ANCCI University

COUNCELLLING PSYCHOLOGY
Certificate/Diploma/Bachelor of Arts/MA/PhD
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 Counseling
PH 101 Philosophy - Introduction

FIRST YEAR
SEMESTER TWO
CC506 Marriage Counseling
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
CCI 201: Creative Thinking and Innovation
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 ll: 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 Counseling
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 Counseling
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 30, 2020

SECOND SEMESTER 2021:
January 5 - March 30, 2021

THIRD SEMESTER:
May 4 – July 30, 2021

FIRST SEMESTER:
September 5 - November 30, 2021

SECOND SEMESTER:
January 3 - March 30, 2022

THIRD SEMESTER:
May 4 – July 30, 2022

FIRST SEMESTER:
September 5 - November 30, 2022

SECOND SEMESTER 2023:
January 5 - March 30, 2023

THIRD SEMESTER:
May 4 – July 30, 2023

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, Behavioral, 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, skepticism, 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.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=Bl8dOy7o194
https://www.youtube.com/watch?v=N13BTlQe01c
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=j8lYZuOTgXY
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*, 3rd Ed. Revised by Sterling M. McMurrin,
          New York: Holt, Rinehart and Winton.
Halpern, D. F. (2003, 4th 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-
ZTY0Z/Creative_and_Critical_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 counseling techniques. Students will be introduced to a variety of interviewing and counseling 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 counseling skills.

Course Objectives:
The purpose of this course is to provide students with an introduction to basic ounselling/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
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. **PT 301: 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   [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 [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
3.   https://www.slideshare.net/aashishparihar/psychology-39573261

 Video on Introduction to Psychology
Listen to the you tubes 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, Leissez 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 behavior 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, MacGraw-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* (5thedition), 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

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=jvn3OPysnVE
https://www.youtube.com/watch/32KG_ba_NJc

7.CC507 Pastoral Care to The Mentally Sick

Course Description
This course will equip students to critically engage the theological, theoretical and practical issues related to mental illness and parish leadership. Through use of case studies, engagement with denominational documents and scholarship in the field, debate and discussion. The students will wrestle with what might best care for the mind and spirit of people with mental illness the ministry contexts. This course requires attendance for class sessions and outside workshops. Students in this course will find that we will not only attend to practical matters related to church leadership but our own assumptions and theological worldviews around mental illness.

Course content
The course will cover the following topics: Denominations and Diagnosis, Diagnosis and Theory, Depression and Anxiety Disorders, Eating Disorders, Psychotic Disorders, Addictions, Suicide Prevention, Personality Disorders, Trauma and First-Person Accounts

Course Objectives
Students in this class will:
1. Demonstrate the capacity to examine and critically reflect on their own internal assumptions about mental illness.
2. Understand the concept of diagnosis as it applies to mental illness, and how diagnosis relates to the ability of caregivers to provide pastoral care to the mentally ill.
3. Understand several of the most prevalent diagnosis in the mental health field and how they might best care for people with these diagnoses and their families.
4. Become familiar with the basics of several theoretical systems for understanding mental illness, and have the ability to critique those theories in light of their own theological anthropology.
5. Gain skills related to suicide prevention.
6. Reflect on their own ministry context and future plans for ministry including how they will advocate for the mentally ill in their communities.

Mode of Delivery
The course will be delivered mainly Online Lectures (via Zoom or Google Meet) 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, Published and unpublished thesis and other relevant materials.

Term Paper:
In 5-10-page double spaced (for undergraduates) and 10-15 pages for post graduate students. Write a Term Paper Titled:
Pastoral care with young people suffering from depression in the context of your respective country.

Class expectations & Final Exam
100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

Some References:
1. Claringbull, N. (2011). *Mental health in counselling and psychotherapy*. SAGE.
2. Council, R. J. (1982). Out of the depths: pastoral care to the severely depressed. *Pastoral Psychology*, *31*(1), 58-64.
3. Dryden, W., & Mytton, J. (2005). *Four approaches to counselling and psychotherapy*. Routledge.
4. Mason, K. E., Polischuk, P., Pendleton, R., Bousa, E., Good, R., & Wines Jr, J. D. (2011). Clergy referral of suicidal individuals: A qualitative study. *Journal of Pastoral Care & Counseling*, *65*(3), 1-11.
5. Moriarty, G. (2014). *Pastoral care of depression: Helping clients heal their relationship with God*. Routledge.
6. Switzer, D. K. (2000). *Pastoral care emergencies*. Minneapolis^ eMN MN: Fortress Press.
7. White, J. (2004). Spiritual and pastoral care approaches for helping older adults with depression. *Journal of Religious Gerontology*, *16*(3-4), 91-107.

