



**Certificate/Diploma/Bachelor of Arts/MA/PhD in Counselling Psychology**  
ANCCI- University {Saint Augustine's Affiliated Colleges}.

**MOMBASA CENTRE**

**Course Description:**

While the Certificate in Counselling Psychology takes one year or two semesters, the Diploma takes 2 years or four semesters, the Bachelor's degree takes 8 semesters or 4 years, a Master's programme takes four semesters or two years while a PhD takes 6 semesters or 3 years. This also applies to others who are undertaking other courses in theology, philosophy and so on. The practical skills and theoretical basis for practice move from first interview, assessment management of the counselling process, and techniques of counselling with the goal of personal transformation, and dynamics of termination. As the candidates will discover, all clinical training requires reflection and action in the relational context and theoretical foundation; the practicum is used as a vital means. In view of this, Counselling Psychology program in ANCCI University sets out to address people's concerns in their diverse points of need.

**FIRST YEAR**

**SEMESTER ONE**

PT 301 Introduction to Psychology  
PT 314 Introduction to Sociology  
CC501 Christian Counselling  
CC503 Crises Counselling  
CC505 Theories of Counselling  
PH 101 Philosophy - Introduction

**FIRST YEAR**

**SEMESTER TWO**

CC506 Marriage Counselling  
CC512 Theories of Individual Counselling  
CC513 Clinical Interview & Counselling  
CC514 Introduction to Counselling  
CC515 African Christian Counselling  
CCT 102 Critical and Creative Thinking - Introduction

**SECOND YEAR**

**SEMESTER ONE**

PT 315 Multi-Axial Diagnosis  
PT 317 Practicum 1: Intake & 1st Procedure  
PT 318 Practicum 2: Phases of Individual Counselling.  
TD 304 Human Development I  
PT 103: Psychology of Religion

**SECOND YEAR  
SEMESTER TWO**

TD 305 Human Development II: Childhood & Society.  
PT 104 Sociology of Religion  
PT 302 Theories of Personality  
PT 303 Pastoral Services  
PT 306 Marriage and the Family

**THIRD YEAR  
FIRST SEMESTER**

PT 320: Drugs & Alcohol Counselling  
PT 321: Practicum3: Family Systems  
CC501 Christian Counselling  
CC508 Pastoral Care to the Adolescents  
CC509 Pastoral Care to Young Adults  
EL 203 Conflict Management

**THIRD YEAR  
SECOND SEMESTER**

PT 308 Ministry to the People Living with HIV/AIDS  
PT 323: Dynamics in Cross-Cultural Counselling  
PT 324: Techniques & Procedures of Counselling  
PT 325: Bi-Cultural Personality in Counselling  
PT 326: Practicum 4: Cross-Cultural in Practice

**FOURTH YEAR  
FIRST SEMESTER**

CC507 Pastoral Care to the mentally III  
CC510 Pastoral Care to the middle Aged  
CC511 Pastoral Care to the Elderly  
PT 316 Professional Mental Health Ethics  
PT 319 Crisis & Bereavement Care  
TAM 401: Traditional African and contemporary helping methods  
(Compulsory for PhD students)  
APC 402: Advanced psychometrics (Compulsory for PhD students)

**FOURTH YEAR  
SECOND SEMESTER**

CC502 Pastoral Counselling  
CC507 Success in Marriage  
PT 304 Abnormal Psychology  
PT 322 HIV/AIDS Counselling  
PT 102 Anthropological Approach to Pastoral Care  
BCB 401: Biological and cognitive aspects of behavior (Compulsory for PhD students)  
APC 401: Approaches to psychotherapy (Compulsory for PhD students)

## **ELECTIVES**

EL 101 Human Sexuality  
EL 102 Spiritual Direction  
EL 103 Clinical Pastoral Education  
EL 201 Internship  
EL 204 Independent study  
EL 205 How to write a response paper  
EL 206 Psychology of Religion  
EL 207 Religion and Human Development  
EL 208 Religion and Human Psychology  
CTP 200: Critical Thinking and Problem Solving  
CTI 201: Creative Thinking and Innovation

**NB:** Coordinator is free to replace a listed Unit/course with an elective as they all carry equal credit hours.

Where necessary, the exam coordinator will lead in reworking course outlines where a professor is stuck.

