



Outcome-Based Education (OBE) Curriculum

Master of Science (MS) in Counselling Psychology

One-and-a-Half-Year (Thesis)

Department of Educational and Counselling Psychology

Faculty of Biological Sciences

University of Dhaka

Effective from the academic session 2023-2024 and onwards

Approval date: 27 October 2024

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Section 1: MS Counselling Psychology OBE Curriculum

Part A: General Information

1. Title of the Academic Programme: Master of Science in Counselling Psychology

Programme Overview	
Degree	Master of Science in Counselling Psychology
Abbreviated form of the Degree	M.S. in CPsy
Programme Offering Entity (POE)	Department of Educational and Counselling Psychology
Acronym of the POE	DECP
Faculty	Faculty of Biological Sciences
Awarding Institution	University of Dhaka
Location	Dhaka, Bangladesh
Bangladesh National Qualifications Framework (BNQF) Level	9
Mode of Study	Full time
Language of Study	English
Applicable Session	2023-2024 and onwards

2. Name of the University: The University of Dhaka

3. Vision of the University: Create a world-class educational ecosystem that enables individuals to act as dynamic human capital and ethical leaders for a sustainable future.

4. Mission of the University (UM)

Mission	Description
UM 1: Transformative Education	Provide transformative education by enabling students to embrace lifelong learning and fostering a sustainable knowledge-based society through the continuous pursuit of scholarship, humanistic values, and technological innovation.
UM 2: Collaborative Research and Innovation	Pursue collaborative research and innovation, leveraging partnerships to expand the boundaries of knowledge.
UM 3: Educational Ecology	Develop an educational ecosystem that fosters excellence, transparency, inclusivity, and accountability.
UM 4: Community Engagement	Engage with stakeholders and communities to build a just, fair, diverse, and sustainable world.
UM 5: Ethical Responsibility	Encourage students to become ethically responsible global citizens with a positive societal impact.
UM 6: National Heritage	Instil a deep sense of national heritage and pride in students, upholding historical roots and global connectivity.

5. Name of the Programme Offering Entity: Department of Educational and Counselling Psychology (DECP)

6. Vision of the Programme Offering Entity: The vision of DECP is to foster a community of highly proficient professionals in educational and counselling psychology, equipped

to adeptly respond to the varied requirements of individuals, groups, and communities. This will be achieved through pioneering research, the application of evidence-based practices, and the embodiment of ethical leadership.

7. Mission of the Programme Offering Entity:

Mission	Description
Mission 1	Advance the practical application of psychological theories and principles in psychological assessment and intervention.
Mission 2	Nurture a professional ethos that places the utmost importance on safeguarding the rights and well-being of clients.
Mission 3	Foster cultural awareness and a profound understanding of the evolving social, economic, and political landscape.
Mission 4	Enhance educational pathways that empower learners to realise their maximum potential.
Mission 5	Promote inclusivity and celebrate diversity, encouraging self-help and personal accountability.
Mission 6	Dedicate ourselves to the service of humanity by aiding individuals in leading fulfilling and purposeful lives.

8. **Objectives of the Programme Offering Entity:** To train culturally aware and ethically grounded professionals equipped with practical skills in psychological assessment and intervention to meet the diverse needs of individuals, groups, and communities.

Through evidence-based practices, the department aims to empower learners to reach their full potential, promote inclusivity and diversity, and contribute to the well-being and personal growth of society, ensuring client rights and dignity are upheld.

9. **Name of the Degree:** Master of Science in Counselling Psychology (Thesis)

10. **Description of the Programme:** The Master of Science (MS) in Counselling Psychology programme is a comprehensive 1.5-year programme designed to prepare students to become professional counselling psychologists in Bangladesh. The curriculum integrates theoretical knowledge, research, practical training, and supervised practice to develop counselling professionals capable of addressing mental health challenges in diverse settings. Through a combination of classroom-based learning, hands-on skill development, and internship placements, the programme equips students with the competencies needed to assess, understand, and intervene in the psychological well-being of individuals and communities. The programme also emphasises the cultural context and human rights considerations relevant to mental health in Bangladesh, preparing graduates to adapt international best practices to local contexts and to provide ethical, evidence-based, and culturally sensitive counselling services.

11. Graduate Attributes (GAs):

GAs	Statement
GA1. Strong Knowledge of Counselling Theories	Graduates will have a solid understanding of different counselling approaches and how to apply them to help people with mental health issues, particularly in the Bangladeshi context.

GA 2: Practical Counselling Skills	Graduates will be skilled in essential counselling techniques, such as active listening and empathy, and can use these skills effectively in real-life counselling sessions.
GA 3: Ethical Practice	Graduates will know how to handle ethical issues in counselling, ensuring they always act professionally and protect the well-being and rights of their clients.
GA 4: Cultural Sensitivity	Graduates will respect cultural differences and be able to adjust their counselling methods to fit the unique needs of various communities in Bangladesh.
GA 5: Critical Thinking and Problem-Solving	Graduates will be able to analyse complex mental health issues, think critically, and create effective strategies to address these challenges.
GA 6: Research Skills	Graduates will understand how to conduct research and use it to improve their counselling practice, contributing to developing knowledge in the field.
GA 7: Leadership and Decision-Making	Graduates will be capable of taking leadership roles, making sound decisions in their practice, and guiding others in counselling psychology.
GA 8: Self-Awareness and Personal Growth	Graduates will be aware of their own strengths and weaknesses and will continuously work on their personal development to become better counsellors.
GA 9: Teamwork and Communication	Graduates will have good communication skills and can work well with others in counselling settings and multidisciplinary teams.
GA 10: Advocacy for Human Rights	Graduates will promote mental health and well-being as human rights and advocate for equal access to mental health services for all individuals in society.

12. Programme Educational Objectives (PEOs):

PEOs	Description
PEO 1	To equip graduates with the knowledge and skills to apply various counselling approaches effectively to address mental health issues, especially within the Bangladeshi context.
PEO 2	To prepare graduates to uphold ethical standards, make responsible decisions, and take on leadership roles in counselling practice.
PEO 3	To enable graduates to provide culturally sensitive counselling services, respecting the diversity of individuals and communities in Bangladesh.
PEO 4	To encourage graduates to engage in research and use evidence-based practices to improve mental health services and their professional practice.
PEO 5	To inspire graduates to advocate for mental health as a human right and ensure that counselling services are accessible and fair for everyone.

13. Programme Learning Outcomes (PLOs)

PLOs	Description
PLO 1	Graduates will be able to use a range of counselling approaches and techniques to address diverse mental health issues in individuals and groups.

PLO 2	Graduates will demonstrate a strong commitment to ethical standards and professional conduct in all aspects of their counselling practice.
PLO 3	Graduates will offer counselling services sensitive to their clients' cultural, social, and economic backgrounds, ensuring inclusivity and respect for diversity.
PLO 4	Graduates will be able to conduct independent research, critically evaluate findings, and integrate evidence-based practices into their counselling work.
PLO 5	Graduates will advocate for mental health as a fundamental human right, promoting equitable access to mental health services for all individuals in society.

14. Mapping mission of the university (UM) with PEOs

PEOs	UM 1	UM 2	UM 3	UM 4	UM 5	UM 6
PEO 1	3		1	2	2	
PEO 2	2			2	3	
PEO 3			3	3	3	2
PEO 4	1	3				
PEO 5			2	3	3	2

Note. Level of correlation: Weak (1), Moderate (2) and Strong (3)

15. Mapping PLOs with the PEOs

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO 1: Apply Counselling Theories & Techniques	✓	✓		✓	✓
PLO 2: Demonstrate Ethical & Professional Practice	✓	✓		✓	✓
PLO 3: Provide Culturally Responsive Counselling	✓	✓		✓	✓
PLO 4: Conduct Research & Apply Evidence-Based Practices	✓	✓	✓	✓	
PLO 5: Advocate for Mental Health & Human Rights		✓		✓	

16. Mapping courses with the PLOs

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CPSY 501: Introduction to Counselling Theory and Practice	✓		✓	✓	
CPSY 502: Contemporary Mental Health Issues	✓	✓	✓	✓	
CPSY 503: Mental Health Issues Across the Lifespan	✓	✓	✓	✓	
CPSY 504: Indigenous Counselling and Human Rights in Bangladesh	✓	✓	✓	✓	✓
CPSY 505: Psychological Assessment and Reporting	✓	✓		✓	
CPSY 506: Research Methods and Data Analysis in Counselling Psychology		✓		✓	

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CPSY 507: Ethics and Professional Issues in Counselling Practice and Research	✓	✓	✓	✓	✓
CPSY 508: Thesis		✓	✓	✓	✓
CPSY 509: Seminar				✓	✓
CPSY 510: English for Mental Health Professionals	✓	✓	✓		✓
CPSY 511: Counselling Micro Skills	✓	✓	✓		✓
CPSY 512: Application of Counselling Approaches	✓	✓	✓	✓	
CPSY 513: Internship	✓	✓	✓	✓	✓
CPSY 514: Viva (Oral Examination)	✓	✓	✓	✓	✓

Part B: Structure of the Curriculum

17. Structure of the Curriculum

17.1. Duration of the Programme: 1.5 Years

Classes	30 weeks
Preparation Time for Course Final Examination	4 weeks
Course Final Examination (Theory)	8 weeks
Time for internship and thesis report submission	26 weeks
Result publication	4 weeks
Total	72 weeks

17.2. **Admission Requirements:** Graduate with honours (4 years) in Psychology from any reputed university/college with 50% marks or CGPA of 3.00 out of 4.00. Graduate (3 years) and Master's in Psychology from any reputed university/college with 50% marks or CGPA 3.0 out of 4.00. Admission is based on satisfactory performance in written and oral tests, usually held in November each year. English proficiency is required as the language of instruction is English.

17.3. **Total Minimum Credit Requirement to Complete the Programme:** 46 credit hours are required to complete the programme, equivalent to level 9 of the Bangladesh National Qualifications Framework (BNQF) for higher education.

17.4. **Total Class Weeks in a Year/Programme:** The total number of class weeks for each course is 30 weeks (The lecture hours for a 2-credit course are 30, and for a 4-credit course, they are 60).

17.5. **Minimum CGPA Requirements for Graduation:** Students must achieve a minimum CGPA of 2.50 out of 4.00 to be eligible for graduation.

17.6. **Maximum Academic Years of Completion:** Students must complete the programme within a maximum of 2 (two) consecutive academic years.

17.7. Category of Courses

Theory	Thesis	Clinical Work	Seminar	Viva-Voce	Total credits
24	6	12	2	2	46

17.7.1. **General Education Courses:** General education courses provide a broader learning experience for students and are interdisciplinary in nature. The

following courses are designated as general education for the MS in Counselling Psychology programme.

Course Code	Course Title	Credit Hours	Full Marks
CPSY 504	Indigenous Counselling and Human Rights in Bangladesh	2	50
CPSY 510	English for Mental Health Professionals	2	50

Total: 4 credit hours, 100 marks.

17.7.2. **Core Courses:** Core courses that characterise the discipline are divided into three main pillars:

Pillars	Courses	Credit Hours	Full Mark
Pillar 1: Core Scientific Knowledge	CPSY 501: Introduction to Counselling Theory and Practice	2	50
	CPSY 502: Contemporary Mental Health Issues	4	100
	CPSY 503: Mental Health Issues Across the Lifespan	4	100
Pillar 2: Research and Assessment	CPSY 505: Psychological Assessment and Reporting	4	100
	CPSY 506: Research Methods and Data Analysis in Counselling Psychology	4	100
	CPSY 507: Ethics and Professional Issues in Counselling Practice and Research	2	50
	CPSY 508: Thesis	6	150
Pillar 3: Clinical Skills	CPSY 509: Seminar	2	50
	CPSY 511: Counselling Micro Skills	4	100
	CPSY 512: Application of Counselling Approaches (Practical)	4	100
	CPSY 513: Internship (Practicum)	4	100
	CPSY 514: Viva (Oral Examination)	2	50

Total: 42 credit hours, 1050 marks.

17.7.3. Capstone Courses/Internship/Thesis/Projects/Portfolio

17.7.3.1. **Internship (CPSY 512: Internship):** 200 hours of client contact, 50 hours of supervised practice, and 350 hours of non-contact tasks (workshop, seminars, conference, training, etc.) (total of 600 hours).

