

B. Ed. GUIDANCE AND COUNSELLING

100 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
BU-GCE 111	Psychology of Learning	C	2	-
BU-GCE 112	Emotional Intelligence	C	-	3
BU-GCE 115	Biological Psychology	C	3	-
BU-GCE 110	Laboratory Work I	C	-	1
GST 111	Communication in English	C	2	-
GST 112	Nigerian People and Culture	C	-	2
EDU 101	Introduction to Teaching and Foundations of Education	C	2	-
GCE 101	Introduction to Guidance and Counselling	C	2	-
GCE 102	Principles and Techniques of Guidance and Counselling	C	-	2
GCE 103	Introduction to Psychology	C	2	-
BU- GST 120	ICT Fundamentals & Office Productivity Management	C	1	-
BU- GST 105	Use of Library and Study Skills	C	2	-
BU- GST 112	Health Principles	C	-	1
BU-GST 126	Life and Teachings of Christ the Messiah	C	-	3
	Any 4 Units Arts, Science or Social Science courses	C	4	4
	TOTAL	36	20	16

200 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
BU-GCE 220	Developmental Psychology	C	-	3
BU-GCE 226	Psychology of Deviant Behaviour	C	-	3
BU-GCE 215	Industrial/Organizational Psychology	C	3	-
BU-GCE 210	Laboratory (Academic Counselling)	C	-	1
GST 212	Philosophy, Logic and Human Existence	C	-	2

ENT 211	Entrepreneurship and Innovations	C	2	-
BU- GST 221	Introduction to Agriculture	C	1	-
BU- GST 290	Introduction to Data Analytics	C	1	-
BU- GST 215	Adventist Heritage	C	3	-
BU- GST 200	Communication in French	C	-	1
BU- GST 220	Origins and Science	C	-	1
EDU 201	Curriculum, Curriculum Delivery and General Teaching Methods	C	2	-
GCE 202	Adolescence Psychology and Teenage Counselling	C	-	2
GCE 203	Counselling for Special Needs	C	2	-
GCE 204	Psychological Testing in Counselling	C	-	2
GCE 205	Theories of Counselling	C	2	-
	Any 4 Arts, Science or Social Science courses	C	4	4
	TOTAL	42	20	22
EDU 200	Field Practice (to be done in summer)	C	-	3

Insert Field Practise in second semester 3units

300 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
BU-GCE 319	Psychology of Abnormal Behaviour	C	2	-
BU-GCE 314	Stress Management Counseling	C	-	2
BU-GCE 316	Addiction and Substance Abuse Counseling	C	-	2
GST 312	Peace and Conflict Resolution	C	-	2
ENT 312	Venture Creation	C	-	2
BU-GST 312	Family Life	C	-	1
BU- GST 310	Data Analysis using Advanced Excel/SPSS/Power Bi/Tableau	C	1	-
BU- GST 317	Fundamentals of Christian Faith	C	3	-
EDU 301	Teaching Practice I	C	3	
EDU 302	Educational Measurements, Tests, Research Methods and Statistics	C	-	3
BU-EDU 311	Test, Measurement and Evaluation in Education	C	3	-
GCE 301	Practicum in Guidance and Counselling I (Psychosocial)	C	2	-
GCE 302	Organization of Guidance and Counselling in Schools	C	-	2

GCE 303	Career Counselling, Job Analysis & Job Evaluation	C	2	-
GCE 304	Marriage/ Family Counselling and Child Guidance	C	-	2
GCE 305	Management and Counselling of the Aged	C	2	-
GCE 306	Rehabilitative and Pastoral Counselling	C	-	2
	Any 4 Arts, Science or Social Science subjects	C	4	4
	TOTAL	44	22	22

400 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-GCE 301	Trauma and Bereavement Counseling	C	2	-
BU-GCE 410	Clinical Counseling	C	-	3
BU-GCE 419	Personality Development and Social Adjustment	C	3	-
BU-GCE 420	Forensic Counseling	C	-	3
BU-GCE 400	Laboratory (Mental Health Centre BUTH)	C	-	1
EDU 490	Research Project	C	-	6
EDU 401	Teaching Practice II	C	3	-
GCE 401	Practicum in Guidance and Counselling II	C	3	-
GCE 402	Behaviour Modification	C	-	2
GCE 403	Counselling in Special Settings	C	2	-
GCE 404	Group Dynamics	C	-	2
GCE 405	Introduction to Culture and Psychopathology	C	2	-
BU-GST 440	E-Project Management and Simulation	C	1	-
BU-GST 400	Religion and Social Ethics	C	-	3
	TOTAL	36	16	20

