

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. Counselling Psychology (one-year)

Course No.	Course Title	Marks	Credit
CP M:501	Human Behaviour and Neuroscience	50	2
CP M:502	Mental Health Issues	100	4
CP M:503	Counselling Micro-skills	100	4
CP M:504	Psychological Assessments and Techniques	100	4
CP M:505	Counselling Approaches	100	4
CP M:506	Research Methodology and Statistics	50	2
CP M:507	Professional Ethics and Supervision	50	2
CP M:508	Research Project and Seminar	50	2
CP M:509	Practical	100	4
CP M:510	Internship and Placement (field work)	100	4
CP M:511	Viva	50	2
Total :		850	34

CP M 501: Human Behaviour and Neuroscience (2 credits)

Learning Objective: To gain knowledge & understanding of neuroscience of human behaviour and its application

- 1. Introduction to neuroscience and behaviour**
 - 1.1. Neurons and nervous system
 - 1.2. Sensory and motor system
 - 1.3. The brain and its function
 - 1.4. Neurotransmitters
 - 1.5. Understanding neuroplasticity
- 2. Biological basis of learning, memory and motivation**
- 3. Hormones and behaviour**
- 4. Research methods in behavioural neuroscience**
- 5. Individual differences:**
 - 5.1. Thinking and problem solving
 - 5.2. Intelligence and creativity
 - 5.3. Determinants of motivation
- 6. Life cycle development:**
 - 6.1. Attachment theory and ecological theory,
 - 6.2. Maladaptive behaviour in adolescence
- 7. Personality development:**
 - 7.1. Theories of personality development,
 - 7.2. Socio-cultural influences on personality development
- 8. Analysis of social behaviour:**
 - 8.1. Structure and function of groups,
 - 8.2. Group dynamics,
 - 8.3. Positive and negative social behaviour.
- 9. Social cognition:**
 - 9.1. Development of schema,
 - 9.2. Attribution,
 - 9.3. Perception of self and perceiving groups.

References

- Ewen Robert B (2009), An Introduction to theories of Personality, 7th ed. Psychology Press, ISBN- 978-1841697468
- Feldman, R. S. (2010), Essentials of Understanding Psychology, 9th ed., McGraw-Hill Higher Education, ISBN: 978-0071221481
- Karen Huffman (2008). Psychology in Action, 8th Edition, John Wiley & Sons.
- Kolb, B and Whishaw, I. Q. (2003). Foundations of Human Neuropsychology, 5th Edition, Worth Publishers, NY 10010
- Lahey, B. B. (2012). Psychology: An Introduction, 11th Edition, McGraw-Hill
- Pinel JPJ (2009) Biopsychology. Pearson Education

CP M 502: Mental Health Issues (4 credits)

Learning Objective: To gain knowledge and understanding in mental health, psychopathology, and developmental disorders.

1. Concept of Mental Health:

- 1.1. Definition and historical perspective
- 1.2. Goals and Perspectives
- 1.3. Present situation of mental health in Bangladesh.

2. Stress and Adjustment:

- 2.1. Bio-psychosocial aspect's of Stress.
- 2.2. Responses to Stress and Coping
- 2.3. Psychosocial modifiers of Stress.

3. Psychopathology:

- 3.1. Anxiety and Somatoform disorder
- 3.2. Depression
- 3.3. PTSD and Trauma related Disorder
- 3.4. Suicide
- 3.5. Psychosexual dysfunction

4. Community Psychology and Community Mental Health

- 4.1. The focus and action of Community Psychology
- 4.2. Definition and Goals of Community Mental Health

5. Developmental Disorder and Special Need Children

- 5.1. Concept of Disability
- 5.2. Categories of children with Special Educational Needs, Causes, Characteristics and Educational Adaptations
- 5.3. Intellectual disability: Learning difficulties, Communication Disorders, Cerebral Palsy
- 5.4. Autism and Autism Spectrum Disorders
- 5.5. Social, Emotional and Behavior Disorders
- 5.6. Education for the Children with special Educational Needs: Special, Integrated, Inclusive Education, and mainstream classroom

References

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

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

Jerrold S. Maxmen, Nicholas G. Ward, Mark D. Kilgus (2009). Essential Psychopathology and Its Treatment, W.W. Norton & Company.

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

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.4th edition. Jerome M. Sattler, Publisher, Inc. ISBN: 0-9618209-7-7.