17.7.3.2. **Thesis (CPSY 508: Thesis):** Research-based thesis that requires (i) proposal seminar, (ii) pre-submission seminar (defense), and (iii) final thesis submission.

18. Year/Level/Semester/Term wise distribution of courses: NA

Part C: Description of all courses

19. Description of all courses (see page 14)

Part D: Grading and Evaluation

20. Grading and Evaluation

20.1. Grading Scale: The grading scale follows the University of Dhaka’s guidelines for postgraduate programmes, with a letter grade assigned based on the percentage of marks obtained in each course.

Marks (%)	Letter Grade	Grade Point
80% and above	A+	4
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.5
65% to less than 70%	B+	3.25
60% to less than 65%	B	3
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.5
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Below 40%	F	0.00 (Fail)

20.2. Grades

- **A+ (Excellent):** Exceptional performance, demonstrating a thorough mastery of course content.
- **A (Very Good):** Strong performance, exceeding normal expectations for understanding and skill.
- **A- (Good):** Solid performance, showing a good understanding of the material.
- **B+ (Above Average):** Demonstrates competence and proficiency in the course.
- **B (Average):** Adequate performance, meeting the minimum standard.
- **B-(Satisfactory):** Marginal performance, but still passing.
- **C+ (Pass):** Sufficient understanding to meet course requirements, though lacking in some areas.
- **C (Low Pass):** Barely meets the minimum requirements for passing.
- **D (pass):** Meets the minimum requirements for passing.
- **F (Fail):** Did not meet the minimum requirements for passing the course.

20.3. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

- GPA is calculated by dividing the total grade points earned by the total number of credits attempted in an academic year.
- CGPA is calculated by dividing the total grade points earned across all academic years by the total number of credits attempted throughout the programme.
- CGPA Formula: $CGPA = \frac{\Sigma(\text{Credit hours} \times \text{Grade Points})}{\Sigma(\text{Credit hours})}$
- Minimum CGPA for Graduation: A CGPA of 2.50 is required to successfully complete the programme.

20.4. Course Withdrawal: Students may withdraw from a course within the first four weeks of instruction without academic penalty. Withdrawals after this period will be recorded on the academic transcript, and students may receive a “W” grade, indicating withdrawal without completion. Re-registration in a withdrawn course is allowed, subject to course availability and departmental approval.

- 20.5. Incomplete (I) Courses:** If a student is unable to complete a course due to extenuating circumstances (e.g., illness, family emergency), they may request an Incomplete (I) grade. The student must complete the remaining coursework within one semester to replace the incomplete grade. Failure to complete the remaining work within the prescribed time will result in an F grade.
- 20.6. Retake:** A student can appear in a retake examination once only in one course to clear an F grade within 6 (six) weeks after the announcement of the result and definitely before registration for convocation. His/her in-course assessment marks will be retained.
- 20.7. Grade Improvement:** Students are allowed to improve grades in courses where they scored C+ or below. Grade improvement is limited to **two courses** within the programme. The highest grade earned from the course retake will be used to calculate the CGPA, but the original grade will remain on the transcript.
- 20.8. Dropout:** Students who fail to achieve a CGPA of 2.50 at the end of the first academic year may be dismissed from the programme. Students must complete the programme within 2 (two) academic years. Failure to do so will result in automatic dropout, except for cases where an official extension is granted under extraordinary circumstances.

20.9. Readmission

- 20.9.1. A student failing to earn the degree may seek readmission once with the next batch. For readmission, a student must apply within one month after the announcement of the result of the concerned year. Readmission will be allowed only after the approval of the departmental Academic Committee.
- 20.9.2. On readmission, a student may be allowed by the departmental Academic Committee to retain his/her in-course marks earned earlier as chosen by him/her. The Academic Committee of the respective department will determine whether the re-admitted student can undertake any thesis work.
- 20.9.3. If a student succeeds after taking readmission, his/her transcript will bear "R" after GPA, with a footnote mentioning "R means readmission."

20.10. Basis for awarding marks for class attendance:

Attendance (%)	Marks (%)
95 and above	5
90 to less than 95	4
85 to less than 90	3
80 to less than 85	2
75 to less than 80	1
Less than 75	0

20.11. Class Attendance

- 20.11.1. A student must attend at least **75%** of the total classes held in an academic year to be eligible to appear in the final examination of that year without paying any penalty.

20.11.2. A student attending at least **60%** of classes but less than 75% of classes will be allowed to appear for the examination after paying non-collegiate fees fixed by the university.

20.11.3. A student attending less than **60%** of classes will not be allowed to appear for the final examination for that year.

20.12. In-course Assessment (Theory courses):

20.12.1. **In-course test:** In-course tests of one-hour duration shall be conducted and evaluated by the course teacher. There will be a minimum of 2(two) written tests for 4 credit courses and a minimum of 1 (one) written test for 2- credit courses. Questions for in-course tests should preferably be of the objective type or, as such on approval of the Academic Committee of the department. Additional assessment examinations may be made by a course teacher as determined by him/her. In such cases, the marks for all the examinations will be used to calculate the average marks for the course. The course teacher will show the assessed in-course scripts to the students.

20.12.2. **Make-up test:** A student failing to appear in an in-course examination will not be allowed to sit for any make-up test. Absence in any in-course test will be counted as zero when calculating the average in-course tests for that course. However, a student can apply to the Chairman of the relevant department for a make-up test if he/she can satisfy certain conditions. The Chairman will only place the application before the Academic Committee if the particular student had met an accident, his/ her parent(s) had expired, or he/ she had gone through a surgical procedure one/two days before the assessment exam date or any other such situation which the Academic Committee feels can be considered. The make-up test must be held during the course period.

20.13. The Course Final Examination (Theory Courses):

20.13.1. The course final examination will be conducted centrally by the Controller of Examinations as per the existing system.

20.13.2. The pattern of theory questions will be decided by the department's Academic Committee. However, there will be no objective part.

20.13.3. The course final examinations will be of 3 hours duration for 4- credit courses, and 2 hours for 2- credit courses.

20.13.4. For Evaluation of the course final examination, there will be two examiners: one internal (will be the course teacher/teachers) and the other external (will preferably be within the department/university provided that he/she was not the course teacher for the course paper to be examined).

20.13.5. Under the double-examiner system, there will be a third examiner if the difference in internal and external marks is more than 20%. Marks of the nearest two examiners will be averaged out as final marks.

20.14. **Assessment of Seminar:** The Seminar will be evaluated by a committee involving three internal members of the examination committee and two members nominated by the department's Academic Committee.

20.15. **Assessment of Thesis:** Oral presentation/ thesis defence will be evaluated by a committee of 5 members, of which 4 are from the examination committee, and 1 is the respective supervisor. The thesis will be evaluated by two external examiners from outside the department. If the difference in marks of two external examiners is more than 20%, there will be a third examiner to examine. Marks of the nearest two examiners will be used to get average marks as final marks.

20.16. **Viva-voce/ Oral examination:** Viva-voce/ Oral examination will be conducted by the Examination Committee.

20.17. Other General Regulations:

20.17.1. Respective statutory authorities of the university shall design the syllabus, allocate courses for teaching, and constitute an examination committee and panel of examiners as per the university's rules.

20.17.2. At the beginning of the session, a course teacher shall provide the students a course outline including a statement of objectives, main topics, teaching approaches (e.g., labs, case studies, fieldwork, etc.), schedule of tests, textbooks, and other required materials.

20.17.3. The course teacher shall announce the result of the in-course tests within two weeks of the date of holding the tests and submit the marks to the Chairman of the Examination Committee for the respective batch and also a copy to the Controller Examinations at least two weeks before the start of the annual examination. He/she should also submit a statement showing the total number of classes held and the number of classes attended by each student in his/her course to the Chairman of the Examination Committee for the respective batch.

20.17.4. Tabulation work will be started only after all the marks of the course final examinations for the year are received by the Chairman of the Examination Committee. Marks received by the Chairman of the Examination Committee shall remain in the sealed envelope as sent by the Examiner/Examiners until tabulation work is started. In the case of thesis group tabulation, work will be started only after the thesis presentation.

20.17.5. The present system of conducting the course final examination and publication of results by the office of the controller of Examination shall continue.

20.17.6. For any matter not covered in these rules, the existing rule of the University of Dhaka will be applicable.

Section 2: Description of all courses

CPSY 501: Introduction to Counselling Theory and Practice

1. Course Code: CPSY 501	2. Course Credit: 2	3. Course Type: Core course	4. Contact Hours: 30	5. Total Marks: 50
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6. Course Title: Introduction to Counselling Theory and Practice

7. Pre-requisite (If any): B.S. or B. A. (Hon's) degree in Psychology

8. Rationale of the Course: This course provides a foundational understanding of counselling theories and practices, offering students the knowledge and skills necessary to engage in therapeutic work. It introduces various psychological frameworks and counselling techniques, focusing on how these can be applied to real-world situations. Emphasising the connection between theory and practice, the course lays the groundwork for developing effective counselling skills.

9. Course Objectives:

9.1. To introduce students to the historical development and key principles of major counselling theories.

9.2. To develop students' basic counselling skills and techniques, such as active listening and empathy.

9.3. To critically evaluate counselling approaches in terms of strengths, limitations, and cultural relevance.

9.4. To link counselling theory with real-world practice in areas such as assessment and intervention.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate a solid understanding of the major counselling theories, including their historical background, foundational concepts, and key principles.	✓				
CLO 2: Critically assess the strengths and limitations of various counselling theories, considering cultural relevance, client diversity, and ethical considerations.	✓	✓	✓	✓	
CLO 3: Reflect on personal values, biases, and limitations, and understand how this influences the counselling process and relationships with clients.		✓	✓		✓
CLO 4: Explore the relationship between theory and practice by examining how theoretical concepts guide assessment, treatment planning, and interventions in counselling settings.	✓	✓			

11. Course plan, CLOs, and assessment strategy mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Counselling: History, Role, and Importance	Lecture, Discussion, Readings	Class Attendance	CLO 1
2	Overview of Major Counselling Theories: Psychodynamic, Humanistic, Cognitive and Behavioural Therapies	Lecture, Presentation on Theories, Group Discussion	Class participation	CLO 1
3	Humanistic Therapies: Key Concepts and Application	Lecture, Case Study, Role-play	Class participation	CLO 1, CLO 4
4	Cognitive-Behavioural Therapies: Core Principles and Techniques	Lecture, Case Examples, Group Exercise	In-course	CLO 1, CLO 4
5	Psychodynamic Theory: Historical Background, Key Concepts, and Techniques	Lecture, Role-play	Class participation	CLO 1, CLO 4
6	Critically Evaluating Counselling Theories: Strengths and Limitations	Lecture, Critical Group Discussion	Assignment	CLO 2
7	Cultural Relevance in Counselling: Addressing Client Diversity	Lecture, Group Discussion, Case Studies	Assignment continued	CLO 2, CLO 3
8	Ethical Considerations in Counselling Practice	Lecture, Case Discussions	Class participation	CLO 2
9	Self-Awareness and Reflexivity: Personal Values, Biases, and Limitations	Reflective Workshop, Self-Assessment Exercises	Class participation	CLO 3
10	Exploring the Relationship Between Theory and Practice in Counselling	Case Study, Role-play, Supervised Practice	Class participation	CLO 4
11	Treatment Planning and Intervention Strategies: Application in Counselling	Lecture, Case Planning Exercise	Class participation	CLO 4
12	Integrating Counselling Approaches: Case Formulation	Workshop, Group Presentation	Class Presentation	CLO 1, CLO 4
13	Counselling Special Populations: Trauma, Anxiety, Depression	Lecture, Case Studies, Group Discussion	Class participation	CLO 1, CLO 4
14	Emerging Trends in Counselling: Evidence-Based Practices	Lecture, Guest Speaker, Class Discussion	Class participation	CLO 4

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
15	Final Review and Reflection: Linking Theory and Practice	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation

12.1. Assessment Strategy:

- 12.1.1. Class Attendance (5%)
- 12.1.2. In-course (20%)
- 12.1.3. Assignment (10%)
- 12.1.4. Class Presentation (5%)
- 12.1.5. Final Exam (60%)

12.2. Marks Distribution: The distribution of marks is as follows:

- 12.2.1. **Continuous Assessment (40%):** This includes participation, In-course, written assignments, and class presentations.
- 12.2.2. **Summative Assessment (60%):** This includes the final written exam at the course's end.