Slides on Clinical Interviewing
1. https://www.slideshare.net/CeliaMunson/models-of-pastoral-care-and-counseling
2. https://slideplayer.com/slide/13676243/
3. https://slideplayer.com/slide/9034596/
4. https://www.slideshare.net/qfphillips/bible-study-online-lesson-3-depression

Video on Clinical Interviewing
Watch and Listen to the you tube below and take notes
1. https://www.youtube.com/watch?v=C4Lv-RFEFwI
2. https://www.youtube.com/watch?v=oWIusnIHCSE
3. https://www.youtube.com/watch?v=-7S8Y_5rRLk
4. https://www.youtube.com/watch?v=aVDXv7DYyIY
5. https://www.youtube.com/watch?v=dMpzvw4yhB8

8. CC506 Marriage Counseling

Course Description

A broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches to family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention.

This course surveys the historical development and principal conceptualizations of marriage counselling. Goals include an introductory examination and comparison of various theories currently employed in the field. Subject areas to be covered include the various schools of family therapy, along with current trends and issues in marriage and family therapy. Case studies and videotapes will be utilized to facilitate students' understanding of theory and skills. In addition to reading the required text, additional outside reading is strongly encouraged to supplement student development in marriage and family therapy.

Course content

The course offers a way of understanding related theories and practicing the clinical skills necessary to effectively treat issues within the context of a couple's relationship. These will include: Adopting a Family Relationship, Family Development, Gender, Culture and Ethnicity factor in Family Therapy, Interlocking System, Origin and Growth of Family Therapy, Professional Issue and ethic, Psychodynamic Model of Family Therapy, Transgenerational Models of Family Therapy, Experiential Models of Family Therapy, The Structural Model of Family Therapy Strategic Model of Family Therapy, The Milan Systemic Model of Family Therapy and The Behavioral and Cognitive Model of Family Therapy.

Course Objectives

The students will acquire the ability to:

1. conduct a variety of assessment procedures based on basic assessment tools used to determine if the couple is an appropriate candidate for couples' counseling model.
2. use various interview and counseling techniques such as- reflective listening, exploratory and circulatory questioning to identify multigenerational patterns, unconscious defense mechanisms, interpret genograms, and promote effective communication and empathy between the partners.
3. apply a variety of counselling approaches to address the couple's interpersonal needs such as couple and family communication patterns; development of support networks; parenting issues; socio-economic concerns.
4. apply a variety of counseling approaches to assess for and address a range of intrapersonal issues for each spouse which may impact the couple counseling process such as low self-esteem, depression, anxiety, anger, and guilt.
5. set collaborative goals and design outcome measures.
6. assess for level of risk of suicide; harm to one another; and other crises, and to respond with appropriate intervention.
7. recognize the importance of community influence, traditional values and culturally sensitive factors when working with all clients including those from special populations and culturally diverse groups.
8. make appropriate referrals to community resources and other service providers to address the couple's needs which fall outside the scope of practice of an entry-level counselor.
9. practice within ethical guidelines and limits of confidentiality; and to maintain appropriate boundaries in the therapeutic relationship.

Mode of Delivery

The course will be delivered mainly Online Lectures (via Zoom or Google Meet) 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, Published and unpublished thesis and other relevant materials.

Term Paper:

In 5-10-page double spaced (for undergraduates) and 10-15 pages for post graduate students. Write a term paper titled: **The Psychological Effects of Divorce on the Members of a Family**

Class expectations & Final Exam

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

Some References:

1. Bernstein, E. (2012). Couples therapy for one: To fix a marriage, some go alone. *Wall Street Journal*.
2. Bevilacqua, L., & Dattilio, F. (2000). Overview of couple's therapy. *2000). Comparative treatments for relationship dysfunction. Springer Publishing Company*, 1-12.
3. Cross, L. B. (2013). *Couples therapy*. Routledge.
4. Harway, M. (Ed.). (2004). *Handbook of couple's therapy*. John Wiley & Sons.
5. Worthington Jr, E. L. (1990). Marriage counseling: A Christian approach to counseling couples. *Counseling and Values*, *35*(1), 3-15.
6. Worthington Jr, E. L. (2009). *Marriage counseling: A Christian approach to counseling couples*. InterVarsity Press.
7. Worthington Jr, E. L. (2013). *Hope-focused marriage counseling: A guide to brief therapy*. InterVarsity Press.