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

CP M 503: Counselling Micro-skills (4 credits)

Learning Objective: To develop the essential micro skills of counselling and apply them to build effective client-counsellor relationship.

1. Importance of Self in Counselling Relation:

- 1.1. Aspect of communication in interpersonal interaction
- 1.2. Importance of understanding self and others in interpersonal relationship

2. Multiculturalism & Diversity Issues:

- 2.1. Cultural awareness
- 2.2. Multicultural counselling in practice

3. 3. Becoming a Counsellor:

- 3.1. Personal characteristics of effective counsellor
- 3.2. Attitude and personal values in counselling

4. Key Issues in Counselling:

- 4.1. Therapeutic alliance
- 4.2. Structure in counselling
- 4.3. Trust as an underlying dynamic
- 4.4. Helping reluctant client
- 4.5. Impact of transference and counter transference

5. Skills Required in Counselling:

- 5.1. Internal frame of reference
- 5.2. Self disclosure
- 5.3. Acceptance
- 5.4. Genuineness
- 5.5. Concreteness

6. Micro Skills Model in Counselling:

- 6.1. Listening skills
- 6.2. Giving feedback
- 6.3. Client observation
- 6.4. Feeling reflection
- 6.5. Reflection of meaning
- 6.6. Confrontation

7. Counselling Process:

- 7.1. Stages in counselling
 - 7.1.1. Theme identification
 - 7.1.2. Perception check
 - 7.1.3. Interpretation
 - 7.1.4. Action strategies
 - 7.1.5. Goal setting
 - 7.1.6. Termination and follow-up
 - 7.1.7. Referral system

8. Coping Skills and Stress Management:

- 8.1. Stress and Time management
- 8.2. Assertiveness and relaxation techniques
- 8.3. Conflict resolution and anger management

References

Beck Judith S. (1995), Cognitive Therapy, NY 10012: The Guilford Press, ISBN -0- 89862-847-4 Source: Department of Clinical Psychology, University of Dhaka.

Carkhuff, R. R. (1983). The Art of Helping. Human Resource Development Press.

Gerald Corey. Theory and practice of counseling and psychotherapy (3rded), California: Brooks/Cole Publishing Company, ISBN 0-534-05076-X; Page#10-43

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 Counseling: 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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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

Journal of Counselling and Psychotherapy Research, British Association for Counselling and Psychotherapy, Routledge. Taylor and Francis Group

Therapy Today, British Association for Counselling and Psychotherapy, Routledge.

CP M 504: Psychological Assessments and Techniques (4 credits)

Learning Objective: To gain understanding and proficiency in applying psychological principles and techniques for assessment

1. **Paradigm Shift in Professional Training**
 - 1.1. Child focus and Adult focus training
 - 1.2. Problem Solving models: ABC, SWOT, STAR, FFA, How-How
 - 1.3. Applying Problem solving models in behaviour management
2. **Foundation of Assessment**
 - 2.1. Theoretical basis of Assessment
 - 2.2. Problems and Potential use of Test
 - 2.3. ABA, FBA
3. **Psychological Testing**
 - 3.1. Cognitive functioning: Verbal and Non-verbal Tests
 - 3.2. Personality and Adjustment Tests
 - 3.3. Interest and Aptitude Tests
 - 3.4. Social and Emotional Measurement.
4. **Assessment and Diagnosis**
 - 4.1. Mental status examination
 - 4.2. Interviewing family,
 - 4.3. Taking developmental history
 - 4.4. Assessing risk of harm.
 - 4.5. Diagnosis of psychopathology: DSM-V, Clinical features of mental disorders
5. **Dynamic Assessment Methods and Practicum**
 - 5.1. Approaches to assessment
 - 5.2. Method of observation
 - 5.3. Holistic view of child – preparation of child schedule
6. **Testing Children**
 - 6.1. Challenges in assessing children
 - 6.2. Administering tests in children
 - 6.3. Orientation to Various Assessment Tools for children
7. **Interpretation of Test and Diagnosis**
 - 7.1. Writing assessment report
 - 7.2. Ethics in assessment and reporting

References

- Carr, A. (2005). Child and Adolescent Clinical Psychology. Prentice-Hall
- Debbie, D & Peter, J. (2010). Therapy with Children. Sage Publication Inc.
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- Kaplan, R.M. and Saccuzzo, D.P., Psychological Testing: Principles, Applications, and Issues. Wadsworth (2014)
- Lukas Susan (2012) Where to start and how to Ask, London: W.W. Norton and Company, ISBN 0-393-70152-2,
- Robyn S. Hess, Sandy Magnuson, Linda Beeler (2011). Counselling Children and Adolescents in Schools, SAGE Publications, 2011
- 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.
- Slavin, R. E. (1991). Educational Psychology: Theory into Practice. 3rd edition. Prentice-Hall International, Inc. ISBN: 0-13-236993-1.