13. Learning Materials

Corey, G. (2023). *Theory and Practice of Counseling and Psychotherapy*. Norway: Cengage Learning.

Ivey, A. E., Ivey, M. B., Zalaquett, C. P. (2022). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. United States: Cengage.

Nelson-Jones, R. (2014). *Introduction to Counselling Skills: Text and Activities (4th ed.)*. SAGE Publications.

Egan, G., Reese, R. J. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. United Kingdom: Cengage Learning.

Rogers, C. R. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin Harcourt.

Berne, E. (2016). *Games People Play: The Psychology of Human Relationships*. Penguin Books.

CPSY 502: Contemporary Mental Health Issues

1. Course Code: CPSY 502	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. **Course Title:** Contemporary Mental Health Issues

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course aims to provide a comprehensive understanding of contemporary mental health issues, with a focus on the socio-cultural and economic factors contributing to these challenges in Bangladesh. Students will explore common mental health disorders based on DSM-5 classifications, trauma-related issues, and crisis management in various contexts. The course emphasizes the application of culturally sensitive interventions and critically examines mental health policies and services in Bangladesh.

9. Course Objectives:

9.1. To develop a comprehensive understanding of contemporary mental health issues in Bangladesh and globally.

9.2. To analyse the socio-cultural and economic factors that contribute to these mental health issues.

9.3. To explore common mental health disorders as outlined in DSM-5 and their management in local contexts.

9.4. To apply culturally sensitive intervention strategies in dealing with mental health crises, trauma, and violence.

9.5. To critically evaluate mental health services and policies in Bangladesh in relation to these issues.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Analyse contemporary mental health issues in Bangladesh, including trauma from domestic violence, substance abuse, disaster crisis, and gender diverse population.	✓				
CLO 2: Identify the socio-cultural and economic factors that contribute to these mental health issues.	✓	✓			
CLO 3: Apply culturally sensitive assessment and intervention strategies in dealing with trauma, violence, and mental health crises.	✓	✓	✓		
CLO 4: Critically evaluate the available mental health services and policy frameworks in Bangladesh to address these issues.		✓	✓	✓	
CLO 5: Advocate for the mental health rights of marginalized and vulnerable populations in Bangladesh.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Contemporary Mental Health Issues	Lecture, Discussion	Class Attendance	CLO 1
2	Overview of DSM-5: Classifications and Diagnostic Criteria	Lecture, Group Discussion	Participation	CLO 1
3	Anxiety Disorders (Generalized Anxiety Disorder, Panic Disorder, Phobias)	Lecture, Case Studies	Participation	CLO 1
4	Depressive Disorders (Major Depressive Disorder, Persistent Depressive Disorder)	Lecture, Group Activity	Participation	CLO 1
5	Bipolar and Related Disorders	Lecture, Case Studies	Assignment Preparation	CLO 1
6	Trauma- and Stressor-Related Disorders (PTSD, Acute Stress Disorder)	Lecture, Case Studies	Case Study Presentation	CLO 2
7	Obsessive-Compulsive and Related Disorders	Lecture, Case Discussions	Participation	CLO 2
8	Dissociative Disorders	Lecture, Group Activity	Participation	CLO 2
9	Somatic Symptom and Related Disorders	Lecture, Role-Play	Skills Practice	CLO 2
10	Feeding and Eating Disorders (Anorexia, Bulimia, Binge-Eating)	Lecture, Case Studies	In-course	CLO 3
11	Personality Disorders (Borderline, Antisocial, Narcissistic)	Lecture, Group Activity	Skills Practice	CLO 3
12	Schizophrenia Spectrum and Other Psychotic Disorders	Lecture, Group Discussion	Participation	CLO 3
13	Substance-Related and Addictive Disorders	Lecture, Case Studies	Assignment	CLO 3
14-15	Neurodevelopmental Disorders (ADHD, Autism Spectrum Disorder)	Lecture, Group Discussions	Participation	CLO 4
16	Neurocognitive Disorders (Delirium, Dementia)	Lecture, Case Discussions	Skills Practice	CLO 4
17-18	Conduct Disorder and Oppositional Defiant Disorder	Lecture, Group Activity	Participation	CLO 4
19	Sexual Dysfunctions and Gender Dysphoria	Lecture, Group Discussion	Case Study Presentation (continued)	CLO 4
20	Sleep-Wake Disorders (Insomnia, Sleep Apnoea)	Lecture, Case Studies	Skills Practice	CLO 4

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
21	Suicidality and Self-Harm	Lecture, Group Discussions	Participation	CLO 5
22	Mental Health and Substance Abuse in Bangladesh	Lecture, Case Discussions	Role-Play/Group Activity	CLO 5
23-24	Addictive disorders (Internet, game, pornography), Digital Mental Health	Lecture, Case Discussions	Participation	CLO 1, CLO 3
25	Trauma and Crisis Intervention in the Bangladeshi Context	Lecture, Case Studies	Participation	CLO 5
26	Mental Health and Domestic Violence	Lecture, Case Studies	Skills Practice	CLO 5
27	Gender diverse population and Mental Health Issues in Bangladesh	Lecture, Group Discussions	Participation	CLO 5
28	Ethical Considerations in Contemporary Mental Health	Lecture, Reflective Discussion	Participation	CLO 5
29	Review of Contemporary Mental Health Issues	Group Reflection, Case Discussions	Participation	CLO 5
30	Final review	Review Session	Final Exam	CLO 1-5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

- 12.1.1. Class Attendance (5%)
- 12.1.2. In-course (20%)
- 12.1.3. Assignment (10%)
- 12.1.4. Class Presentation (5%)
- 12.1.5. Final Exam (60%)

12.2. Marks Distribution:

- 12.2.1. **Continuous Assessment:** 40% (Participation, In-course, written assignment, and presentation)
- 12.2.2. **Summative Assessment:** 60% (Final exam)

13. Learning Materials:

Patel, V., & Kleinman, A. (2019). *Global Mental Health: Principles and Practice*. Oxford University Press.

Rahman, A., & Hamdani, S. U. (2018). *Mental Health in Low and Middle-Income Countries*. *Lancet Psychiatry*.

Bhui, K. S., & Bhugra, D. (2018). *Cultural Psychiatry: A Critical Synthesis of Global Mental Health Approaches*.

Steel, Z., et al. (2014). *The Global Prevalence of Common Mental Disorders: A Review*. *International Journal of Epidemiology*.

Rössler, W. (2016). *The Stigma of Mental Disorders*. *The Lancet*.

CPSY 503: Mental Health Issues Across the Lifespan

1. Course Code: CPSY 503	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. **Course Title:** Mental Health Issues Across the Lifespan

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course explores mental health issues at different stages of life, from childhood to old age. It examines how socio-cultural, biological, and developmental factors impact mental health across the lifespan. Students will be introduced to lifespan-specific mental health policies and services in Bangladesh, learning how to apply culturally sensitive interventions to address these challenges.

9. Course Objectives:

9.1. To provide a comprehensive understanding of mental health issues across the lifespan.

9.2. To explore the influence of socio-cultural, biological, and developmental factors on mental health.

9.3. To develop skills for addressing lifespan-specific mental health needs through culturally appropriate interventions.

9.4. To analyse mental health services and policies designed to support well-being at different life stages.

10. Course Learning Outcomes (CLOs) and Mapping PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Identify key mental health issues at different stages of life and their impact on overall well-being.	✓		✓		✓
CLO 2: Critically analyse how socio-cultural and biological factors contribute to mental health challenges at different developmental stages.	✓	✓			✓
CLO 3: Apply culturally sensitive interventions to address mental health issues in children, adolescents, adults, and older adults.		✓	✓	✓	
CLO 4: Examine the role of childhood trauma and other developmental factors in lifelong mental health outcomes.	✓		✓	✓	✓
CLO 5: Evaluate mental health policies and services in Bangladesh that address lifespan-specific needs.		✓	✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Cor. CLOs
1-2	Introduction to Mental Health Across the Lifespan	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Cor. CLOs
3-6	Childhood Mental Health: Developmental Milestones and Challenges	Lecture, Case Study, Group Discussion	Class Participation	CLO 1, CLO 4
7-8	Mental Health in Adolescence: Identity, Anxiety, and Risk Behaviours	Lecture, Case Study	Class Participation	CLO 1
9-10	Adult Mental Health: Stress, Depression, and Work-Life Balance	Lecture, Group Discussion	In-course	CLO 1, CLO 2
11-13	Mental Health in Older Adults: Cognitive Decline and Loneliness	Lecture, Case Study	Class Participation	CLO 1, CLO 3
14-15	Socio-Cultural and Biological Factors Influencing Mental Health	Lecture, Group Discussions	Assignment	CLO 2
16-17	The Role of Childhood Trauma in Lifelong Mental Health	Lecture, Case Study	Assignment continued	CLO 2, CLO 4
18-20	Culturally Sensitive Interventions for Lifespan-Specific Mental Health Issues	Lecture, Case Studies	Class Participation	CLO 3
21	Ethical Considerations in Lifespan-Specific Mental Health Interventions	Reflective Workshop, Self-Assessment Exercises	Class Participation	CLO 4, CLO 5
22-24	Applying Interventions in Diverse Populations: A Lifespan Perspective	Lecture, Case Study, Role-play	Class Participation	CLO 3
25-26	Mental Health and Well-being in the Ageing Population	Workshop, Group Presentation	Class Presentation	CLO 1, CLO 3
27-28	Community-Based Mental Health Interventions: Global and Local Perspectives	Lecture, Case Studies	Class Participation	CLO 3, CLO 5
29	Lifelong Impact of Socio-Economic Inequalities on Mental Health	Guest Speaker, Class Discussion	Class Participation	CLO 2, CLO 4
30	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

12.1.1. Class Attendance (5%)

- 12.1.2. In-course (20%)
- 12.1.3. Written Assignment (10%)
- 12.1.4. Class Presentation (5%)
- 12.1.5. Final Written Exam (60%)

12.2. Marks Distribution:

- 12.2.1. **Continuous Assessment:** 40% (Participation, In-course, written assignment, and presentation)
- 12.2.2. **Summative Assessment:** 60% (Final exam)

13. Learning Materials:

Bee, H. L., & Boyd, D. (2014). Lifespan Development. Pearson Education.

Schulz, R., & Heckhausen, J. (2017). A Life-Span Model of Successful Aging: Integrating Disengagement Theory and Selective Optimisation with Compensation. American Psychologist.

Patel, V., & Kleinman, A. (2019). Global Mental Health: Principles and Practice. Oxford University Press.

Kessler, R. C., et al. (2014). Age Differences in the Prevalence of Mental Disorders: Results from the WHO World Mental Health Survey Initiative.

Bhui, K. S., & Bhugra, D. (2018). Cultural Psychiatry and Global Mental Health: A Critical Synthesis.

CPSY 504: Indigenous Counselling and Human Rights Issues in Bangladesh

1. Course Code: CPSY 504	2. Course Credit: 2	3. Course Type: GED course	4. Contact Hours: 30	5. Total Marks: 50
6. Course Title: Indigenous Counselling and Human Rights Issues in Bangladesh				
7. Pre-requisite (If any): B.S. or B. A. (Hon's) degree in Psychology				
8. Rationale of the Course: This course provides students with an understanding of indigenous counselling practices in Bangladesh and explores the intersection between these practices and human rights. It will examine how traditional healing approaches can be integrated into modern therapeutic techniques to address the mental health needs of marginalised populations. Students will critically assess mental health services from a human rights perspective, including issues such as discrimination, access to care, and the rights of indigenous and marginalised communities.				
9. Course Objectives:				
9.1. To gain a comprehensive understanding of indigenous mental health practices in Bangladesh and their historical and cultural significance.				
9.2. To explore the role of traditional healers, rituals, and community-based interventions in addressing mental health issues.				
9.3. To critically analyse mental health challenges in Bangladesh from a human rights perspective.				
9.4. To develop culturally competent approaches to counselling that integrate indigenous practices with modern therapeutic techniques.				
9.5. To understand the ethical and human rights considerations in providing mental health services to marginalised and indigenous populations.				