COURSE DESCRIPTION

100 Level

BU-GCE111 Psychology of Learning
LH=30;PH=Nil)

(2 Units; Core;

Learning Outcomes

On completion of the course, students should be able to:

Define two (2) types of memory

List five (5) core problem areas to learning

Describe correctly where memory is located

State five (5) differences between short-term and long-term memory

Identify five (5) ways to improve subject learning

Describe five (5) ways of making learning meaningful

Identify the link between emotion, excitement and learning

Course Contents

Learning behaviour and skill. Student problem evaluation. Learning and memory. Theories of learning. Memory. Factors that affect learning and Memory. Learning and memory training. Short-term and long-term memory. Brain. How memory work. Meaningfulness. Organisation. Attention, emotion and excitement. Information processing mnemonic strategies. Stages of memory. How to study. Effective Study skills. Use of senses. Examination and strategies for success. Goals of learning. Time management. Health and stress management.

BU-GCE 112 Emotional Intelligence
LH=30; PH=Nil)

(2 Units; Core;

Learning Outcomes

On completion of the course, students should be able to:

Describe what emotions are

Identify four (4) benefits of EI

Describe two (2) core skills of emotional Intelligence practice

State four (4) categories of EI

Explain two (2) practical skills of self-management, self-awareness, self-motivation

Discuss two (2) linkages between EI and Job performance

State the linkage between EI and meaningful communication

Course Contents

Emotional brain. Anatomy of emotional hijacking. Definition and Benefits of emotional intelligence. The four core skills required to practice emotional intelligence. Five Categories of Emotional Intelligence. Self-management. Awareness. Regulation. Motivation. Empathy. Resilience and Emotional intelligence. Stress management. Decision-Making, Success and Goals. EI and Communication. Successful communication with others - non-verbal communication. Verbal communication with others. Interpretation and management of emotions. Articulate your emotions using the right language. Balance optimism and pessimism.

BU-GCE 115 **Positive Psychology** (2 Units; Core; LH=30; PH=Nil)

Learning Outcomes

On completion of the course, students should be able to:

1. Define Positive Psychology
2. Write on the history of positive psychology
3. State two (2) principles of positive psychology
4. Describe the four (4) positive coping strategies
5. Mention three (3) theories of positive psychology
6. Identify two (2) elements of mental health and behaviour

Course Contents

Concept of Positive psychology. History of Positive psychology. Research methods in Positive psychology. Theories of Positive psychology. Principles of pleasure: positive emotions, happiness and subjective wellbeing. Mental health and behaviour. Stress management. Aging and positive psychology. Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Positive psychology interventions.

Empathy, Altruism, gratitude and forgiveness. Personal Goals and Well-Being. Self-efficacy. Mindfulness, Flow and Spirituality. Physical health and wellbeing. Barriers to Happiness: Choice and Maximisation. Applications of Positive Psychology (Psychotherapy).

GST 111: Communication in English

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word-formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing,

Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types

of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word-formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern
6. education in Nigeria;
7. present an overview of the National Policy on Education;
8. identify the stages of child and adolescent development;
9. state the behaviourist, cognitive and socio-cultural perspectives of learning;
10. enumerate historical and current developments in sociology of education; and
11. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

GCE 101: Introduction to Guidance and Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature, objectives and history of guidance and counselling;
2. state the importance of guidance and counselling;
3. discuss the characteristics and functions of the guidance counsellor; and
4. describe the organization of guidance services in the school system.

Course contents

An introductory course in the nature, aims and objectives of guidance and counselling. History of guidance and counselling in the United States and Nigeria. Methods of guidance and counselling in the Nigerian educational system. Broad categories of guidance and counselling services. The need for guidance and counselling in schools. An examination of students' needs and problems (biological and environmental). The characteristics and functions of the guidance and counsellor. Organization of the school guidance programme. Steps in conducting a school counselling session. A discussion of the relationship between counselling and other helping professions.

GCE 102: Principles and Techniques of Guidance and Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the basic principles of guidance and counselling;
2. identify the basic techniques of guidance and counselling;
3. examine the stages of counselling; and 4. demonstrate a practical counselling session.

Course contents

An overview of the introductory concepts like principles, techniques and skills of counselling. History of techniques of guidance and counselling. Stages of a typical counselling situation such as referral, diagnosis (building of rapport, identification needs), therapy, termination, follow-up. Techniques associated with Freudian and Neo-Freudian theories. Techniques associated with Rational-emotive theory. Techniques associated with Client-centred therapy. Techniques derived from Logotherapy. Techniques derived from Pastoral counselling. Techniques derived from other counselling theories. The use of interviews/ interactions with learners, parents, and school administrators. Importance of techniques and skills in counselling.

