Class Behaviour Modification, Group Contingencies

**4. Behavioural Approach to Problem Prevention:**

- 4.1 Desirable Student Behaviour
- 4.2 Keys to an Effective Behavioural Approach

**5. Intervention:**

- 5.1 Definition and Types
- 5.2 Techniques and Application

**Part B: Professional Issues in Bangladesh Context**

**1. Educational Psychology Service Delivery in Bangladesh:**

- 1.1 Educational Psychology: Nature, changing approaches, applications, development of Educational psychology service in Bangladesh,
- 1.2 Educational Psychology Services: Training, roles including responsibilities towards Children with special educational needs, how to access to the service,

**2. School Systems in Bangladesh:**

- 2.1 Rational and goal of education in Bangladesh
- 2.2 Provisions for children with Special Educational Needs in Bangladesh
- 2.3 Education Structure and Management including special educational needs of Bangladesh
- 2.4 Roles and responsibilities of the Support organization in Education: NCTB, BISE, NAPE, NAEM, Madrasa Education Board, Technical Education Board, BANBEIS, other Ministries and Government Agencies and Non-government education providers and stakeholders
- 2.5 Research, advocacy and policy dialogue related to Education
- 2.6 Curriculum: Competency based Curriculum, Secondary Education curriculum, Uni-track curriculum

**3. Legal Framework of Education in Bangladesh:**

- 3.1 The Legal Framework and Focus of Government on Education
- 3.2 International Commitments
- 3.3 Legal and Policy Framework Affecting Status of Children with Disability in Bangladesh
- 3.4 Legal Acts Affecting Status of Children in Bangladesh: Salient features and current status of the Act
- 3.5 Education Policy of Bangladesh
- 3.6 Field Work in schools, special agencies and child centers

## References

Hess, R. S., Magnuson, S. & Beeler, L (2012). *Counselling Children and Adolescents in Schools*. Sage Publication Inc.

Nancy Boyd Webb (2007). *Play Therapy with Children in Crisis, Third Edition: Individual, Group, and Family Treatment*, Guilford Press

Samuel A. Kirk, James J. Gallagher, Nicholas J. Anastasiow *Educating Exceptional Children*; Tenth Edition, Houghton Mifflin Company, Boston New York.

Sattler, J.M.(2001). *Assessment of Children Cognitive Applications*. 4th edition. Publisher, Inc. ISBN: 0-9618209-7-7.

Sayeed, Z; *Educational Psychology-‘Across Seven Seas and Thirteen Rivers’*: Assessing the needs for setting up a postgraduate training course in educational psychology at the university of Dhaka Bangladesh. A thesis submitted as a partial fulfillment of the requirement of the UEL, London, for the degree of Doctor of Educational Psychology.

Shane R. Jimerson, Thomas D. Oakland, Peter Farrell (2007). *The handbook of international school psychology*, Sage Publications.

Slavin, R. E. (1991). *Educational Psychology: Theory into Practice*. 3rd edition. Prentice- Hall International, Inc. ISBN: 0-13-236993-1.

## **EPM 506: Research Methods in Educational Psychology (2 credits)**

**Course Objective:** Developing proficiency in formulating, conducting and evaluating research in the field of education psychology

- 1. Conducting research in Educational Psychology: An introduction**
- 2. Quantitative research**
  - a. What, when and how?
  - b. Sample and Sampling techniques
  - c. Data Collection in quantitative research: Questionnaire and scale
- 3. General Principles of Qualitative Research; Data Collection tools in Qualitative research**
- 4. Case Study method:**
  - a. Features and design of case study,
  - b. Experimental single case research designs
- 5. Data Analysis in quantitative research using SPSS:**
  - a. Finding Descriptive
  - b. Exploring relationships
  - c. Looking for group difference

- d. Finding effect or factors
- e. Testing scale

**6. Writing and publishing research finding**

**7. Special Issues on Research: Research involving children**

**References**

Creswell, J. W. (2012). *Qualitative Inquiry & Research Design: Choosing among five approaches*, 3<sup>rd</sup> ed. Sage Publications, ISBN: 978141299530

Field, A. (2009) *Discovering Statistics Using SPSS®*, 3rd Ed. Sage Publications Limited, ISBN: 9781849204088

Heiman G.W. (2001) *Research Methods in Psychology*, 3rd ed. Houghton Mifflin, ISBN: 978-0618170289

*Quantitative Psychological Research: The complete student's companion*, 3rd edition (2010). David Clark-Carter. Psychology Press. USA

*Research Methods in Psychology* (2012). Steve Jones and Mark Forshaw. Prentice Hall. London

*Statistics in Psychology* (2012). Cathrine Steel, Holly Andrews and Dominic Upton. Prentice Hall. London

*Your Psychology Project: The Essential Guide* (2007). Jennifer Evans. Sage Publications. London

**EP M 507: Professional Code of Conduct and Supervision (2 Credits)**

**Learning Objective:** To build awareness and sensitize about ethical issues in professional work, along with clinical supervision.