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Identify and explain key indigenous mental health practices in Bangladesh and their relevance to contemporary counselling.	✓		✓		
CLO 2: Analyse the intersection of human rights and mental health issues in Bangladesh, particularly as they relate to access, stigma, and marginalised groups.	✓	✓			✓
CLO 3: Demonstrate an understanding of how indigenous and modern therapeutic practices can be integrated into counselling interventions.		✓	✓	✓	
CLO 4: Critically assess the impact of human rights issues on the mental health of indigenous and marginalised populations.	✓		✓	✓	✓
CLO 5: Apply ethical considerations and culturally sensitive approaches in counselling indigenous populations.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Cor. CLOs
1	Introduction to Indigenous Mental Health Practices in Bangladesh	Lecture, Discussion	Class Attendance	CLO 1
2-3	Spirituality, Religion, Traditional cultural practices: Psychology of religion, other locally grounded philosophies (Lalon, Maizbhandari, Pir, Fakir, etc.)	Lecture, Discussion	Class Participation	CLO 1, CLO 3
4-5	The Role of Traditional Healers and Community-Based Interventions	Lecture, Group Discussion, Case Study	Class Participation	CLO 1, CLO 3
6	The Intersection of Mental Health and Human Rights in Bangladesh	Lecture, Case Study	Class Participation	CLO 2
7	Discrimination, Stigma, and Access to Mental Health Services	Lecture, Group Discussion	In-course	CLO 2, CLO 4
8	Integrating Indigenous and Modern Therapeutic Practices	Lecture, Case Study	Class Participation	CLO 3
9	Ethical Considerations in Counselling Indigenous Populations	Lecture, Group Discussion	Assignment	CLO 5
10-11	Human Rights-Based Approaches to Mental Health in Bangladesh: Mental health act, policy and strategy	Workshop, Group Presentation	Class Participation	CLO 2, CLO 4
12	Applying Culturally Sensitive Approaches in Indigenous Counselling	Lecture, Case Studies	Class Participation	CLO 3, CLO 5
13-14	Mental Health Advocacy for Indigenous and Marginalised Populations	Reflective Discussion	Class Participation	CLO 4, CLO 5
15	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:**12.1. Assessment Strategy**

12.1.1. Class Attendance (5%)

12.1.2. In-course (20%)

12.1.3. Written Assignment (15%)

12.1.4. Final Written Exam (60%)

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Class attendance, In-course, and assignment)

12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Patel, V., & Kleinman, A. (2019). Global Mental Health: Principles and Practice. Oxford University Press.

Rahman, A. (2018). Indigenous Knowledge and Mental Health in South Asia. Routledge.

UN General Assembly. (2007). United Nations Declaration on the Rights of Indigenous Peoples.

Bhui, K., & Bhugra, D. (2018). Cultural Psychiatry and Global Mental Health: A Critical Synthesis.

Human Rights Watch. (2020). Mental Health and Human Rights in South Asia.

CPSY 505: Psychological Assessment and Reporting

1. Course Code: CPSY 505	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. Course Title: Psychological Assessment and Reporting

7. Pre-requisite (If any): B.S. or B. A. (Hon's) degree in Psychology

8. Rationale of the Course: This course offers a comprehensive introduction to the principles, theories, and practical applications of psychological assessment and reporting. It equips students with both theoretical knowledge and practical skills in administering, interpreting, and reporting psychological assessments. The course covers various assessment tools, including standardised tests, interviews, and projective measures, while highlighting the importance of ethical considerations and cultural sensitivity.

9. Course Objectives:

9.1. To develop a solid understanding of the theoretical foundations of psychological assessment.

9.2. To acquire practical skills in administering, scoring, and interpreting various psychological assessment instruments.

9.3. To learn how to select appropriate assessment tools based on the client's presenting problem and cultural background.

9.4. To understand the ethical considerations and legal implications of psychological assessment.

9.5. To develop effective communication skills for writing comprehensive psychological reports.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate a comprehensive understanding of the theoretical frameworks underlying psychological assessment, including psychometric properties, reliability, and validity.	✓		✓		
CLO 2: Acquire proficiency in administering, scoring, and interpreting a variety of psychological assessment instruments, such as intelligence tests, personality assessments, and projective measures.		✓	✓	✓	
CLO 3: Develop the ability to select appropriate assessment tools based on the client's presenting problem, cultural background, and the purpose of the assessment.	✓	✓	✓		
CLO 4: Understand the ethical considerations and legal implications of psychological assessment, including confidentiality, informed consent, and cultural sensitivity.		✓	✓	✓	✓

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 5: Develop effective communication skills for writing comprehensive psychological reports that are clear, concise, and informative.		✓	✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Cor. CLOs
1	Introduction to Psychological Assessment: Theoretical Foundations	Lecture, Discussion	Class Attendance	CLO 1
2	Psychometric Properties: Reliability, Validity, and Standardization	Lecture, Group Discussion, Case Study	Class Participation	CLO 1
3-6	Intelligence Testing: Administering and Scoring	Lecture, Group Discussion, Case Study	Class Participation	CLO 2
7-8	Personality Assessment: Structured and Projective Tests	Lecture, Case Study	In-course Exam	CLO 2
9-11	DSM-V, ICD-10	Lecture, Case Study	Psychological Test Conduction and Reporting	CLO 2
12-13	Cultural Sensitivity in Assessment: Selecting the Right Tools	Lecture, Case Study	Class Participation	CLO 3
14-15	Ethical Considerations in Psychological Assessment	Lecture, Group Discussion	Psychological Test Conduction and Reporting	CLO 4
16-20	Report Writing: Structuring and Presenting Psychological Reports	Lecture, Group Discussion	Psychological Test Conduction and Reporting	CLO 5
21-24	Assessing Children, Adolescents, and Adults: Special Considerations	Lecture, Case Studies	Class Participation	CLO 2, CLO 3
25-28	Legal and Ethical Challenges in Psychological Assessment	Reflective Discussion	Class Participation	CLO 4
29-30	Final Review and Reflection	Review Session, Reflective Discussion	Final Written Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

12.1.1. Class Attendance (5%)

12.1.2. In-course Exam (20%)

12.1.3. Psychological Test Conduction and Reporting (15%): A hands-on assessment task, requiring students to administer and report on a psychological test.

12.1.4. Final Written Exam (60%)

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Participation, in-course exam, test conduction, and reporting)

12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials

Groth-Marnat, G. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.

Cohen, R. J., & Swerdlik, M. E. (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement (9th ed.). McGraw-Hill.

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.

Weiner, I. B., & Greene, R. L. (2017). Handbook of Personality Assessment.

APA. (2013). Ethical Principles of Psychologists and Code of Conduct.

CPSY 506: Research Methods and Data Analysis in Counselling Psychology

1. Course Code: CPSY 506	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. **Course Title:** Research Methods and Data Analysis in Counselling Psychology

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course provides a comprehensive overview of research methods and data analysis techniques used in counselling psychology. It equips students with the theoretical knowledge and practical skills needed to conduct empirical research, analyse data, and effectively communicate research findings. Students will learn both quantitative and qualitative approaches to research, with a strong focus on ethical considerations in conducting research relevant to counselling contexts.

9. Course Objectives:

9.1. To develop a solid understanding of the research process in counselling psychology.

9.2. To acquire practical skills in designing research studies, collecting data, and analysing data using appropriate statistical techniques.

9.3. To understand the ethical considerations involved in conducting research.

9.4. To develop effective communication skills for presenting research findings.

9.5. To apply research methods to address real-world counselling problems.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate a comprehensive understanding of the research process, including formulating research questions, developing hypotheses, and designing research studies.	✓		✓		
CLO 2: Acquire proficiency in using various research methodologies, such as quantitative and qualitative approaches.	✓	✓			
CLO 3: Develop skills in data collection, data analysis, and statistical techniques relevant to counselling research.		✓	✓	✓	
CLO 4: Understand the ethical considerations involved in conducting research, including informed consent, confidentiality, and data integrity.	✓		✓	✓	✓
CLO 5: Develop effective communication skills for presenting research findings in written and oral formats.		✓	✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to the Research Process in Counselling Psychology	Lecture, Discussion	Class Attendance	CLO 1
2-3	Formulating Research Questions and Hypotheses	Lecture, Group Discussion, Case Study	Class Participation	CLO 1
4-5	Literature Review and Research Proposal Development	Lecture, Group Work	Class Participation	CLO 1, CLO 5
6-7	Quantitative Research Methodologies: Surveys, Experiments, and Statistical Analysis	Lecture, Group Discussion	In-course	CLO 2
8-9	Qualitative Research Methodologies: Interviews, Focus Groups, and Case Studies	Lecture, Case Study	Class Participation	CLO 2
10	Mixed Methods Research: Combining Quantitative and Qualitative Approaches	Lecture, Case Study	Class Participation	CLO 2
11	Data Collection Techniques: Sampling, Measurement, and Instrumentation	Lecture, Group Discussion	Assignment Due	CLO 3
12-14	Descriptive Statistical Techniques: Frequency Distributions, Central Tendency, and Variability	Lecture, Group Discussion	Class Participation	CLO 3
15-17	Inferential Statistical Techniques: Hypothesis Testing, t-tests, and ANOVA	Lecture, Group Work	Class Participation	CLO 3
18	Ethical Considerations in Counselling Research: Informed Consent, Confidentiality, and Data Integrity	Lecture, Group Discussion	Class Participation	CLO 4
19-20	Qualitative Data Analysis: Coding, Thematic Analysis, and NVivo	Lecture, Case Study	Class Participation	CLO 3
21-24	Advanced Quantitative Analysis: Regression Analysis and Factor Analysis	Lecture, Case Study, SPSS Practice	Class Participation	CLO 3
25-27	Interpreting and Reporting Research Findings: Drawing Conclusions	Lecture, Case Study	Class Participation	CLO 5
28-29	Communicating Research Results: Writing Research Reports and Presenting Findings	Lecture, Group Presentation	Class Presentation	CLO 5

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
30	Final Review, Reflection, and Exam Preparation	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

- 12.1.1. Class Attendance (5%)
- 12.1.2. In-course (20%)
- 12.1.3. Assignment (15%)
- 12.1.4. Final Exam (60%)

12.2. Marks Distribution:

- 12.2.1. Continuous Assessment: 40% (Participation, In-course, assignment)
- 12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage.

Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage.

Coolican, H. (2018). Research Methods and Statistics in Psychology. Routledge.

Pallant, J. (2020). SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS.

Silverman, D. (2020). Qualitative Research (5th ed.). Sage.

CPSY 507: Ethics and Professional Issues in Counselling Practice and Research

1. Course Code: CPSY 507	2. Course Credit: 2	3. Course Type: Core course	4. Contact Hours: 30	5. Total Marks: 50
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6. **Course Title:** Ethics and Professional Issues in Counselling Practice and Research

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course addresses the ethical and professional challenges that counsellors and researchers face in practice. It equips students with knowledge of key ethical principles, professional standards, and legal guidelines, enabling them to navigate complex ethical dilemmas in counselling and research. Special emphasis is placed on cultural competence and the legal frameworks specific to Bangladesh, helping students critically assess the role of ethics in responsible and culturally sensitive counselling practices.

9. Course Objectives:

9.1. To understand the ethical principles, guidelines, and legal frameworks governing counselling practice and research.

9.2. To explore the challenges and dilemmas that professionals encounter in counselling and research.

9.3. To develop skills in ethical decision-making and professional conduct within a counselling setting.

9.4. To critically evaluate the role of ethics in conducting culturally sensitive and responsible counselling practice and research in Bangladesh.