### **ANCCI Calendar 2021 - 2022**

#### **FIRST SEMESTER:**

September 5 - November 21, 2020

#### **SECOND SEMESTER 2021:**

January 11 - March 13, 2021

#### **THIRD SEMESTER:**

April 4 - May 27, 2021

#### **FOURTH SEMESTER:**

July 5 - August 22, 2021

#### **FIRST SEMESTER:**

September 5 - November 20, 2021

#### **SECOND SEMESTER:**

January 3 - March 11, 2022

## **SOME COURSE OUTLINES**

### **1. CC505: COUNSELLING THEORIES**

#### **Course Description**

Counselling Theories Course focuses on major theoretical approaches to counselling. It also deals with the strategies used in counselling. Individual contributions in counselling trends are also considered. In exploring and examining the various approaches, and by integrating multicultural and diversity competencies, learners will be able to gain knowledge and skills necessary to apply the strategies and techniques of counselling theories. The course will additionally incorporate ethical decision-making into each theoretical approach.

#### **Course content**

Course contents includes, the six counselling theories (Systemic, Constructionist, Psychoanalytic, Behavioural, Cognitive, and humanistic theory), definition of counselling, what counselling is not, concerns in counselling, counselling formats, counselling skills, role of a counsellor, phases of counselling process, and the importance of counselling today.

#### **Course Objectives**

- Identify, illustrate, and demonstrate the basic attributes of various theories of counselling.
- Examine, assess, and critique theoretical perspectives when applied to multicultural and diverse populations.
- Compare and contrast theories and techniques with respect to their application to case conceptualization.
- Examine and describe the formal attributes of counselling theories.
- Apply an ethical decision-making model using a case study.
- Synthesize, evaluate, and develop an integrated approach to counselling from the perspective of a counsellor's worldview.

#### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments)

#### **Instructional Materials and/or Equipment**

Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, Power-Point slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

#### **TERM PAPER:**

In 10-12-page double spaced (for undergraduates) and 20-25 pages for post graduate students, Show the relevance of studying Counselling Theories to the Kenyan and/or African context. Build your argument with contextual illustrations.

#### **Class expectations**

100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

#### **SOME REFERENCES:**

- American Psychological Association (2010). Publication manual of the American Psychological Association(6thed.). Washington, DC: American Psychological Association.
- Corey, G. (2012). *Case approach to counselling and psychotherapy* (8thed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Theory and practice of counselling and psychotherapy*(9thed). Belmont, CA: Brooks/Cole, Cengage Learning
- Martin, P. (2001). *Mixed Emotions: A tool that helps you make decisions, solve problems, resolve conflicts, and more.* Card Set.
- Neukrug, E. (2018). *Counselling theory and practice* (2nded.). Belmont, CA: Brooks/Cole, Cengage Learning.

### **Academic Journals:**

- Beck, A. T. (2005). The current state of cognitive therapy: A 40-year retrospective. *Archives of General Psychiatry*, 62, pp.953-959.
- Neukrug, E., Bayne, H., Dean-Nganga, L., & Pusateri, C. (2013). Creative and novel approaches to empathy: A neo-Rogerian perspective. *Journal of Mental Health Counselling*, 35, pp.29-42.
- Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT intervention. *Journal of Marital and Family Therapy*, 29, pp. 547-570.

### **Slides on counselling theories**

1. <https://www.slideshare.net/jafarnzowa/theories-of-counselling-and-psychotherapy>
2. <https://slideplayer.com/slide/6156772/>
3. <https://counseling.education.wm.edu/blog/counseling-theories-and-approaches>

### **Video on counselling theories**

Listen to the you tube below and take notes

1. <https://www.youtube.com/watch?v=O9SIxOWgTeo>
2. <https://www.youtube.com/watch?v=m1EnjXEE21g>
3. <https://www.youtube.com/watch?v=LTtel8-5evM>
4. <https://www.youtube.com/watch?v=S3yBPuf46Jo>
5. <https://www.youtube.com/watch/qXxWmX3BbQE>

## **2. PHIL 101: INTRODUCTION TO PHILOSOPHY**

### **Course Description:**

The major topics in this course include epistemology (ways of knowing), social and political thought, and ethics. After introducing students to each of these areas we explore a number of relevant topical issues. In the process we will consider three broad questions: How do we know what we know? How do/should we act? How do we understand social relationships and power? We will consider these questions with several of the topics listed below.