1. **Introduction to Professional Ethics:**
  - 1.1 Professional Codes of Ethics
  - 1.2 Respect, Competence, Responsibility, and Integrity as Ethical Principles
2. **Ethical Dilemmas:**
  - 2.1 Exception of Confidentiality
  - 2.2 Ethical issues in working with children and adolescent
  - 2.3 Value conflicts regarding end-of-life decisions
  - 2.4 Value conflicts regarding sexual behaviour and attitudes
3. **Ethical Issues in Supervision:**
  - 3.1 The supervisors roles and responsibilities
  - 3.2 Legal aspects of supervision
  - 3.3 Special issues in supervision for school counsellors

3.4 Multiple roles and relationships in the supervisory process

4. **Ethical codes in Multicultural Perspectives and Diversity Issues:**

4.1 Ethics Codes from a diversity perspective

4.2 The challenges of reaching diverse client populations

5. **Clients Rights Issues:**

5.1 The client's right to give informed consent

5.2 The professional responsibilities in record keeping

5.3 Malpractice liability in the helping profession

6. **Conceptual Framework:**

6.1 Promoting good professional conduct and practice

6.2 A framework for psychological assessment and intervention

**References:**

Ethical Framework for Good Practice in Counselling and Psychotherapy. Published by the British Association for Counselling and Psychotherapy. ISBN: 1-905114-06-0/ ISBN: 13: 978-1-905114-06-1

Corey, G (2012), Theory and practice of Counseling and Psychotherapy, 9th ed, Brooks/ Cole, Cengage Learning, ISBN NO: 978-0-8400-2854-9

Gladding, S.T (2004), Counseling: A Comprehensive Profession, 5th ed. Prentice-Hall, ISBN NO: 0-13-049470-4,

'Handbook of Counselling Psychology', Edited by- Ray Woolfe, Windy Dryden, Shaelagh Strawbridge, SAGE Publication, ISBN No: 978-0-7619-7206-8 / 978-0-7619-7207-5 (pbk)

Marsh, D. T. & Magee, R.D. (1997) Ethical and legal issues in professional practice with families, John Wiley & Sons, ISBN: 978-0471134589

Nelson-Jones, R (2005), Practical counselling and helping skills, 5th ed. Sage Publishing, ISBN No: 978-1-4129-0387-5

'Issues and Ethics in the Helping Professions'. 8th edition by Corey, Corey, Callanan. ISBN-13: 978-0-495-90468-7 / ISBN-10: 0-495-90468-6

British Psychological Society (2009), Code of Ethics & Conduct, ISBN: 978-1-85433-495-4

**EP M 508: Research Project (2 credit)**

During the course the trainee will require to plan and carry out individual research in educational psychology setting and submit a report along with a seminar.

**EP M 509: Practical (4 credit)**

Assessment, case formulation and intervention are required to ensure that students are familiar with professional, ethical, and legal issues. Trainees are required to submit assessment report, case report and present a case for evaluation.

**EP M 510: Internship and Placement (field work) 4 Credit:** 40% of course time (in total 4 months) the trainees shall be on placement in professional educational settings during which the trainees are required to complete a minimum of 1500 hours of approved internship, 200 hours of which are in direct service with clients, and 50 hours of supervised practice. This provides trainees with opportunities to refine basic assessment and intervention skills as well as to develop specialized areas of interest. The internship is regarded as a summative clinical experience leading to the Master degree in Educational Psychology. The primary objective of the internship is to provide an opportunity for integration and practice of knowledge and skills in a professional educational setting.

Trainees will need to submit individual Internship/placement report with case assessment and intervention reports, process account, official testimonial, supervision report etc.

**Supervision:** The trainee will be under continuous supervision. 25% of placement time will be supervision hour.

Participation in the seminar and workshops counts towards the 1500 hours required for internship. Documentation by maintaining process account and logbook is a requirement.

**Personal work:** It is mandatory that trainees undergo a specified hours of personal work for coping with own stress and burnt out

**Note:**

**Course evaluation:** The total performance of a student in a given course will be evaluated on the basis of continuous assessment and course final (60% written examination and 40% attendance, mid course evaluation, assignments and presentation) as per approved rule of letter grading system of Biological faculty.

Specified hours of supervised internship and personal work are mandatory for accreditation of MS degree.

**The authority will have the power to withhold the certificate in case of failure until the requirements are fulfilled.**