9.5. To familiarise students with the professional standards and regulatory frameworks applicable to counselling practice in Bangladesh.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate knowledge of core ethical principles and professional guidelines governing counselling practice and research.	✓		✓		
CLO 2: Identify and analyse ethical dilemmas in counselling practice, including issues of confidentiality, informed consent, and boundaries.	✓	✓	✓		
CLO 3: Apply ethical decision-making models to real-world counselling and research scenarios.		✓	✓	✓	
CLO 4: Critically assess the role of cultural diversity and its implications for ethical practice in counselling.	✓	✓		✓	✓
CLO 5: Evaluate the legal and regulatory frameworks governing counselling practice and research in Bangladesh.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Ethical Principles in Counselling	Lecture, Discussion	Class Attendance	CLO 1
2	Professional Guidelines and Codes of Conduct	Lecture, Group Discussion	Class Participation	CLO 1
3	Confidentiality, Informed Consent, and Boundaries	Lecture, Case Study	Class Participation	CLO 2
4	Ethical Dilemmas in Counselling Practice	Lecture, Case Study	In-course	CLO 2
5	Ethical Decision-Making Models	Lecture, Group Discussion	Class Participation	CLO 3
6-8	Legal and Regulatory Frameworks in Counselling Practice	Lecture, Case Study	Assignment	CLO 5
9-10	Ethics in Counselling Research: Research Design, Data Handling, and Publication Ethics	Lecture, Group Discussion	Class Presentation	CLO 3, CLO 5
11	Ethical and legal aspects of supervision, Context & format for supervision function & process of supervision	Lecture, Case Studies	Class Participation	CLO 1
12	Cultural Competence and Ethical Practice: Multiculturalism and Diversity	Lecture, Case Studies	Class Participation	CLO 4
13-14	Ethical Challenges in Working with Vulnerable Populations	Reflective Discussion	Class Participation	CLO 2, CLO 4
15	Final Review and Reflection	Review Session, Reflective Discussion	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

- 12.1.1. Class Attendance (5%)
- 12.1.2. In-course (20%)
- 12.1.3. Written Assignment (10%)
- 12.1.4. Class Presentation (5%)
- 12.1.5. Final Written Exam (60%)

12.2. Marks Distribution:

- 12.2.1. Continuous Assessment: 40% (Participation, In-course, written assignment, and presentation)
- 12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and Ethics in the Helping Professions* (9th ed.). Brooks/Cole.

Bond, T. (2015). *Standards and Ethics for Counselling in Action* (4th ed.). Sage.

American Psychological Association (2010). *Ethical Principles of Psychologists and Code of Conduct*.

Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in Psychotherapy and Counselling: A Practical Guide* (5th ed.). Wiley.

British Association for Counselling and Psychotherapy (2018). *Ethical Framework for the Counselling Professions*.

CPSY 508: Thesis

1. Course Code: CPSY 508	2. Course Credit: 6	3. Course Type: Core course	4. Contact Hours: NA	5. Total Marks: 150
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6. **Course Title:** Thesis

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course allows students to conduct independent research within counselling psychology. Students will refine their research skills through a structured yet flexible research process, from topic selection to thesis defense. The course fosters the ability to design and execute a feasible, ethical, and valid research project while enhancing academic writing and scholarly communication. No formal contact hours but student has to get research supervision for a minimum of 20 hours.

9. Course Objectives:

9.1. To develop the ability to conduct independent research in counselling psychology.

9.2. To identify and refine a research topic that is relevant and significant to the field.

9.3. To conduct a comprehensive literature review of existing research on the chosen topic.

9.4. To design a research study that is feasible, ethical, and valid, and collect and analyse data using appropriate methods.

9.5. To write and defend a thesis that is well-organised, clear, and persuasive.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate the ability to conduct independent research in counselling psychology.	✓		✓		
CLO 2: Identify and refine a research topic that is relevant and significant to the field.	✓	✓			✓
CLO 3: Conduct a comprehensive literature review of the existing research on the chosen topic.	✓	✓			
CLO 4: Design a research study that is feasible, ethical, and valid, and collect and analyse data using appropriate methods.		✓	✓	✓	
CLO 5: Write and defend a thesis that is well-organised, clear, and persuasive.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Milestones	Content/Focus	Supervision and Guidance	Assessment Regime	Corr. CLOs
Research Topic Selection and Proposal Development	Identify and refine a relevant research topic	Initial meetings with supervisor	Research Proposal Seminar	CLO 2

Milestones	Content/Focus	Supervision and Guidance	Assessment Regime	Corr. CLOs
Literature Review	Conduct a thorough review of existing research related to the topic	Supervised guidance on sources and review structure		CLO 3
Research Design and Methodology	Design a valid and feasible study; consider ethical implications	Feedback on methodology and ethical approval process		CLO 4
Data Collection and Analysis	Collect and analyse data using appropriate methods	Regular supervision to monitor progress and provide feedback	Research Logbook	CLO 4
Thesis Writing	Write a well-structured thesis	Guidance on organisation, academic writing, and clarity		CLO 5
Pre-submission Review	Review and finalise the thesis draft	Feedback during pre-submission supervision	Pre-submission Seminar	CLO 5
Final Thesis Submission and Defence	Submit the final thesis and defend it before a panel	Final thesis evaluation and oral defence	Final Thesis Report	CLO 1, CLO 5

12. Assessment and Evaluation:

12.1. Assessment Strategy

- 12.1.1. **Research Proposal Seminar (20%)**: Students will present their proposed research topic, methodology, and literature review for feedback and approval.
- 12.1.2. **Thesis Defence (15%)**: A seminar to review and critique the near-final thesis before submission.
- 12.1.3. **Thesis Submission (60%)**: The written thesis is evaluated for its clarity, depth, and scholarly contribution. The thesis should follow the standard thesis format, including a clear introduction, literature review, methodology, results, discussion, and conclusion.
- 12.1.4. **Research Logbook (5%)**: Regular updates and reflections on the research process.

12.2. Marks Distribution:

- 12.2.1. Continuous Assessment: 40% (Research proposal seminar, pre-submission seminar, research logbook)
- 12.2.2. Summative Assessment: 60% (Final Thesis)

13. Learning Materials:

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage.

Levin, P. (2012). Excellent Dissertations! McGraw-Hill Education.

Bailey, S. (2020). Academic Writing for International Students of Business and Economics. United Kingdom: Routledge.

Wood, C., Percy, C., Giles, D. (2012). Your Psychology Project Handbook. United Kingdom: Pearson Education.

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.).

Silverman, D. (2020). Doing Qualitative Research (5th ed.). Sage.

Pallant, J. (2020). SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS.

CPSY 509: Seminar

1. Course Code: CPSY 509	2. Course Credit: 2	3. Course Type: Core course	4. Contact Hours: NA	5. Total Marks: 50
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6. Course Title: Seminar

7. Pre-requisite (If any): B.S. or B. A. (Hon's) degree in Psychology

8. Rationale of the Course: The Seminar course is designed to engage students in advanced reading and critical analysis of scholarly articles in counselling psychology. This course aims to develop students' skills in academic reading, critical thinking, and scholarly presentations. Students will be required to select relevant peer-reviewed articles, critically review the literature, and present their findings in a seminar format. The course promotes active learning and encourages dialogue on contemporary issues in psychology.

9. Course Objectives:

9.1. To develop the ability to critically read and review scholarly articles in psychology.

9.2. To improve students' skills in presenting academic research and engaging in scholarly discussions.

9.3. To foster critical thinking and the synthesis of knowledge from diverse research articles.

9.4. To cultivate an understanding of current trends, research methods, and theoretical debates in educational and counselling psychology.

9.5. To enhance professional presentation and communication skills in an academic setting.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Critically review scholarly articles and synthesise knowledge.	✓				
CLO 2: Present research findings and critical analyses in a seminar format.	✓	✓			
CLO 3: Engage in critical discussions on contemporary issues in psychology.		✓	✓		
CLO 4: Demonstrate understanding of current research methods and theoretical debates.			✓	✓	
CLO 5: Enhance professional presentation and communication skills.		✓	✓		✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to the Seminar Course	Lecture, Discussion	Class Attendance	CLO 1

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
2	Selection of Scholarly Articles: How to Choose a Relevant Article	Lecture, Discussion	Participation	CLO 1
3-4	Critical Review Techniques: Understanding Research Methods and Arguments	Lecture, Group Discussion	Participation	CLO 1
5-6	Research Synthesis: Integrating Knowledge from Multiple Sources	Lecture, Case Studies	Skills Practice	CLO 2
7-8	Presentation Techniques: Structuring a Scholarly Presentation	Lecture, Group Activity	Participation	CLO 2
9-11	Critical Discussion: Engaging with Contemporary Research	Group Activity, Role-Play	Participation	CLO 3
12	Reviewing and Responding to Peer Feedback	Group Activity, Discussion	Peer Feedback on Presentations	CLO 3, CLO 4
13-15	Student Presentations III	Seminar Presentation	Seminar Presentation	CLO 2, CLO 5

12. Assessment and Evaluation

12.1. Assessment Strategy

- 12.1.1. **Seminar Presentations:** 60% (Students present scholarly articles)
- 12.1.2. **Written Review Report:** 20% (Submission of critical review reports on selected scholarly articles)
- 12.1.3. **Peer Feedback and Participation:** 20% (Active engagement in discussions and providing feedback on peers' presentations)

12.2. Mark distribution

- 12.2.1. Continuous Assessment: 40%
- 12.2.2. Seminar presentation: 60%

13. Learning Materials

Grewal, A., Kataria, H., & Dhawan, I. (2016). Literature search for research planning and identification of research problem. *Indian journal of anaesthesia*, 60(9), 635–639.

<https://doi.org/10.4103/0019-5049.190618>

de Klerk, W., & Pretorius, J. (2019). Guideline for conducting critical reviews in psychology research. *Journal of Psychology in Africa*, 29(6), 645–649.

<https://doi.org/10.1080/14330237.2019.1691793>

Tawfik, G.M., Dila, K.A.S., Mohamed, M.Y.F. et al. A step-by-step guide for conducting a systematic review and meta-analysis with simulation data. *Trop Med Health* 47, 46 (2019). <https://doi.org/10.1186/s41182-019-0165-6>

Ahn, E., & Kang, H. (2018). Introduction to systematic review and meta-analysis. *Korean journal of anesthesiology*, 71(2), 103–112. <https://doi.org/10.4097/kjae.2018.71.2.103>

CPSY 510: English for Mental Health Professionals

1. Course Code: CPSY 510	2. Course Credit: 2	3. Course Type: GED course	4. Contact Hours: 30	5. Total Marks: 50
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6. **Course Title:** English for Mental Health Professionals

7. **Pre-requisite (If any):** None

8. **Rationale of the Course:** This course is designed to equip counselling trainees with the necessary English language skills to excel in their academic and professional careers. It addresses the challenges of local Bangladeshi students, for whom English is not the mother tongue, by improving academic writing, reading comprehension, and communicative abilities in professional settings. The course aims to enhance students' capacity to engage with English-language textbooks, write clear and structured academic papers, and communicate effectively with colleagues and clients in mental health.

9. Course Objectives:

9.1. To develop proficiency in academic writing, particularly for producing structured essays, reports, and research papers.

9.2. To enhance reading comprehension skills, focusing on understanding academic texts and professional materials in the mental health field.

9.3. To build speaking and communicative skills for professional interactions, including client communication and presentations.

9.4. To improve listening skills to better understand lectures, discussions, and professional dialogues.

9.5. To cultivate confidence in using English in academic and professional settings, particularly within the context of counselling and mental health practice.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate proficiency in academic writing, including structuring essays, reports, and research papers.	✓	✓			
CLO 2: Comprehend and analyse academic texts in English, particularly on mental health.	✓	✓			
CLO 3: Communicate effectively in professional settings, including client communication and presentations.		✓	✓		✓
CLO 4: Apply listening skills to lectures, discussions, and professional dialogues.		✓	✓		
CLO 5: Exhibit confidence in using English in academic and professional settings relevant to counselling and mental health.	✓		✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Academic English for Mental Health Professionals	Lecture, Discussion	Class Attendance	CLO 1, CLO 5
2	Structuring Academic Essays and Reports	Lecture, Writing Exercises	Class Participation	CLO 1
3	Writing Research Papers: Introduction, Body, and Conclusion	Lecture, Writing Practice	Writing Test	CLO 1
4	Reading Academic Texts: Strategies for Comprehension	Lecture, Group Reading, Discussion	Reading Test	CLO 2
5	Understanding Mental Health Textbooks and Journals	Reading Practice, Group Discussions	Class Participation	CLO 2
6	Communicative Skills for Mental Health Professionals	Lecture, Role-Play, Group Practice	Speaking Test	CLO 3
7	Presentation Skills for Mental Health Professionals	Group Presentations, Peer Feedback	Class Participation	CLO 3, CLO 5
8	Listening Skills: Understanding Lectures and Discussions	Listening Exercises, Group Discussions	Class Participation	CLO 4
9	Client Communication: Using English in Counselling Settings	Role-Play, Group Practice	Class Participation	CLO 3
10	Professional Communication: Emails, Reports, and Client Notes	Lecture, Writing Practice	Class Participation	CLO 1, CLO 3
11	Reflecting on English Proficiency: Strengths and Areas for Improvement	Self-Assessment, Peer Feedback	Class Participation	CLO 5
12	Review and Practice: Writing, Speaking, and Listening in Professional Contexts	Group Review, Practice Sessions	Class Participation	CLO 1, CLO 3, CLO 4
13	Final Preparation for the Written and Oral Assessments	Group Discussions, Mock Exams	Class Participation	CLO 1, CLO 2, CLO 3
14	Mock Speaking and Writing Sessions	Practice Tests, Peer Feedback	Class Participation	CLO 3, CLO 5
15	Final Review and Reflection	Review Session	Final Written Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

12.1.1. Class Attendance (5%)

12.1.2. Speaking Test (15%): Assessment of students' ability to communicate in professional settings, including role-plays and presentations.