Slides on Marriage Counselling

1. https://www.slideshare.net/kevins299/lecture-1-introduction-to-couples-counselling
2. https://www.powershow.com/viewfl/1cb091-ZDc1Z/Couples_Counseling_powerpoint_ppt_presentation
3. https://slideplayer.com/slide/12680088/
4. https://slideplayer.com/slide/12038641/
5. https://powerpoint.crystalgraphics.com/templates/search/couples+therapy+or+marriage+counseling-powerpoint-templates

Video on marriage Counselling

Listen to the you tube below and take notes
1. https://www.youtube.com/watch?v=N7psc7JVX4A
2. https://www.youtube.com/watch?v=mFhwWAGizgc
3. https://www.youtube.com/watch?v=TUMmLkFKpEI
4. https://www.youtube.com/watch?v=AKTyPgwfPgg
5. https://www.youtube.com/watch?v=tw_cOVCWtgk

9. CPE 403 Clinical Pastoral Education (CPE)

Course Description

Clinical Pastoral Education (CPE) is a professional education in the field of pastoral care that serves as a part of one's preparation for parish ministry, chaplaincy, lay ministry, teaching, and counseling. Placement in a hospital (clinical) setting offers the opportunity to develop skills in pastoral and spiritual care with people across the spectrum of society and to integrate one's operational theology with the actual offering of care in situations of major and minor life transitions including birth and birthing, ageing, trauma, rehabilitation, mental health issues, dying and death. The clinical setting confronts people with the major questions of meaning and purpose and in meeting them in these profound places, the Clinical Pastoral Education (CPE) student learns the possibilities for offering effective pastoral care.

Objectives
- To orient the Trainee to the healthcare system as s/he functions as a professional pastoral/spiritual caregiver in a healthcare facility.
- To help the Trainee become effective in assessing and meeting the spiritual and emotional needs of patients/residents, family, and staff.
- To help the Trainee develop communication skills in the area of interpersonal relationships.
- To support the Trainee in his/her spiritual disciplines and growth.
- To prepare the Trainee to competently and compassionately respond to the varied crises faced by patients/residents, families and staff.
- To assist the Trainee in understanding and responding to medical ethical issues.
- To help the Trainee become a model of professional competence and high ethical standards as a pastoral/spiritual caregiver.
- To keep the Trainee informed of his/her progress in the program by periodic evaluation and peer review sessions.
- To assist the Trainee in finding ministry partners to help support his/her ministry.

Course Content
1. Basic introduction to chaplaincy (covers the biblical foundation for pastoral care, the spiritual formation of the Chaplain, hospital visitation dos and don'ts, active listening skills, the Chaplain's role and identity, terminal issues, grief issues, and how to handle basic emergency situations).
2. The successful completion of Unit One, plus compliance with additional qualifications, may qualify a person to receive a certificate as a Chaplain Assistant
3. Professional and Personal life of a healthcare Chaplain, (spiritual assessment and charting, cross cultural ministry, ministry to staff, being a team player, ministry to surgical patients, general biblical principles on suffering and healing, and an overview of spiritual warfare).
4. Healthcare policies and procedures, crisis counseling guidelines, medical ethics, family dynamics, responding to objections, funerals, and prayer in world religions.
5. Mental health ministry, social issues related to healthcare, ministry to the elderly, oncology ministry, professional boundaries, avoiding compassion fatigue.

Mode of Delivery

The course will be delivered mainly Online Lectures (via Zoom or Google Meet) 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, Published and unpublished thesis and other relevant materials.

Term Paper:
In 5-10-page double spaced (for undergraduates) and 10-15 pages for post graduate students. Term Paper Topic: **Expound on the significance of Spirituality in Healthcare,**

Class expectations & Final Exam
100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

Some References:
Clevenger, C., Cadge, W., Stroud, I. E., Palmer, P. K., Haythorn, T., & Fitchett, G. (2020). Education for professional chaplaincy in the US: mapping current practice in Clinical Pastoral Education (CPE). *Journal of health care chaplaincy*, 1-16.