CP M 505: Counselling Approaches (4 credits)

Learning Objective: To gain knowledge and understanding of theories, models and techniques for intervention in counselling.

Part A: Counselling Approaches

1. **Psychoanalytic Approach**
 - 1.1. Key concepts: Structure of personality, Ego-Defence mechanisms
 - 1.2. The therapeutic process
 - 1.3. Application
2. **Cognitive Behaviour Approach**
 - 2.1. Key concepts
 - 2.2. The therapeutic process
 - 2.3. Application
3. **Transactional Approach**
 - 3.1. Key concepts: Ego state, Injunction, Stroke, Game, Racket, Life script, Redecision
 - 3.2. The therapeutic process
 - 3.3. Application
4. **Rational Emotive Approach**
 - 4.1. Key concepts: View of human nature, View of emotional disturbance, A-B-C theory of personality
 - 4.2. The therapeutic process
 - 4.3. Application
5. **Humanistic Approach**

- 5.1. Person centred approach
- 5.2. Gestalt approach
- 5.3. Existential Approach
- 6. **Other Contemporary Approaches**
 - 6.1. Eye Movement Desensitization and Reprocessing (EMDR)
 - 6.2. Eclectic Approach
 - 6.3. Group Counselling

Part B: Interventions Areas

- 1. **Career Counselling**
 - 1.1 Importance and scope of Career Counselling
 - 1.2 Career Development theories
 - 1.3 Career counselling with diverse populations
- 2. **Marriage and Family Counselling**
 - 2.1 Family life and family life cycle
 - 2.2 Marriage/Family counselling Vs. Individual/group counselling
 - 2.3 Marriage counselling
 - 2.4 Family counselling
- 3. **Counselling Adult Survivors of Child Sexual Abuse**
 - 3.1 Definition of child sexual abuse
 - 3.2 Forms of child sexual abuse
 - 3.3 Effect of childhood sexual abuse in adult
 - 3.4 Helping an adult survivor
- 4. **Crisis Intervention and Trauma Management**
 - 4.1 Crisis Intervention
 - 4.1.1 Definition and purpose of crisis intervention
 - 4.1.2 Stressful events
 - 4.1.3 Steps in crisis intervention
 - 4.1.4 ABC model of crisis intervention
 - 4.2 Trauma management
 - 4.2.1 Definition of Trauma
 - 4.2.2 Trauma reactions
 - 4.2.3 Trauma Management techniques
- 5. **Counselling Drug Addiction and HIV**
 - 5.1 Addiction counselling and psychotherapy
 - 5.2 Role of the addiction counsellor
 - 5.3 Drug counselling model
- 6. **Need and Overview on Industrial and Organizational Counselling**
 - 6.1 Employee stress
 - 6.2 Approaches to stress management
 - 6.3 Need for counselling
 - 6.4 Types of counselling

References

- Beck Judith S. (1995), *Cognitive Therapy*, 72 Spring street, Newyork, NY 10012: The Gulford Press, ISBN -0- 89862-847-4
- Corey Gerald, *Theory and practice of counseling and psychotherapy* (3rded), California: Brooks/Cole Publishing Company, ISBN 0-534-05076-X.
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- Gladding S.T., *Counselling Comprehensive Profession* (5thed), Pearson,Merill Prentice Hall;Upper Saddle River, New Jersey; Columbus, Ohio. ISBN 0-13-049470-4;
- Introductory Course (TA 101) Hand out
- James Richard K., *Crisis Intervention Strategies* (6thed), Thomson. Broks/Cole. ISBN 10:0-495-10026-9,
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- McNamara S. , *Stress in Young People What’s New and What Can We Do?* 2000 Continuum ,London, ISBN 0 8264 4920
- Mental Health and Psychosocial Support (MHPSS) in emergencies training program course material
- Patterson L.E. and Welfel E.R., *The Counselling Process* (4thed), Thomson, ISBN 81-315-0084-5,
- Robert L. Gibson & Marianne H. Mitchell (2007), *Introduction to counselling and guidance*. 7th edition, Prentice-Hall. ISBN 978-0131738218.
- Shapiro Francis (2001), *Eye Movement Desensitization and Reprocessing (EMDR) Basic Principles, Protocols & Procedures* Second edition, New York: The Gulford Press. New York , ISBN 1-57230-672-6
- Steinberg Laurence (1999), *Adolescence*, 5th ed. McGraw – Hill College, ISBN 0-07-001323-3.
- Whitaker Dorothy Stock, *Using Groups to help people*, London and New York: Routledge, ISBN o-415-04283-6
- WoolfeRay , *Handbook of Counselling Psychology* (2nd ed), Windy Dryden and Sheelagh Stnawbridge, London:Sage Publidation, ISBN 978-0-7619-7207-5.