12.1.3. Reading Test (10%): Students will be tested on their ability to comprehend and analyse academic texts in mental health.

12.1.4. Writing Test (10%): A test focused on students' ability to write academic essays, reports, and papers.

12.1.5. Final Exam (60%): A comprehensive exam that assesses the students' proficiency in writing, reading, and communicating in English.

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Attendance, speaking, reading, and writing tests)

12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed.). University of Michigan Press.

Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge.

McCarthy, M., & O'Dell, F. (2017). English Vocabulary in Use: Upper-Intermediate (4th ed.). Cambridge University Press.

Glendinning, E. H., & Holmström, B. (2005). Study Reading: A Course in Reading Skills for Academic Purposes (2nd ed.). Cambridge University Press.

CPSY 511: Counselling Micro Skills

1. Course Code: CPSY 511	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. **Course Title:** Counselling Micro Skills

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course introduces students to the foundational micro-skills essential for effective counselling. Through interactive and experiential learning, students will develop proficiency in communication skills and ethical engagement, allowing them to build strong therapeutic alliances with clients. By incorporating multicultural awareness and intentionality, the course prepares students to navigate the complexities of the counselling process across different stages, from exploration to action.

9. Course Objectives:

9.1. To develop proficiency in foundational counselling micro-skills such as attending behaviour, observation, and questioning.

9.2. To understand and apply active listening skills, including paraphrasing, summarising, and reflecting feelings.

9.3. To gain insight into multicultural and diversity issues affecting communication in counselling.

9.4. To learn to use confrontation, interpretation, and reframing to support clients' growth.

9.5. To explore stress management and coping skills as key components of the action stage in counselling.

9.6. To build competency in the intentional use of counselling micro-skills across different counselling stages.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate mastery of attending, observation, and questioning skills in the context of counselling sessions.	✓		✓		
CLO 2: Apply active listening skills, including paraphrasing and summarising, to enhance client communication.		✓	✓		
CLO 3: Incorporate multicultural awareness and sensitivity into counselling sessions.	✓	✓		✓	✓
CLO 4: Effectively use confrontation, interpretation, and reframing techniques to guide clients through the insight stage.		✓	✓	✓	
CLO 5: Facilitate the action stage by teaching clients coping skills and stress management strategies.		✓	✓	✓	
CLO 6: Evaluate their counselling effectiveness through self-reflection, peer feedback, and instructor assessment.	✓		✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1	Introduction to Counselling Micro-Skills	Lecture, Discussion	Class Attendance	CLO 1
2-3	Attending Behaviour and Observation Skills	Lecture, Group Practice	Class Participation	CLO 1
4-5	Questioning Techniques and Formulating Responses	Lecture, Role-Play	Class Participation	CLO 1
6-7	Active Listening: Paraphrasing and Summarising	Lecture, Group Discussion	In-course	CLO 2
8-9	Reflecting Feelings and Encouraging Client Expression	Lecture, Role-Play	Class Participation	CLO 2
10-11	Ethical Considerations in Counselling Micro-Skills	Lecture, Case Study	Class Participation	CLO 6
12-13	Multicultural Competence in Counselling	Lecture, Group Discussion	Class Participation	CLO 3
14-15	Using Confrontation and Interpretation Effectively	Lecture, Case Studies, Role-Play	Class Participation	CLO 4
16-17	Reframing and Challenging Client Thinking	Lecture, Role-Play	Class Participation	CLO 4
18-21	Management Techniques in Counselling: Stress, anger, shame, guilt, grief	Lecture, Group Practice	Counselling Role-Play & Practical Skills	CLO 5
22-23	Teaching Clients Coping Skills in the Action Stage	Lecture, Group Practice	Class Participation	CLO 5
24-25	Self-Reflection and Peer Feedback on Counselling Sessions	Reflective Workshop	Class Participation	CLO 6
26-27	Video Feedback and Analysis of Counselling Skills	Video Review, Group Discussion	Class Participation	CLO 6
28-29	Evaluating Counselling Sessions: Effectiveness and Outcomes	Review, Feedback Session	Class Participation	CLO 6
30	Final Review and Reflection	Review Session	Final Exam	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:**12.1. Assessment Strategy**

12.1.1. Class Attendance (5%)

12.1.2. In-course (20%)

12.1.3. Counselling Role-Play & Practical Skills (15%): Evaluation of students' ability to apply micro-skills during role-play, focusing on client interaction and communication.

12.1.4. Final Written Exam (60%)

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Participation, In-course, role-play)

12.2.2. Summative Assessment: 60% (Final exam)

13. Learning Materials:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (9th ed.). Cengage Learning.

Egan, G. (2014). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping (10th ed.). Cengage Learning.

Young, M. E. (2017). Learning the Art of Helping: Building Blocks and Techniques (6th ed.). Pearson.

Clara, E. Hill. (2020). Helping Skills: Facilitating Exploration, Insight, and Action, (5th ed.) American Psychological Association.

Rosenberg, M. (2015). Non-Violent Communication (3rd ed.). Puddle Dancer Press.

American Psychological Association (APA). (2017). Ethical Principles for Psychologists and Code of Conducts. <https://www.apa.org/ethics/code>.

American Counselling Association (ACA). (1995). Code of Ethics and Standard Practice.

American Psychological Association (APA). (2003). Guidelines for Multicultural Education.

Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy.

Nelson-Jones, R. (2014). Practical Counselling and Helping Skills: Text and Activities for the Lifeskills Counselling Model (6th ed.). Sage.

CPSY 512: Application of Counselling Approaches (Practical)

1. Course Code: CPSY 512	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: 60	5. Total Marks: 100
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6. **Course Title:** Application of Counselling Approaches (Practical)

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** This course equips students with the practical skills to apply counselling approaches in real-world settings. It covers person-centred/humanistic counselling, transactional analysis (TA), cognitive-behavioural therapies, and Eye Movement Desensitization and Reprocessing (EMDR) for trauma management. Through hands-on practice, role-plays, and supervised counselling sessions, students will learn to tailor therapeutic techniques to client needs, considering ethical and cultural factors, particularly in Bangladesh.

9. Course Objectives:

9.1. To develop proficiency in person-centred/humanistic counselling skills and techniques.

9.2. To learn how to apply transactional analysis to resolve client issues.

9.3. To understand and apply cognitive-behavioural techniques for common psychological problems like anxiety and depression.

9.4. To implement EMDR techniques for trauma management in a culturally sensitive manner.

9.5. To critically assess and adapt therapeutic approaches to meet client needs in Bangladesh, focusing on ethical and cultural factors.

9.6. To foster self-reflection and continuous growth as a counsellor through supervised practice and feedback.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate proficiency in person-centred/humanistic counselling skills and techniques.	✓		✓		
CLO 2: Apply transactional analysis effectively to understand and resolve client issues.	✓	✓	✓		
CLO 3: Utilise cognitive-behavioural techniques in treating common psychological problems like anxiety and depression.		✓	✓	✓	
CLO 4: Implement EMDR techniques for trauma management in a culturally sensitive manner.		✓	✓	✓	
CLO 5: Critically assess and adapt therapeutic approaches to meet the needs of clients in Bangladesh, with attention to ethical and cultural factors.	✓	✓		✓	✓
CLO 6: Reflect on their own development as a counsellor through supervised practice and feedback.	✓		✓	✓	

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Week	Content	Teaching-Learning Strategy	Assessment Regime	Corr. CLOs
1-2	Introduction to Counselling Approaches and Ethics	Lecture, Discussion	Class Attendance	CLO 5
3-4	Humanistic Counselling: Core Skills and Techniques	Lecture, Case Studies	Class Participation	CLO 1
5-6	Application of humanistic counselling in real world	Role-Play, Feedback	Workshop Participation and Skills Practice	CLO 1
7-8	Transactional Analysis: Core skills and techniques	Lecture, Case Studies	Class Participation	CLO 2
9-10	Applying Transactional Analysis in Real-World Scenarios	Role-Play, Group Work	Role-Play/Peer Group Conduction	CLO 2
11-12	Cognitive and Behavioural Therapies: Core skills and techniques	Lecture, Case Studies	Class Participation	CLO 3
13-14	Application of Cognitive and Behavioural therapies for Anxiety and Depression	Role-Play, Group Work	Class Participation	CLO 3
15-16	Introduction to Psychotraumatology	Lecture, Case Studies	Class Participation	CLO 4
17-18	Application of Trauma Therapy: EMDR Stabilization techniques with Cultural Sensitivity	Role-Play, Feedback	Class Participation	CLO 4
19-20	Adapting Counselling Approaches for Diverse Populations	Workshop, Group Discussion	Case Presentation	CLO 5
21-22	Real Counselling Session: Humanistic Approaches	Supervised Counselling Session	Conduction	CLO 1, CLO 6
23-26	Real Counselling Session: Application of Cognitive and Behavioural therapies	Supervised Counselling Session	Conduction Continues	CLO 3, CLO 6
27-28	Reflecting on Counselling Approaches and Effectiveness	Reflective Group Discussion	Case Report	CLO 6
29-30	Review and Reflection on Skills and Client Outcomes	Review Session, Peer Feedback	Class Participation	CLO 6

Note. One week of class should consist of at least 2 hours of in-class activities.

12. Assessment and Evaluation:

12.1. Assessment Strategy

12.1.1. **Case Presentation (20%):** Students will present an analysis of a counselling case, focusing on the applied therapeutic approach, client issues, and interventions used. This will also include cultural and ethical evaluations.

12.1.2. **Role-Play/Peer Group Conduction (10%):** Students will engage in role-play sessions, simulating real-world counselling scenarios using the learned approaches.

12.1.3. **Workshop Participation and Skills Practice (10%):** Active participation during workshops and skills practice sessions, involving role-plays and peer feedback.

12.1.4. **Counselling Session Conduction (40%):** Students will conduct real counselling sessions under supervision, demonstrating proficiency in different counselling approaches.

12.1.5. **Case Report (20%):** Students will submit a detailed written report of 10 cases and summary of all cases by analysing counselling sessions they conducted, focusing on interventions, client outcomes, and areas for improvement.

12.2. Marks Distribution:

12.2.1. Continuous Assessment: 40% (Case presentation, role-play, workshop participation)

12.2.2. Summative Assessment: 60% (Conduction and case report)

13. Learning Materials:

Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin Harcourt.

Lapworth, P., Sills, C. (2011). An Introduction to Transactional Analysis: Helping People Change. United Kingdom: SAGE Publications.

Berne, E. (2016). Games People Play: The Psychology of Human Relationships. Penguin Books.

Beck, J. S. (2020). Cognitive Behaviour Therapy: Basics and Beyond. United Kingdom: Guilford Publications.

Beck, A. T. (2011). Cognitive Therapy of Depression. Guilford Press.

Shapiro, F. (2018). Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures (3rd ed.). Guilford Press.

Corey, G. (2015). Theory and Practice of Counselling and Psychotherapy (10th ed.). Cengage Learning.

Ivey, A. E., & Ivey, M. B. (2017). Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society (9th ed.).

CPSY 513: Internship (Practicum)

1. Course Code: CPSY 513	2. Course Credit: 4	3. Course Type: Core course	4. Contact Hours: NA	5. Total Marks: 100
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6. **Course Title:** Internship (Practicum)

7. **Pre-requisite (If any):** B.S. or B. A. (Hon's) degree in Psychology

8. **Rationale of the Course:** The internship course provides students with hands-on experience in professional counselling settings. It enables them to apply their theoretical knowledge and counselling techniques in real-world scenarios. Over the course of four months, students will engage with clients under the supervision of experienced professionals. They will develop critical skills such as case management, therapeutic interventions, and ethical conduct, while also reflecting on their personal growth and clinical practice. This course requires 200 hours of direct client contact, 50 hours of supervised practice, and 350 non-contact hours (workshop, seminar, training, conference, etc.).