### **Learning Outcomes:**

Upon successful completion of this course, the student will have reliably demonstrated the ability to:

- Display an understanding of the basic premises, and some particular applications, of the three major course areas, epistemology, ethics, and social/political thought;
- Apply philosophical approaches to understanding in a variety of topics;
- Write using analytical forms of argumentation;
- Evaluate ethical issues;
- Formulate questions of knowing and truth in epistemological terms;
- Display an understanding of the variety of political and social perspectives on both current and historical issues.

### **Course Content:**

The course will be comprised of three units:

- 1) epistemology (ways of knowing),
- 2) ethics, and
- 3) social and political thought, each of which will span four lectures (four weeks). Topics may include the following:

- In the area of epistemology topics that may be considered may include: common sense, truth, scepticism, materialism verses idealism, subjectivity versus objectivity, experience, education, presence and appearance, and pragmatism
- In ethics the topics covered may include: justice, ethical relativism, sexuality, euthanasia, capital punishment, business, inequality, suicide, responsibility, welfare, egoism, and terrorism.
- In social/political thought we could consider: the state, power, manufacturing consent, feminist political thought, control and disinformation, globalization and corporate power, free trade, conflict and order, and stateless versions of governance.

### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments)

### **Instructional Materials and/or Equipment**

Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, Power-Point slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

### **TERM PAPER:**

In 10-12-page double spaced (for undergraduates) and 20-25 pages for post graduate students, Show the relevance of studying Philosophy for a person undertaking either Counselling Psychology or Theology. Build your argument with contextual illustrations.

### **Class expectations & Final Exam**

100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

### **SOME REFERENCES:**

Barclay, W. 1977. *Educational Ideals in the Ancient World*. Michigan: Baker Book House.

Freeman, K. 1952. *God, Man, and State Greek Concepts*. London.

Freeman, K. J. 1907. *Schools of Hellas*. London.

Gathogo, J. 2014. Introduction to Critical and Creative Thinking. Kenyatta University, Unpublished material.

Gathogo, J. 2008. "African Philosophy as Expressed in the Concepts of Hospitality and *Ubuntu*," *Journal of Theology for Southern Africa*, 130(1), pp.39-53.

[https://www.academia.edu/7527389/African\\_Philosophy\\_as\\_Expressed\\_in\\_the\\_Concepts\\_of\\_Hospitality\\_and\\_Ubuntu](https://www.academia.edu/7527389/African_Philosophy_as_Expressed_in_the_Concepts_of_Hospitality_and_Ubuntu)

[https://www.researchgate.net/publication/341193305\\_Introduction\\_to\\_Philosophy](https://www.researchgate.net/publication/341193305_Introduction_to_Philosophy)

Nobbs, J., 1979. *Sociology, An introduction*. Macmillan.

Wikipedia 2018. <http://www.historynet.com/greco-persian-wars-xerxes-invasion.htm> (accessed 17 November 2018).

### **Slides on philosophy**

<https://www.slideshare.net/ArnellPU/lecture-23637231>

<https://www.slideshare.net/auroracslk/introduction-to-philosophy-54355159>

<https://www.slideteam.net/powerpoint/Philosophy>

<https://www.slideshare.net/lawrenceandre/branches-of-philosophy-8356363>

<https://www.slideshare.net/Sairishkhokhar/methods-in-philosophy>

<https://slideplayer.com/slide/3351460/>

<https://www.slideshare.net/raqueldelacruzbernabe/list-of-unsolved-problems-in-philosophy-by-raquel-dela-cruz-eddiem>

### **Video on philosophy**

Listen to the you tube below and take notes

<https://www.youtube.com/watch?v=BI8dOy7o194>

<https://www.youtube.com/watch?v=N13BTIQe01c>

<https://www.youtube.com/watch?v=kzCAKbKyl4g>

<https://www.youtube.com/watch?v=Ap-66JFmbHY>

<https://www.youtube.com/watch?v=qsYynaQUmzw>

<https://www.youtube.com/watch?v=j8IYZuOTgXY>

<https://www.youtube.com/watch?v=yBbBHcpq0zY>

### 3. CCT 102 CRITICAL AND CREATIVE THINKING

#### **Course Outline**

##### **a). Course Description**

This course has to do with thinking about thinking. It is an examination of thinking in order to understand and appreciate the extent to which we are creative and how we think. It also examines the value impact on who we become, what we believe, and what we do. Another recurrent feature in this course is evaluation and generation of ideas – as we reflect on our identity, how we should live, and how we ought to relate with others.