CPM 506: Research methodology and Statistics (2 credits)

Learning Objective: Developing proficiency in understanding, formulating, conducting and evaluating research in the field of counseling psychology

- 1. Basic concepts of research**
- 2. Psychometric measures of tests**
 - 2.1. Reliability
 - 2.2. Validity
 - 2.3. Norm
 - 2.4. Standardization
- 3. Data Collection in quantitative research: Questionnaire and scale**
- 4. Basic Qualitative Approaches:**
 - 4.1. Narrative,
 - 4.2. Phenomenology,
 - 4.3. Grounded theory,
 - 4.4. Ethnography,
 - 4.5. Case study
- 5. Data Collection tools:**
 - 5.1. Records and reports,
 - 5.2. Observation,
 - 5.3. In-depth Interview,
 - 5.4. Focus Group Discussion,
 - 5.5. Diaries
- 6. Data Analysis in quantitative research using SPSS:**
 - 6.1. Descriptive,
 - 6.2. Correlation
 - 6.3. Regression
 - 6.4. ANOVA
 - 6.5. Chi-square
- 7. Technical Report: Writing research report**

References

Bellack, A. S. (1992) Research Methods in Clinical Psychology, pp. 55-68, Allyn & Bacon, ISBN: 9780205142811

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

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

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

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

Islam, M. N. (2007). An Introduction to Sampling Methods: Theory and Applications, Book World, Dhaka

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

Shaughnessy, J. (2011) Research Method in Psychology, 9th ed. pp. 80-115, McGraw-Hill Education, ISBN: 9780071086813

Willig, C. (2008) Introducing Qualitative Research in Psychology, pp.16-18, McGraw-Hill Education, ISBN: 978-0-335-22115-8

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

CP M 507: Professional Ethics and Supervision (2 credits)

Learning Objectives: Aims to develop ethical value and maintain professional conduct in the field of practice

1. Ethics in Psychological Practice:

1.1 Ethical Principles and Codes

1.2 Ethical Guidelines

2. Ethical & Legal Issues

2.1 Values & Helping Relationship

2.2 Confidentiality

2.3 Legal consideration

2.4 Ethical dilemmas in psychological research.

3. Supervision in Psychological Practice:

3.1 Context & format for supervision function & process of supervision

3.2 Ethical and legal aspects of supervision

3.3 Multicultural Issues in Supervision.

4. Personal Counselling & Continuing Professional Development

5. Research Awareness and Evaluation in Practice

6. Multiculturalism & Diversity Issues:

6.1 Multicultural Counselling and Cultural Awareness Training

6.2 Adapting existing services and agencies to the needs of diverse client groups

6.3 Ethics codes from diversity perspective.

7. Client Rights & Counsellor Responsibilities:

7.1 The Clients Right to Give Informed Consent

7.2 The professional Responsibilities in documentation keeping.

7.3 Assessing and Working with Children

8. Conceptual Frameworks

8.1 Relationships between client and professional power issues

8.2 Self-appraisal and self-reflection

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, 9thed, 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,

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‘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

CP M 508: Research Project (2 credits)

During the course the trainee will require planning and carrying out individual research in counselling psychology setting and submit a report along with a seminar.

CP M 509: Practical (4 credits)

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.

CP M 510: Internship and Placement (field work) 4 Credits

40% of course time (in total 4 months) the trainees shall be on placement in professional counselling 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 Counselling Psychology. The primary objective of the internship is to provide an opportunity for integration and practice of knowledge and skills in a professional counselling 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 burn 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.