9. Course Objectives:

9.1. To gain professional experience by delivering counselling services under supervision in real-world settings.

9.2. To develop and apply core counselling skills, including active listening, case management, and therapeutic interventions.

9.3. To cultivate ethical and professional conduct, adhering to standards of practice in counselling psychology.

9.4. To engage in reflective supervision to enhance clinical practice and personal growth.

9.5. To produce thorough documentation of learning and clinical experiences, demonstrating critical analysis of cases and counselling approaches.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Apply theoretical counselling approaches effectively in client sessions and real-world practice.	✓		✓		
CLO 2: Reflect critically on their counselling practice through supervision and process accounts.		✓	✓	✓	
CLO 3: Document and maintain comprehensive records of their clinical work, including case notes and a clinical logbook.	✓	✓			
CLO 4: Demonstrate professional growth by producing a detailed internship report, integrating theory, practice, and self-reflection.	✓	✓	✓	✓	
CLO 5: Uphold ethical and professional standards throughout the internship, maintaining appropriate conduct with clients and colleagues.		✓	✓	✓	✓

11. Course Plan, Content, and Assessment Strategy Mapped with CLOs

Phase	Content/Focus	Supervision and Guidance	Assessment Regime	Corr. CLOs
Phase 1: Orientation and Placement	Familiarisation with the counselling setting, introduction to internship tasks	Initial meetings with supervisors	Internship Attendance	CLO 1, CLO 5
Phase 2: Initial Client Contact and Case Management	Developing core counselling skills (active listening, case management)	Weekly supervision sessions for feedback	Supervision (Reflective Discussions and Feedback)	CLO 1, CLO 2, CLO 5
Phase 3: Therapeutic Interventions	Applying therapeutic techniques from various counselling approaches	Supervised practice, role-play, case discussions	Process Account	CLO 1, CLO 2
Phase 4: Documentation and Case Analysis	Maintaining case notes, clinical logbook, and reflective entries	Regular documentation review by supervisors	Clinical Logbook	CLO 3
Phase 5: Reflective Supervision and Professional Development	Reflecting on personal growth and clinical effectiveness through supervision	Ongoing feedback and self-reflection		CLO 4
Phase 6: Internship Report Writing and Final Reflection	Writing the internship report, integrating theory and practice	Feedback on the report structure, content, and analysis	Internship Report	CLO 4, CLO 5

12. Assessment and Evaluation:

12.1. Assessment Strategy

- 12.1.1. **Internship Placement Attendance (10%):** Students' consistent participation and engagement in their assigned internship placements will be tracked and evaluated.
- 12.1.2. **Supervision (Reflective Discussions and Feedback) (20%):** Students will engage in reflective discussions with supervisors to review their counselling practice and progress.
- 12.1.3. **Process Account (10%):** Students will submit detailed process accounts of selected counselling sessions, analysing the counselling approach, interventions, and outcomes.
- 12.1.4. **Clinical Logbook (10%):** Students will maintain a clinical logbook, documenting all client contacts, sessions, and reflections on their counselling practice.
- 12.1.5. **Internship Report (40%):** A comprehensive report that includes a reflection on the overall internship experience, theoretical applications, and self-assessment.

12.2. Marks Distribution:

12.2.1. **Continuous Assessment:** 60% (Placement attendance, supervision feedback, process account, clinical logbook)

12.2.2. **Summative Assessment:** 40% (Internship report)

13. Learning Materials:

McLeod, J. (2013). An Introduction to Counselling (5th ed.). Open University Press.

Corey, G. (2015). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.

American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2016). Clinical Interviewing (6th ed.). Wiley.

CPSY 514: Viva (Oral Examination)

1. Course Code: CPSY 514	2. Course Credit: 2	3. Course Type: Core course	4. Contact Hours: NA	5. Total Marks: 50
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6. Course Title: Viva (Oral Examination)

7. Pre-requisite (If any): B.S. or B. A. (Hon's) degree in Psychology

8. Rationale of the Course: The Viva (Oral Examination) is a final assessment conducted at the end of the MS in Counselling Psychology programme. This oral examination evaluates students' comprehensive understanding of counselling theories, techniques, and approaches. It also assesses their critical thinking, ethical judgment, and ability to synthesise knowledge acquired during the programme. The focus is on practical applications, ethical considerations, and professional growth.

9. Course Objectives:

9.1. To evaluate the student's mastery of counselling theories, approaches, and techniques.

9.2. To assess the student's ability to apply theoretical knowledge to practical, real-world scenarios.

9.3. To judge the student's comprehension of ethical and professional standards in counselling practice.

9.4. To examine the student's reflective understanding of their growth as a counselling professional.

9.5. To assess the ability to articulate informed opinions, respond to critical questions, and demonstrate sound judgment.

10. Course Learning Outcomes (CLOs) and Mapping with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1: Demonstrate mastery of counselling theories, approaches, and techniques.	✓		✓		
CLO 2: Apply theoretical knowledge effectively to practical, real-world counselling scenarios.		✓	✓		
CLO 3: Demonstrate comprehension of ethical and professional standards in counselling.		✓	✓	✓	
CLO 4: Reflect on personal and professional growth as a counselling professional.	✓	✓		✓	
CLO 5: Articulate informed opinions, respond to critical questions, and demonstrate sound judgment.	✓	✓		✓	

11. Course Plan:

Since this course is an oral examination, there is no weekly course plan or instructional content. The oral exam will cover key student learning aspects, as outlined below.

12. Assessment and Evaluation:

- 12.1. Viva (Oral Examination) (100%): The oral examination will assess the student's ability to integrate and apply theoretical knowledge, counselling skills, and ethical principles. Students will be evaluated on:
- 12.1.1. Mastery of Theoretical Knowledge: Understanding and application of counselling theories and approaches.
 - 12.1.2. Practical Application: Demonstrating the ability to apply theories to real-world counselling scenarios.
 - 12.1.3. Ethical Judgment: Awareness and application of ethical and professional standards.
 - 12.1.4. Reflection and Self-Growth: Insights into personal and professional development.
 - 12.1.5. Communication Skills: Ability to articulate answers, respond to questions, and demonstrate critical thinking.

12.2. Marks Distribution:

- 12.2.1. Theoretical Knowledge and Application (40%): Focus on integrating counselling theories and approaches.
- 12.2.2. Ethical Judgment (20%): Evaluation of ethical decision-making and professional conduct.
- 12.2.3. Practical Application (20%): Assessment of how well the student applies theoretical knowledge in practical scenarios.
- 12.2.4. Reflection and Self-Growth (10%): Insights into professional growth and clinical practice.
- 12.2.5. Communication Skills (10%): Ability to express ideas clearly and respond to examiners' questions.

13. Learning Materials: As this is a final oral assessment course, there are no assigned texts. Students are expected to review and reflect on the learning materials, readings, case studies, and assignments from all prior courses in the MS in Counselling Psychology programme.

Section 3: Marking Rubric for Assessments

1. Marking rubric for assignment

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Understanding of Topic (25%)	Demonstrates an in-depth understanding of the topic, thoroughly addresses all key aspects, and showcases critical analysis.	Clear understanding of the topic, addresses most aspects with adequate analysis.	Basic understanding of the topic, some aspects are underdeveloped or unclear.	Limited understanding of the topic, lacks analysis and key elements.
Structure & Organization (15%)	Well-structured, logically organized with clear transitions, and cohesive argumentation.	Organized with clear argumentation but may lack fluid transitions.	Organization is somewhat unclear; argumentation lacks clarity and flow.	Poor organization, lacks coherent argument or flow.
Use of Evidence & Research (20%)	Utilizes a wide range of relevant, high-quality research sources, and accurately integrates evidence to support arguments.	Adequate use of relevant research sources with generally accurate integration.	Uses limited sources; integration of evidence may be weak or inconsistent.	Minimal or irrelevant research used; evidence is poorly integrated or absent.
Critical Thinking & Analysis (20%)	Demonstrates excellent critical thinking, analysis, and synthesis of ideas.	Shows solid critical thinking and some analysis, though not always in depth.	Some critical thinking, but mostly descriptive; lacks deep analysis.	Lacks critical thinking; mostly descriptive or inaccurate.
Writing Quality (Clarity, Grammar, Spelling) (10%)	Exceptionally clear and precise writing; no or minimal errors in	Clear writing with minor errors in grammar or spelling.	Writing is generally clear but contains frequent grammatical or spelling errors.	Poor writing quality, many errors in grammar, spelling, or clarity.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	grammar or spelling.			
Referencing & Citation (10%)	Accurately follows citation and referencing style (APA 7th), no errors.	Minor errors in citation and referencing, generally follows APA 7th style.	Several citation or referencing errors; does not fully adhere to APA 7th.	Incorrect or missing citations and references; does not follow APA 7th style.

2. Marking rubric for class presentation

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Content & Understanding (30%)	Demonstrates comprehensive knowledge of the subject, covers all key points, and presents ideas with clarity and insight.	Good knowledge of the subject, covers most key points with some insightful ideas.	Basic knowledge of the subject, covers key points but lacks depth or insight.	Limited understanding, omits important information, lacks clarity.
Organization & Structure (20%)	Presentation is well-organized, follows a logical structure, and flows smoothly.	Clear structure, though some transitions may be abrupt or disjointed.	Organization is somewhat unclear; presentation lacks a logical flow.	Poorly organized, lacks coherence and flow.
Delivery (Speaking Skills, Confidence) (20%)	Delivered with confidence, excellent speaking skills, and appropriate pace and tone.	Good delivery, but may lack full confidence or consistent tone.	Basic delivery skills, may have frequent pauses, unclear speech, or low confidence.	Poor delivery, lacks confidence, unclear speech, or inappropriate pacing.
Engagement & Interaction (15%)	Actively engages the audience, answers questions effectively, and encourages discussion.	Engages the audience reasonably well, though interaction is somewhat limited.	Limited audience engagement; interaction and Q&A handling may be weak.	Fails to engage the audience, struggles to handle questions or discussion.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Use of Visual Aids (10%)	Excellent use of visual aids (e.g., slides), enhances understanding, and is visually appealing.	Adequate use of visual aids, but some could be more effective or clearer.	Limited use of visual aids, or visual aids are basic and not particularly helpful.	No or ineffective use of visual aids, detracts from the presentation.
Time Management (5%)	Stays within time limits, covers all points without rushing or omitting information.	Stays mostly within time limits, though may slightly rush or omit some information.	Exceeds or underuses time significantly, omitting key points or rushing content.	Fails to manage time effectively, significantly over or under allocated time.

3. Marking rubric for Psychological Test Conduction and Reporting

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Test Selection & Rationale (10%)	Selects the most appropriate test/intervention for the client's needs; provides a clear, well-supported rationale for test selection.	Selects an appropriate test; rationale is generally sound but may lack depth in justification.	Selects a somewhat appropriate test but rationale lacks depth or is unclear.	Selects an inappropriate test/intervention; weak or absent rationale.
Administration of the Test/Intervention (20%)	Administers the test/intervention correctly, following standardized procedures, and demonstrates excellent understanding of the process.	Administers the test correctly with minor procedural errors, showing a solid understanding of the process.	Administration shows some errors or deviations from standard procedures.	Significant errors or misunderstanding in the test administration process.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Observation & Data Recording (15%)	Observes and records data with precision, ensuring accuracy and completeness in the test session.	Data is mostly accurate and complete with only minor observation issues.	Some data inaccuracies or gaps in observation; partial recording of relevant information.	Significant omissions or errors in data recording; observations lack accuracy.
Interpretation of Results (20%)	Provides a highly accurate interpretation of the test data, linking results to relevant psychological theories and practices.	Interprets test data accurately, but some connections to theory or practice may be underdeveloped.	Interpretation shows basic understanding but lacks depth or contains some inaccuracies.	Interpretation is inaccurate or lacks sufficient depth, with major errors in understanding.
Report Structure & Content (15%)	Report is exceptionally well-organized, follows the standard reporting format, and includes all relevant sections (e.g., introduction, methods, results, interpretation, conclusion).	Report is generally well-structured with minor deviations from the standard format; most sections are included.	Report structure is somewhat unclear or incomplete; some sections are missing or underdeveloped.	Report is poorly structured, missing key sections or not following standard format.
Writing Quality (Clarity, Grammar, Spelling) (10%)	Writing is clear, professional, and concise, with no or minimal grammar and spelling errors.	Writing is clear with minor grammar or spelling issues; generally professional.	Writing is basic but understandable; frequent errors in grammar or spelling detract from professionalism.	Writing quality is poor with many errors, affecting clarity and professionalism.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Ethical Considerations (10%)	Demonstrates full awareness of ethical issues in test administration and reporting, including confidentiality and informed consent.	Shows good understanding of ethical considerations, but minor issues may arise.	Basic understanding of ethics; some minor lapses in ethical considerations.	Significant ethical lapses, such as failure to obtain consent or protect confidentiality.