##### **b). Course Objectives**

The course will attempt to enable students to:

- i). Know themselves and take charge of their own thinking;
- ii). Evaluate whatever comes their way and generate new ideas;
- iii). Support knowledge claims with reasons and evidence;
- iv). Understand and use tools of analysis: purpose, point of view, problem, information, concepts, assumptions, implications, and inferences;
- v). Understand and cultivate tools of transformation: fair-mindedness, humility, empathy, perseverance, autonomy, courage, integrity and confidence in reason;
- vi). Understand and use argumentation;
- vii). Think through content in varied disciplines and contexts and make good judgments.

##### **c). Course content**

- i). Significance of higher creative and critical thinking in higher education and in everyday life;
- ii). Philosophy: characteristics, branches, relevance;
- iii). Thinking: critical and creative thinking;
- iv). Personal identity: self-knowledge; \
- v). Decision-making and problem solving
- vi). Arguments: deductive and inductive reasoning;
- vii). Fallacies

##### **Application**

- i). Individuality – John Stuart Mill
- ii). Appearance and Reality - Bertrand Russel;
- iii). Thinking for oneself – Rene Descartes;
- iv). Practicality of Critical and Creative Thinking – Kwasi Wiredu;
- v). Quality Education: it's Transforming Function – Varied Thinkers.

##### **d). Teaching and learning mode**

The course is interactive and therefore requires continuous, active and meaningful engagement by all involved. The more you are initiative and responsible, the more you will get more out of these studies.

##### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments).

##### **Instructional Materials and/or Equipment**



Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, Power-Point slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

### **TERM PAPER:**

In 10-12-page double spaced (for undergraduates) and 20-25 pages for post graduate students, Show the reason for studying Critical and Creative Thinking as student of Counselling Psychology or as a student of Theology or any other academic discipline of your choice. Build your argument with contextual illustrations.

### **Class expectations & Final Exam**

100 % attendance, gives

- ✓ 20% marks for class participation,
- ✓ 50% for term paper, and
- ✓ 30% for final exam.

### **References**

- Bassham, Gregory, et al. 2008. *Critical Thinking: A Student's Introduction*. New York: McGraw-Hill Higher Education.
- Appiah, Kwame Anthony, 1992. In *My Father's House: Africa in the Philosophy of Culture*. New York: Oxford University Press.
- Chukwu, Cletus N. 2002. *Introduction to Philosophy in an African Perspective*. Eldoret. Zapf Chancery.
- Facione, PA (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. California Academic Press.
- Facione, P.A. (2007 update). *Critical thinking: What it is and why it counts*. <http://www.insightassessment.com/dex.html>
- Fuller, B.A.G 1955. *A History of Philosophy*, 3<sup>rd</sup> Ed. Revised by Sterling M. McMurrin, New York: Holt, Rinehart and Winton.
- Halpern, D. F. (2003, 4<sup>th</sup> edition). *Thought and knowledge: An introduction to critical thinking*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kasyoka, John M. M. 2008. *An Introduction to Philosophy of Religion*. Eldoret: Zapf Chancery.
- Liberal Education Outcomes: A preliminary report on student achievement in college*. (2005). American Association of Colleges and Universities.
- National Commission of Excellence in Education. (1983). *A national at risk: The imperative for educational reform*. Washington, DC.
- National Education Goals Panel. (1991). *The national education goals report: Building a nation of learners*. Washington, DC: U.S. Printing Office.
- Namwambah, T. 2005. *Essentials of Critical and Creative Thinking*. Nairobi: Didaxis Resources and Services.
- Namwambah, T. 2007. *Elements and Pedagogy of Critical Thinking*. Nairobi: Dale Publishers.
- Namwambah, T. 2003. *Introduction to Critical Thinking: Student Companion*. Nairobi: Kenpak Printers.
- Mill, John Stuart, "The Contest in America." *Harper's New Monthly Magazine*, Volume 24, Issue 143, pp. 683–684. Harper & Bros., New York, April 1862.
- Mill, John Stuart, *Utilitarianism* (Project Gutenberg online edition)
- Mill, John Stuart, "On Liberty" 1859. ed. Gertrude Himmelfarb, UK: Penguin, 1985, pp.83–84

Russell, Bertrand. *The Problems of Philosophy*. Oxford, U.K.: Oxford University Press, 1997.  
Wambari, K. (ed) 1992. *Readings in Introduction to Critical Thinking*. Kijabe: AIC