Duff, V. (2013). Clinical pastoral education (CPE): a reflection. *Health and Social Care Chaplaincy*, *6*(2), 35-38.

King, S. D. (2007). Trust the process: A history of clinical pastoral education as theological education. *Reflective Practice: Formation and Supervision in Ministry*, *28*.

Lee, S. J. C. (2002). In a secular spirit: Strategies of clinical pastoral education. *Health Care Analysis*, *10*(4), 339-356.

Miller-McLemore, B. J. (2008). Revisiting the living human web: Theological education and the role of clinical pastoral education. *Journal of Pastoral Care & Counseling*, *62*(1-2), 3-18.

O'gorman, R. T. (2005). Clinical pastoral education (CPE) and the professional identity of the dual degree's student. *Journal of Religion & Spirituality in Social Work: Social Thought*, *24*(1-2), 125-135.

Slides on Clinical Pastoral Education (CPE)
https://www.slideshare.net/CeliaMunson/clinical-pastoral-education
https://www.slideserve.com/abigail-vega/clinical-pastoral-education

Video on Clinical Pastoral Education (CPE)
Listen to the you tube below and take notes
https://www.youtube.com/watch?v=mSod6lVoG50
https://www.youtube.com/watch?v=pcOUFC6Q4_A
https://www.youtube.com/watch?v=ngkNdBK38lY
https://www.youtube.com/watch?v=XUP3OyLe3O0
https://www.youtube.com/watch?v=IkH_F8-JJyk

10. CC514 Introduction to Counselling

Course Description

The purpose of this course is to provide an opportunity for the development of counselling skills and improved interpersonal relationships through the exchange of ideas, feelings and attitudes. Through interaction and experiential learning activities, students will develop a working knowledge of counseling and interviewing skills, and procedures.

Objectives

After Studying this course, students will be able to:
- Understand the skills and attributes required to conduct counselling
- Practice and improve their listening skills
- Demonstrate an understanding of the principles of negotiation
- Describe the key aspects of successful mediation
- Understand the role of counselling in crisis mediation
- List sources of help and advice in a range of counselling situations

Course outline

1. Introduction to the Counselling Profession,
2. Ethical Issues (Multicultural Competence and Diversity: The Role of Theoretical Orientation in Practice),
3. Ethical Issues and Professional Boundaries (Skills of Attending, Empathizing and Observing),
4. Developing Counselling Goals (Skills of Questioning, Paraphrasing and Summarizing),
5. Dealing with Emotional Intensity (Skills of Reflecting Feelings and Listening During a Five-stage Counselling Session),
6. The Art and Practice of Counselling (Skills of Focusing, Exploring and Challenging)
7. Influencing (Skills of Reflecting Meaning, Reframing and Transitions),
8. Strategies for Client Change (Skills of Self-disclosure, Feedback and Immediacy),
9. Theoretical Orientation in Practice (Skills of Integration and Closure),
10. Counsellor Burnout and Self-care (Skill of Integration),
11. Counselling Skills in Various Settings (Skill of Integration)
12. Reflecting on Learning, and Goal Setting for the Future.

Assessment

You will be assessed on TMAs (Tutor Marked Assignments). Most TMAs consists of short paragraph answers, although some TMAs may have a specific word count. The main criteria to pass as assignment is to prove to the tutor that you have fully understood the question and have answered it sufficiently.

If the assignment is not of the required level or needs an amendment, it will be detailed in your tutor feedback so you can make any required changes. The course tutor will be happy to give guidance as to how you might improve you answers. Your work can be sent back to your course tutor by email or by post.

Mode of Delivery

The course will be delivered mainly Online Lectures (via Zoom or Google Meet) 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, Published and unpublished thesis and other relevant materials.

Term Paper:
In 5-10-page double spaced (for undergraduates) and 10-15 pages for post graduate students. Term Paper Topic: **Outline the process of Developing Counselling Goals (Skills of Questioning, Paraphrasing and Summarizing).**

Class expectations & Final Exam
100 % attendance, gives 20% marks for class participation, 50% for term paper, and 30% for final exam.

Some References:

Alam, S. (2013). Basics of Guidance &Counseling. *Journal of Indian*, 125.

Aldridge, S. (2014). *A short introduction to counselling*. Sage.

Evans, G. (2010). *Counselling skills for dummies*. John Wiley & Sons.