4. Marking rubric for Research Proposal Seminar

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Clarity and Relevance of Research Question (20%)	Research question is clear, original, and highly relevant to the field of study; demonstrates significant contribution to knowledge.	Research question is clear and relevant, though may lack originality or depth in contribution.	Research question is somewhat relevant but may be unclear or lack depth.	Research question is vague, lacks relevance, or is poorly formulated.
Literature Review & Background (20%)	Demonstrates a thorough and critical review of existing literature, clearly situating the research within the field.	Adequate review of literature with some critical analysis, though may miss some key sources.	Basic literature review with limited analysis or some key omissions.	Literature review is superficial, lacks depth or critical analysis, and omits key sources.
Research Design & Methodology (30%)	Methodology is well-structured, appropriate, and rigorously justified; clear rationale for choice of methods.	Research design is appropriate with minor issues in justification or methodological choices.	Basic methodology is outlined, but lacks depth or strong justification.	Methodology is unclear, poorly justified, or inappropriate for the research question.
Defence of Proposal (20%)	Demonstrates excellent understanding	Generally able to defend the proposal, but	Basic defence of the proposal, but	Poor defence of the proposal; lacks

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	of the research proposal, answers questions confidently and critically.	may lack depth in some responses.	struggles with in-depth questions.	understanding of key aspects.
Writing Quality (Structure, Clarity, Grammar) (10%)	Proposal is clearly written, well-structured, with minimal grammar or spelling errors.	Proposal is clearly written with minor errors in grammar or structure.	Writing is somewhat unclear or contains several grammar or spelling errors.	Poorly written proposal with significant structural, grammar, or clarity issues.

5. Marking rubric for Thesis Defense

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Final Results Presentation (25%)	Results are presented clearly and concisely, with strong interpretation and connection to research question and literature.	Results are presented clearly but interpretation may lack depth in connection to the research question or literature.	Basic presentation of results with limited interpretation or unclear connection to the research question.	Results are poorly presented, lacking interpretation or connection to the research question.
Critical Analysis of Findings (25%)	Demonstrates excellent critical analysis of findings, thoroughly discusses implications and limitations.	Good critical analysis of findings, though some areas of discussion may lack depth.	Basic analysis of findings with limited discussion of implications or limitations.	Little to no critical analysis, weak discussion of findings and implications.
Defence of Findings (30%)	Confident and thorough defence of results and conclusions, responds to questions	Generally able to defend findings, though some responses may lack depth.	Basic defence of findings but struggles with in-depth questions.	Poor defence of findings, lacks understanding of key aspects.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	critically and thoughtfully.			
Presentation & Communication (20%)	Well-organized, clear presentation, with excellent verbal communication skills and appropriate use of visual aids.	Clear presentation with minor issues in organization or communication.	Presentation is somewhat disorganized or unclear, communication skills need improvement.	Presentation is poorly organized, unclear, or lacks appropriate use of visual aids.

6. Marking rubric for Final Thesis Report

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Research Question & Objectives (10%)	Research question and objectives are clearly stated, original, and well-formulated.	Clear research question and objectives but may lack originality or depth.	Research question and objectives are somewhat clear but lack strong formulation.	Research question and objectives are unclear or poorly formulated.
Literature Review & Theoretical Framework (20%)	Comprehensive and critical review of literature with clear theoretical framework and strong connections to the research question.	Adequate literature review with some analysis and a theoretical framework that generally supports the research.	Basic literature review with limited analysis; theoretical framework may lack depth or clear connection.	Incomplete or superficial literature review, unclear or missing theoretical framework.
Methodology (20%)	Detailed and rigorous methodology, appropriate for answering the research question; well-justified choices of methods.	Good methodological approach with some minor issues in justification or depth.	Basic methodology but lacks depth or sufficient justification.	Methodology is unclear, poorly justified, or inappropriate.
Data Analysis &	Thorough and accurate	Adequate data analysis with	Basic data analysis with	Data analysis is weak or

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Interpretation (25%)	analysis of data, well-interpreted with strong connections to the research question and literature.	some connections to the research question, though interpretation may lack depth.	limited interpretation or unclear connections to the research question.	inaccurate, with little or no interpretation.
Discussion & Conclusion (15%)	Excellent discussion of findings, implications, limitations, and future directions; conclusion is well-supported by the research.	Good discussion of findings, but some areas may lack depth; conclusion is generally supported.	Basic discussion of findings, implications, and limitations; conclusion is somewhat supported.	Poor discussion of findings, implications, or limitations; conclusion is weak or unsupported.
Writing Quality & Structure (10%)	Well-organized, clear, and concise writing; minimal grammar or spelling errors; adheres to academic standards.	Clear writing with some minor issues in organization, grammar, or adherence to academic standards.	Writing is somewhat unclear or disorganized, contains several grammar or spelling errors.	Poorly written with significant structural or grammatical issues.

7. Marking rubric for Case Presentation

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Clarity and Depth of Case Description (30%)	Provides a comprehensive, clear, and detailed description of the clinical case, including relevant history, diagnosis, and interventions.	Clear and sufficiently detailed description of the clinical case but may lack some depth or minor details.	Basic description of the case, but some important details are unclear or missing.	Vague or incomplete case description with significant gaps in information.
Assessment and Diagnosis (20%)	Demonstrates excellent understanding and application	Good application of assessment methods,	Basic assessment, diagnosis is presented but	Inadequate or incorrect assessment methods,

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	of appropriate assessment methods, clearly justifies diagnosis with relevant evidence.	diagnosis is well-supported but may lack some justification.	lacks strong evidence or thorough justification.	diagnosis lacks clarity or justification.
Intervention and Rationale (20%)	Provides a clear and well-justified intervention plan, thoroughly explaining the rationale for chosen strategies based on evidence and client needs.	Good intervention plan with reasonable justification, though some areas may lack depth or clarity.	Basic intervention plan, but rationale may be weak or unclear.	Inadequate intervention plan, little or no justification provided.
Critical Analysis & Reflection (20%)	Demonstrates excellent critical thinking, reflects on the challenges, success of interventions, and lessons learned.	Good critical analysis and reflection but may lack depth in discussing some aspects of the intervention.	Some reflection and analysis but lacks depth or misses important insights.	Little or no reflection or analysis, lacks critical thinking.
Presentation & Communication (10%)	Presentation is well-structured, clear, and concise; excellent communication skills, engaging with audience effectively.	Presentation is generally clear and well-organized but may have minor issues in communication or structure.	Presentation is somewhat disorganized or unclear; communication needs improvement.	Presentation is unclear, poorly organized, or lacks appropriate communication skills.

8. Marking rubric for Case Report

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Comprehensive Documentation of Cases (30%)	All cases are thoroughly documented, with clear descriptions of assessment, diagnosis, intervention, and outcomes.	Most cases are well-documented, but some may lack minor details or clarity in reporting.	Cases are documented, but key information is missing or unclear in several instances.	Case documentation is incomplete or lacks essential details.
Assessment & Diagnosis (20%)	Demonstrates a solid understanding of assessment techniques and diagnosis, providing strong justification for decisions across all cases.	Adequate assessment and diagnosis with reasonable justifications, though some gaps may exist in certain cases.	Basic assessment and diagnosis; justifications are weak or unclear in several cases.	Inconsistent or inadequate use of assessment techniques and diagnosis; lacks sufficient justification.
Intervention Strategies (20%)	Provides well-explained, evidence-based intervention strategies for all cases, with a strong rationale and evaluation of outcomes.	Good explanation of interventions, though rationale or evaluation may lack some depth in certain cases.	Basic intervention strategies are reported, but rationale and evaluation are unclear or underdeveloped.	Intervention strategies are inadequately reported, with little or no rationale or evaluation.
Reflection & Learning (20%)	Demonstrates in-depth reflection on personal learning, critical analysis of case handling, and lessons for future practice.	Reflects on learning and case handling, though some areas may lack depth or critical analysis.	Some reflection is present but lacks critical thinking or detailed discussion of lessons learned.	Little or no reflection or analysis, lacks insight into personal learning or case handling.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Writing Quality & Structure (10%)	Report is well-organized, written clearly, with no or minimal grammar and spelling errors; follows professional reporting standards.	Report is clear and well-structured with minor grammar or spelling errors; generally, follows reporting standards.	Writing is somewhat unclear or disorganized, with several grammar or spelling errors.	Report is poorly written, disorganized, and contains numerous grammar or spelling errors.

9. Marking rubric for Internship Report evaluation

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Comprehensive Documentation of Internship Experiences (25%)	Provides a highly detailed, clear, and comprehensive account of all activities, including assessments, interventions, and client interactions.	Provides a detailed account of most activities with minor gaps or lack of clarity.	Provides a basic description of activities, but some key elements are missing or unclear.	Documentation is vague, incomplete, or lacks significant detail of internship activities.
Analysis of Cases and Interventions (25%)	Thorough and critical analysis of cases handled during the internship, demonstrating excellent application of theory to practice.	Good analysis of cases with reasonable application of theory but may lack depth in some areas.	Basic analysis of cases, with limited application of theoretical concepts or critical thinking.	Little or no analysis of cases, lacks connection between theory and practice.
Reflection on Professional Development (20%)	Provides insightful reflection on personal and professional growth, demonstrating	Good reflection on professional growth, though some areas may lack depth	Basic reflection on professional development but lacks critical insight or depth.	Minimal or superficial reflection on personal and professional growth, lacks

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
	self-awareness and critical thinking about strengths and areas for improvement.	or self-awareness.		depth and critical thinking.
Ethical and Professional Conduct (15%)	Demonstrates a clear understanding of ethical principles and professional standards, with excellent adherence throughout the internship.	Shows a good understanding of ethical and professional conduct, with minor lapses in adherence.	Basic understanding of ethical issues, though adherence to professional standards may be inconsistent.	Poor understanding or failure to adhere to ethical principles and professional standards.
Writing Quality and Organization (15%)	Report is exceptionally well-organized, clearly written, and free of grammar and spelling errors, following professional standards.	Report is well-organized and clearly written, with minor grammar or spelling errors.	Report is somewhat clear but has multiple errors in grammar or spelling and may lack organization.	Report is poorly organized, unclear, and contains numerous grammar and spelling errors.

10. Marking rubric for Viva (Oral Examination)

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Mastery of Subject Knowledge (30%)	Demonstrates exceptional understanding of key concepts, theories, and applications in the field, with insightful responses to questions.	Shows a good understanding of the subject, though some responses may lack depth or clarity.	Displays basic understanding of the subject, but responses are often vague or incomplete.	Limited understanding of the subject; responses are superficial or incorrect.

Criteria	Excellent (80-100)	Good (60-79)	Satisfactory (40-59)	Needs Improvement (0-39)
Critical Thinking & Application (25%)	Applies knowledge critically, with well-reasoned arguments and clear examples; effectively links theory to practice.	Generally, applies knowledge well, though some arguments may lack depth or examples.	Basic application of knowledge, but responses lack depth or clear examples.	Poor application of knowledge, unable to connect theory to practice effectively.
Response to Questions (20%)	Responds confidently and thoughtfully to questions, demonstrating strong analytical and reflective skills.	Responds well to questions but may struggle with more complex or analytical queries.	Responses to questions are adequate but lack depth or thorough analysis.	Struggles to respond to questions, lacks analytical depth in responses.
Communication Skills (15%)	Communicates clearly, confidently, and professionally; ideas are well-organized and articulated.	Communicates clearly, though may have minor issues in organization or confidence.	Communication is somewhat clear but lacks organization or confidence at times.	Communication is unclear, poorly organized, or lacks confidence.
Professionalism & Conduct (10%)	Demonstrates exceptional professionalism, including ethical awareness, self-reflection, and respect for the panel.	Displays good professionalism but may have minor lapses in reflection or conduct.	Basic professionalism, though some areas such as self-reflection or conduct may be weak.	Lacks professionalism, poor self-reflection, or inappropriate conduct during the examination.