### **Teaching Slides**

<https://www.slideshare.net/RekhaShukla2/critical-and-creative-thinking-73185550>

<https://www.slideshare.net/joelpallera/developing-critical-and-creative-thinking>

[https://www.powershow.com/viewht/56a538-](https://www.powershow.com/viewht/56a538-ZTY0Z/Creative+and+Critical+Thinking+powerpoint+ppt+presentation)

[ZTY0Z/Creative and Critical Thinking powerpoint ppt presentation](https://www.powershow.com/viewht/56a538-ZTY0Z/Creative+and+Critical+Thinking+powerpoint+ppt+presentation)

[https://www.powershow.com/view2b/40f8fe-](https://www.powershow.com/view2b/40f8fe-N2JkM/Teaching+critical+and+creative+thinking+powerpoint+ppt+presentation)

[N2JkM/Teaching critical and creative thinking powerpoint ppt presentation](https://www.powershow.com/view2b/40f8fe-N2JkM/Teaching+critical+and+creative+thinking+powerpoint+ppt+presentation)

### **Videos on Critical and Creative Thinking**

<https://www.youtube.com/watch?v=ksSxQodtpzo>

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>

<https://www.youtube.com/watch?v=D87BGodmmmw>

<https://www.youtube.com/watch?v=4jCzPg2qE1s>

<https://www.youtube.com/watch?v=2s6PIrXwt7M>

<https://www.youtube.com/watch?v=MTPQxhPNCiE>

<https://slideplayer.com/slide/6045713/>

<https://slideplayer.com/slide/1699937/>

## **4. CC513: CLINICAL INTERVIEWING AND COUNSELLING**

### **Course Description:**

This course will review various interviewing and counselling theories as well as cultural and social factors impacting effective counselling techniques. Students will be introduced to a variety of interviewing and counselling techniques used in mental health settings and taught how to apply those techniques in practical settings. Students also will practice and be given feedback on newly learned interviewing and counselling skills.

### **Course Objectives:**

The purpose of this course is to provide students with an introduction to basic counselling/therapy skills used by mental health professionals as well as practice in these skills

### **Course Description**

Counselling Theories Course focuses on major theoretical approaches to counselling. It also deals with the strategies used in counselling. Individual contributions in counselling trends are also considered. In exploring and examining the various approaches, and by integrating multicultural and diversity competencies, learners will be able to gain knowledge and skills necessary to apply the strategies and techniques of counselling theories. The course will additionally incorporate ethical decision-making into each theoretical approach.

### **Course content**

Course contents includes, the six counselling theories (Systemic, Constructionist, Psychoanalytic, Behavioural, Cognitive, and humanistic theory), definition of counselling, what counselling is not, concerns in counselling, counselling formats, counselling skills, role of a counsellor, phases of counselling process, and the importance of counselling today.

### **Course Objectives**

- Identify, illustrate, and demonstrate the basic attributes of various theories of counselling.
- Examine, assess, and critique theoretical perspectives when applied to multicultural and diverse populations.
- Compare and contrast theories and techniques with respect to their application to case conceptualization.
- Examine and describe the formal attributes of counselling theories.
- Apply an ethical decision-making model using a case study.
- Synthesize, evaluate, and develop an integrated approach to counselling from the perspective of a counsellor's worldview.

### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments)

### **Instructional Materials and/or Equipment**

Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, Power-Point slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

## **TERM PAPER:**

In 8-12-page double spaced (for undergraduates) and 15-25 pages for post graduate students, Show the relevance of studying Counselling Theories to the Kenyan and/or African context. Build your argument with contextual illustrations.

## **Class expectations**

100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

## **Required Text:**

Murphy, B.C. & Dillon, C. (2008). *Interviewing in Action in a Multicultural World*, (Third Edition or Fourth Edition). Brooks Cole Publishing Company.

## **SOME REFERENCES:**

American Psychological Association (2010). Publication manual of the American Psychological Association(6thed.). Washington, DC: American Psychological Association.

Corey, G. (2012). *Case approach to counselling and psychotherapy* (8thed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, G. (2013). *Theory and practice of counselling and psychotherapy*(9thed). Belmont, CA: Brooks/Cole, Cengage Learning

Martin, P. (2001). *Mixed Emotions: A tool that helps you make decisions, solve problems, resolve conflicts, and more*. Card Set.