Feltham, C., & Palmer, S. (2015). An introduction to counselling and psychotherapy. *The beginner's guide to counselling and psychotherapy*.

Isaacson, L. E. (1985). *Basics of career counseling*. Newton, MA: Allyn and Bacon.

McLeod, J. (2013). *An introduction to counselling*. McGraw-hill education (UK).

Nelson-Jones, R. (2008). *Introduction to counselling skills: Text and activities*. Sage.

Orlans, V., & Van Scoyoc, S. (2008). *A short introduction to counselling psychology*. Sage.

Slides on Introduction to Counselling
https://slideplayer.com/slide/5903904/
https://www.slideshare.net/mhsprince1972/intro-to-counseling-note-1
https://www.slideshare.net/leehazeldine/session-1-introduction-to-counselling-theory-and-approaches
https://www.slideserve.com/yehudi/introduction-to-counselling-principles-and-practice

Video on Introduction to Counselling
Listen to the you tube below and take notes
https://www.youtube.com/watch?v=5zAneViGd8s
https://www.youtube.com/watch?v=hTmEpNt84BY
https://www.youtube.com/watch?v=BbGPjOK5PFY
https://www.youtube.com/watch?v=aDiyvUF_3q0
https://www.youtube.com/watch?v=VBn9LnxGj8Q

11. CC512 Theories of Individual Counselling

Course Description

This course focuses on major theoretical approaches to counselling and the strategies they use. Through an exploration and examination of each approach, coupled with the integration of multicultural and diversity competencies, students will gain the knowledge and skills necessary to apply the strategies and techniques of counselling theories. Ethical decision-making will be incorporated into each theoretical approach. The course will offer far-reaching content will test existing skills and develop your understanding of counselling theory – invaluable to any practitioner.

Course Objectives

After successfully completing this course, you the students will be able to:
- Examine and describe the formal attributes of counselling theories.
- Apply an ethical decision-making model using a case study.
- 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.
- Synthesize, evaluate, and develop an integrated approach to counselling from the perspective of a counselor's worldview.
- Compare and contrast theories and techniques with respect to their application to case conceptualization.

Course outline

Introduction and Orientation-(The Counsellor as a Person, Counselling as a Practice) The Counsellor as a Professional (Ethical Issues in Counselling) Theories and Techniques of Counselling (Psychoanalytic Therapy, Adlerian Therapy and Existential, Reality Therapy and Behaviour Therapy, Cognitive Behaviour Therapy, Feminist Therapy and Family Systems Therapy, Postmodern Approaches and an Integrative Perspective and Integrating Techniques and Case Studies).

Mode of Delivery

The course will be delivered mainly Online Lectures (via Zoom or Google Meet) 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, Published and unpublished thesis and other relevant materials.

Term Paper:

In 5-10-page double spaced (for undergraduates) and 10-15 pages for post graduate students. Term Paper Topic: **Outline the Therapy, Person-Centered Therapy, Gestalt Therapy and their usefulness in counselling profession.**

Class expectations & Final Exam

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

Some References:
Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.

Friesen, J. D. (1995). Theories and approaches to family counselling. *International Journal for the Advancement of Counselling*, *18*(1), 3-10.

Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2011). *Theories of counseling and psychotherapy: A multicultural perspective: a multicultural perspective*. Sage.

Kidd, J. M. (2006). *Understanding career counselling: Theory, research and practice*. Sage.

Leong, F. T., & Gupta, A. (2008). Theories in cross-cultural contexts. In *International handbook of career guidance* (pp. 227-245). Springer, Dordrecht.

Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.

Taveira, M. D. C., & Moreno, M. L. R. (2003). Guidance theory and practice: The status of career exploration. *British Journal of Guidance and Counselling*, *31*(2), 189-208.

Slides on Theories of Individual Counselling
https://www.slideshare.net/intellectualcosmos/theories-of-individual-counseling-by-areeba-wajid
https://www.slideshare.net/DrSnipes/counseling-theories
https://slideplayer.com/slide/224909/
https://www.powershow.com/view1/8e24d-ZDc1Z/C6436_Individual_Counseling_Theory_and_Practices_SUMMARY_powerpoint_ppt_presentation

Video on Theories of Individual Counselling
Listen to the you tube below and take notes
https://www.youtube.com/watch?v=LTtel8-5evM
https://www.youtube.com/watch?v=O9SIxOWgTeo
https://www.youtube.com/watch?v=qyUrcYx4U50
https://www.youtube.com/watch?v=AChM1QMB2Wc
https://www.youtube.com/watch?v=1dCuf8wPMVk
https://www.youtube.com/watch?v=J3dF4gvK8wo

12.   CCI 201: Creative Thinking and Innovation

Course Description

Creativity has traditionally been defined as the ability to respond adaptively to the needs for new approaches and new products, or as the ability to bring something new and valuable into existence purposefully. This course focuses on the basic concepts, principles and issues in creativity and innovation. It begins with clarification of the concepts, nature and scope of creativity. This enables the learner to appreciate the distinction between creativity and innovation and the importance of both skills in moving the 21st century forward. This will eventually lead to a discussion on creative thinking techniques and skills that are required to develop creativity and innovation as deliberate and purposeful endeavours in the vicissitudes of our lifetimes. It is a useful course for all professionals.

Course contents

The course contents will include: Definitions, creative thinking skills, models of creative thinking, modes of creative thinking, practicalizing creative thinking, creative thinking tools, how to develop creative thinking skills, innovation as implementation of something new, creative processes, application of creative thinking, nature and nurture in creative thinking and innovation, gender concerns in creative and innovative thinking, creative thinking in academia and research, innovation and creativity in leadership and peoples development, religion and innovation and creativity, ethical concerns in creativity and innovation, difference between creativity and innovation, innovative thinking skills, that leads to Creative problem-solving, examples of innovative thinking skills, innovation personalities, Some of the Greatest Innovators of All Time, Some of the Greatest Innovators of the Last 30 Years (1990-2020), Some of the Greatest Innovators since 1980s, Habits that can help in developing innovative minds, how we can become more innovative and productive on daily basis, Possible Inventions in 2050.

Course Objectives

- Identify, illustrate, and demonstrate the basic understanding of creativity and innovation for a productive society.
- Examine, assess, and critique theoretical perspectives when applied to innovation and creativity.
- Compare and contrast creativity and innovation with respect to their application to case conceptualization.
- Examine and describe the formal attributes of creative and innovative thinking.
- Apply an ethical decision-making model using case studies in creative and innovative thinking.
- Synthesize, evaluate, and develop an integrated approach to creative and innovative thinking with respect to our respective contexts, and eventually aid our productivity as professionals and academics.

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 Creative and innovative thinking to your national or regional 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:

Robinson K. (2011) *Out of Our Minds_ Learning to be Creative*, Los Angeles: Capstone
Creativity and Innovation: Skills for the 21st Century, 237

Nakano & Wechsler (2018) Creativity and Innovation: Skills for the 21st Century, Estud. psicol. I Campinas I 35(3) I 237-246$_2$ http://dx.doi.org/10.1590/1982-02752018000300002

Beghetto, R. A., & Kaufman, A. (2014). Classroom contexts for creativity. High Ability Studies, 25(1), 53-69. http://dx.doi.org/10.1080/13598139.2014.905247

Bledow, R., Frese, M., Anderson, N., Erez, M., & Farr, J. (2009). A dialectic perspective on innovation: Conflicting demands, multiple pathways, and ambidexterity. Industrial and Organizational Psychology, 2(3), 305-337. http://dx.doi.org/10.1111/j.1754-9434.2009.01154.x

Kaufman, J., & Beghetto, R. (2009). Beyond big and little: The four c models of creativity. Review of General Psychology, 13(1), 1-12. http://dx.doi.org/10.1037/a0013688

Wechsler, S. M., Saiz, C., Rivas, S. F., Vendramini, C. M. M., Almeida, L. S., Mundin, M. C., & Franco, A. (2018). Creative and critical thinking: Independent or overlapping components. Thinking Skills and Creativity, 27(1), 114-122. http://dx.doi.org/10.1016/j.tsc.2017.12.003

Slides on creative and innovative thinking
https://slideplayer.com/slide/5847036/
https://www.slideshare.net/kkjjkevin03/creative-and-innovative-thinking-skills
https://www.slideshare.net/aquatixpharma/developing-creative-and-innovative-thinking-in-the-workplace
https://slideplayer.com/slide/5847036/