Neukrug, E. (2018). *Counselling theory and practice* (2nded.). Belmont, CA: Brooks/Cole, Cengage Learning.

## **Academic Journals:**

Beck, A. T. (2005). The current state of cognitive therapy: A 40-year retrospective. *Archives of General Psychiatry*, 62, pp.953-959.

Neukrug, E., Bayne, H., Dean-Nganga, L., & Pusateri, C. (2013). Creative and novel approaches to empathy: A neo-Rogerian perspective. *Journal of Mental Health Counselling*, 35, pp.29-42.

Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT intervention. *Journal of Marital and Family Therapy*, 29, pp. 547-570.

## **Slides on counselling theories**

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2. <https://slideplayer.com/slide/6156772/>
3. <https://counseling.education.wm.edu/blog/counseling-theories-and-approaches>

## **Video on counselling theories**

Listen to the you tube below and take notes

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2. <https://www.youtube.com/watch?v=m1EnjXEE21g>
3. <https://www.youtube.com/watch?v=LTtel8-5evM>
4. <https://www.youtube.com/watch?v=S3yBPuf46Jo>

## 5. INTRODUCTION TO PSYCHOLOGY

### **Course description:**

This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology that are helpful to students of counselling psychology, theology, education, mission or any other academic discipline. The course begins by defining psychology, and by surveying key terms in psychology, it will help you draw some basics in this subject, and prepare you for a major take-off. Considering that the goal of education is to provoke you to think, the course will expect you to apply this knowledge and make you lead a better life.

### **Course Content:**

The course content includes: Define Psychology, The Major Components of a Psychological View, Branches of Psychology, some common Terms in Psychology, Causes of Depression, Stress Management, Types of Defence Mechanism, Human Nature, Sources of Knowledge About Human Nature, Schools of Psychology, Key Figures in Psychology: a). Eric Erikson, b). Carl Jung, c). Sigmund Freud, d). William Jones. Other contents include: Psychology of Religion, Child Psychology, Adolescence Psychology, The Seven Criteria of Adulthood, Infant Psychology, Freudian Theory of Infant Psychology, and The 6 Psychological Disorders among other areas of study. Additionally, a sample exam paper has been given so as to aid learners in their reading and general revision.

### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments)

### **Instructional Materials and/or Equipment**

Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, PowerPoint slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

### **TERM PAPER:**

In 10-12-page double spaced (for undergraduates) and 20-25 pages for post graduate students, Show the significance of studying Psychology for students undertaking Counselling Psychology or Theology or any other discipline of your choice. Build your argument with contextual illustrations.

### **Class expectations & Final Exam**

100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

### **SOME REFERENCES:**

Boring, E. G. (1950, 2nd edn) *A History of Experimental Psychology*, New York, Appleton-Century-Crofts.

Bransford, J. D. and Johnson, M. K. (1972) 'Contextual prerequisites for understanding: some investigations of comprehension and recall', *Journal of Verbal Learning and Verbal Behaviour*, vol. 11, pp. 717–26. Available from

[http://memlab1.eng.yale.edu/PDFs/1972\\_Bransford\\_Johnson\\_JVLVB.pdf](http://memlab1.eng.yale.edu/PDFs/1972_Bransford_Johnson_JVLVB.pdf) [Accessed 20 January 2021].

Duck, S. (1992) *Human Relationships*, London, Sage.

Merleau-Ponty, M. (1962) *Phenomenology of Perception* (C. Smith, trans.), London, Routledge & Kegan Paul. (Original work published in 1945.)

Raugh M. R. and Atkinson R. C. (1975) 'A mnemonic method for learning a second language vocabulary', *Journal of Educational Psychology*, vol. 67, pp. 1–16.

Sherif, M. et al. (1961) *Intergroup Conflict and Co-operation: The Robber's Cave Experiment*, Norman, OK, University of Oklahoma Press, cited in Gross, R. (1996) *Psychology: The Science of Mind and Behaviour*, London, Hodder and Stoughton Educational.

Swami, V. and Furnham, A. (2006) 'The science of attraction', *The Psychologist*, vol. 19, no. 6, pp. 362–5. Available at [www.thepsychologist.org.uk](http://www.thepsychologist.org.uk) [Accessed 19 January 2021].