Watch videos on these links
  i. https://youtu.be/gyM6rx69iqg by Tina Seelig
 ii. https://youtu.be/M9u9jzMYJKQ by Ken Hugues
 iii. https://youtu.be/br8L2YUBlRE
 iv. https://youtu.be/g-YScywp6AU
  v. https://youtu.be/M9u9jzMYJKQ
 vi. https://youtu.be/Jcsqag4czaw
vii. https://youtu.be/zSXYVNZWY2U
viii. https://youtu.be/MnrJzXM7a6o
  i. https://youtu.be/VQKMoT-6XSg
 ii. https://youtu.be/O96fE1E-rf8
 iii. https://youtu.be/bEusrD8g-dM

13.   CC 516: Conflicts & Interfaith Dialogue
Meeting hours: 6 to 8 pm, every Monday, Tuesday or Friday and online tutorials as advised

Course Purpose
This course seeks to introduce learners to the essence, dynamics, implications and challenges of religious conflicts that call for attention to theologians, counselling psychologists, and the need to explore inter-faith dialogue in our contemporary pluralistic society as a therapeutic measure. It helps learners to understand methods of addressing social conflicts, dig into the histories of religious conflicts, grow in their appreciation of the "other" faiths from a standpoint of honest, objective, challenging yet enriching encounter. Learners will update themselves of the dynamic pluralism that constitutes the contemporary religious landscape and how it weaves into other life realities.

Course Content
Introduction of course: purpose and rationale; explaining religious pluralism and its levels; Interfaith dialogue: historical survey; platforms; prerequisites and conditions for effective interreligious/interfaith dialogue; nature and forms; core principles; benefits; examples of multi-religious projects at continental, national and local contexts; challenges; future prospects; interfaith dialogue vis-à-vis other life realities: socio- economic and political e.g. poverty; gender –based issues (especially violence and inequality); health; education; environmental crisis and quest for peace.

Expected Learning Outcomes
By the end of this Course, the students should be able to:
- Discuss the meaning of Religious pluralism.
- Define and explain the essence, dynamics and implications of interfaith dialogue in society.
- Identify and discuss the different models of interfaith dialogue.
- Explain the benefits and challenges of interfaith dialogue.
- Examine the future prospects of interfaith dialogue.

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 attend to any ONE of the following Questions:

Either,
Q. 1. With illustrations define Interfaith Dialogue and its relationship to Counselling Psychology or to Religious Studies
        OR
Q. 2. Can religious conflicts be addressed from a Counseling psychology or theological perspectives?

OR
Q.3. Critically show the general characteristics of conflict and principles of conflict resolution.
OR
Q.4. Discuss the various challenges faced in the noble efforts of interfaith dialogue and show how each challenge can be addressed.

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

Core Reading Materials
Cheetham, David et al. Eds (2013) *Understanding Inter-Religious Relation*, Oxford University Press, Oxford.
Contech, Prince Ed. (2016) *Traditionalists, Muslims and Christians in Africa: Inter-religious Encounters and Dialogue*. Cambria Press, Amherst, New York.
Cornille, Catherine & Maxey Jillian (2013) *Women and inter-religious Dialogue.* Interreligious Dialogue Series.
MacMaster, Johnson (2015) *A word Between us: Ethic in Interfaith Dialogue.*
Mannwh, Gerard and Phan Peter (2015) *Pathways for Inter-Religious Dialogue in the 21ˢᵗ Century*, Berkeley Center for Religion, Peace and World Affairs.
Mvumbi, Frederic Ntedika. Ed. (2009) *Inter-faith Dialogue: Towards a Culture of Working Together.* CUEA: Nairobi.
Sherbok, Dan et al (2016) Terror and Religion: An interfaith Dialogue, Chadwell, Health, London.

Slides on Conflicts & Interfaith Dialogue
https://www.slideshare.net/bmunson3/interfaith-dialogue
https://slideplayer.com/slide/15374981/
https://www.slideshare.net/domenicmarb/conflict-resolution-models-in-interfaith-dialogues
https://slideplayer.com/slide/5320864/

Videos on Conflicts & Interfaith Dialogue
https://www.youtube.com/watch?v=ClJDhCCspl0
https://www.youtube.com/watch?v=7VSSynik1T0
https://www.youtube.com/watch?v=QmyV2SOOz4A
https://www.facebook.com/watch/?extid=SEO----&v=1822423654449783

Websites
https://www.tandfonline.com/doi/full/10.1080/09637494.2016.1242886
http://www.religious
http://irdialogue.org/articles
http://www.religions for peace.org/node/64
http://www.wellesley.edu
http://mail2.fact.de/
http:arbituarymarks.com/