### **Slides on Introduction to Psychology**

1. <https://www.slideshare.net/muddsar/introduction-to-psychology-9892542>
2. [https://www.slideshare.net/muddsar/introduction-to-psychology-9892542?next\\_slideshow=1](https://www.slideshare.net/muddsar/introduction-to-psychology-9892542?next_slideshow=1)
3. <https://www.slideshare.net/aashishparihar/psychology-39573261>

### **Video on Introduction to Psychology**

Listen to the you tube below and take notes

1. <https://www.youtube.com/watch?v=vo4pMVb0R6M>
2. <https://www.youtube.com/watch?v=-3iOrvvWiLY>
3. <https://www.youtube.com/watch?v=J3nlGWelVj8>
4. <https://www.youtube.com/watch?v=OxGKtUEz8WU>

## **6. PT 314. INTRODUCTION TO SOCIOLOGY**

### **Course description**

Introduction to Sociology, as a course, is designed to introduce learners to the sociological study of society. Certainly, sociology deals with the systematic understanding of social interactions. It also deals with social organizations, social institutions, and social change. Is Church and religion an agent of social change? Can the church trigger social transformation? As students of counselling psychology, can Sociology help us to understand the psychological backgrounds of individuals in society? Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

### **Course content**

What is Sociology? Importance of Sociology, branches of Sociology, Sociology as a Science, Sociology as Art, Sociological concepts, Egalitarian society, Laissez faire society, groupings in society, voluntary and involuntary group, Social organizations, Social institutions, and functions and dysfunctions of religion. Others are: culture, fundamental aspects of culture, Social stratification, types of societies, types of stratification, Karl Marx and class society, Karl Marx's opposition to Thomas Malthus on population debate, Social change, and Society among other topics.

### **Overall Goals:**

- Show the relevance and reality of structural factors in social life
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems
- Debunk individualistic explanations of behaviour and identify social patterns
- Recognize the difference between empirical and normative statements
- Identify and offer explanations for social inequality
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Describe the tension between generalization and stereotyping; social forces and determinism
- Appreciate the role of human agency in social change

### **Mode of Delivery**

The course will be delivered mainly face to face lectures and e-learning modes, Group based learning, Use of interactive media, Problem-based learning, Independent learning, E-learning (chats, forums, assignments).

### **Instructional Materials and/or Equipment**

Equipment and/or Instructional materials will comprise computers, digital media (Smart boards, Power-Point slides), e-resources (module on LMS, and other related resources), whiteboard (for face-to-face learning), handouts, lecture notes, library resources, video and audio presentations, core theological books, peer reviewed journal, unpublished thesis and other relevant materials.

### **TERM PAPER:**

In 10-12-page double spaced (for undergraduates) and 15-25 pages for post graduate students, Show the reason for studying Sociology as student of Counselling Psychology or as a student of Theology or any other academic discipline of your choice. Build your argument with contextual illustrations.

### **Class expectations & Final Exam**

100 % attendance, gives

- ✓ 20% marks for class participation,
- ✓ 50% for term paper, and
- ✓ 30% for final exam.

### **SOME REFERENCES:**

1. Sociology (Richard T. Schaefer and Robert P. Lamm, McGraw-Hill, N.O., 2002)
2. Social Problems (LeRoy W. Barnes, The Dushkin Publishing Group, Guilford, CT, 2000)
3. Textbook: *The Real World: An Introduction to Sociology* (5th edition), Ferris & Stein, Norton.
4. Class Slides: <http://portal.peralta.edu>.
5. E. Ezewu, *Sociology of Education*, Lagos: Longman 1983.

### **Teaching Slides**

<https://www.slideshare.net/chinnex23/sociology-ppt>

<https://slideplayer.com/slide/4545099/>

<https://slideplayer.com/slide/4892046/>

[https://www.academia.edu/16708139/374\\_SOCIAL\\_PSYCHOLOGY\\_LECTURE\\_SLIDES\\_NEW\\_15\\_9\\_15](https://www.academia.edu/16708139/374_SOCIAL_PSYCHOLOGY_LECTURE_SLIDES_NEW_15_9_15)

### **Videos on Sociology**

<https://www.youtube.com/watch?v=YnCJU6PaCio>

<https://www.youtube.com/watch?v=RdgpuaopBR8>

[https://www.youtube.com/watch?v=TryHsjdV6\\_Y](https://www.youtube.com/watch?v=TryHsjdV6_Y)

<https://www.youtube.com/watch?v=jvn3OPysnVE>

[https://www.youtube.com/watch/32KG\\_ba\\_NJc](https://www.youtube.com/watch/32KG_ba_NJc)