GCE 103: Introduction to Psychology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the nature and scope of the field of psychology;
2. examine how psychology can be regarded as a science;
3. trace the historical development of psychology;

4. show the relationship between psychology, counselling and education; and
5. explain the concepts of sensation and perception

Course contents

An examination of the nature of psychology. The goals of psychology. The scope and subfields of psychology. Psychology as a science. The historical development of psychology. The schools of psychology. Ethical principles of psychologists. General characteristics of sensation. The concept and process of perception. The nature and characteristics of motivation and personality. Relationship between psychology, education and counselling.

200- Level

BU-GCE 220: Developmental Psychology
= 45: PH=Nil)

(3 Units; Core; LH

Learning Outcomes

On completion of the course, students should be able to:

Explain four (4) major psychological theories as they apply for human development.

Construct and a historical overview of developmental psychology.

Interpret the historical overview of developmental psychology.

Describe evidence through typical research methods used to understand human development.

Distinguish four (4) major psychological theories as they apply to human development.

Analyse the formulation of change that occurs through physical, cognitive and socio emotional factors as people evolve from conception to death.

Explain five (5) changes that occurs through cognitive and socio emotional factors as people evolve from conception to death.

Course Contents

Definition of development. Quantitative vs qualitative development. Continuous vs discrete development. History of developmental psychology. Definition of childhood. Stages of life. Definition of lifespan. Theoretical and research perspective. Research methods. Longitudinal design. Cross-sectional design. Sequential design. Freud's psychoanalytic perspective. Neo-Freudian perspectives. Erikson and Adler. Piagetian perspective. Behavioural perspective. Learning theory. Social learning theory. Conception and prenatal development. Principles of genetic transmission. Genetic abnormalities. Abnormalities of prenatal development. Sensations and perceptions. Physical skills. Early cognitive skills. Development through the first year. Principles of physical development. Imitation and social development. Attachment and separation. Development in the toddler. The development of language. Cognitive and Social development. The importance of family and peers. Development in the preschool child. Development in the school age child. Development in middle adulthood. Late adulthood

BU-GCE: 226 **Psychology of Deviant Behaviour**
= 30:PH=Nil)

(2 Units; Core; LH

Learning Outcomes

At the end of the course, students should be able to:

Explain the meaning of deviant behaviour

Categorise four (4) differences between the cultural norms and others;

Distinguish five (5) different types of deviant behaviours and its complexity

Describe specificities and contexts of psychologist's intervention in the field of deviant behaviour.

State four (4) differences between socio-cultural and temporal relativism;

Describe four (4) theories of the Psychology of deviant behaviour

Course Contents

Definitions. Deviance as a universal phenomenon. Development of deviant behaviour. Sociology explanation of Deviant Behaviour. Historical trends. Relativity of deviance. Underlying motives for deviance. Predisposition of individuals to deviate from social

norms. Biological. Psychological. Sociological explanations. The positivists, Theories of Deviant behaviour. Abraham Maslow. Social learning Theories (Albert Bandura). Psychoanalytic Theories (Alfred Adler). Counseling Approach to Deviant behaviour.

GST 212: Philosophy, Logic And Human Existence (2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

ENT 211: Entrepreneurship and Innovations (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk-taking;
2. state the characteristics of an entrepreneur;

3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Curriculum Framework for Schools
3. curricula as guide to curricula delivery;
4. use different methods in the delivery of curriculum content justify the need for education
5. in the development of a nation;
6. identify local epistemologies and context and the use of CTCA in the Nigerian context;

7. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
8. identify and use learning resources and media and improvise, whenever necessary;
9. manage classrooms under different conditions and address the needs of individual; 10. students, especially, those with special needs including the gifted; and
11. demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturotechno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

GCE 202: Adolescence Psychology and Teenage Counselling (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. discuss the nature and scope of adolescence psychology;
2. explain the usefulness of the course to the study of counselling;
3. show the relationship between adolescence psychology and teenage counselling;
4. examine the nature and components of teenage counselling;
5. state the needs and problems of teenagers and their effects on their behaviour; and
6. discuss the different counselling strategies used in resolving teenage problems.

Course Contents

Nature, scope and relevance of adolescence psychology. The science of adolescent development. Biological and cognitive development. Social, emotional and personality development. Moral development. Gender and sexuality issues among adolescents. The contexts of adolescent development- family, peer group, schools, culture, work and careers. Problems associated with adolescent development. Adolescents' psychological needs for adjustment and the facilitative role of guidance and counselling in the teaching and learning situation. The needs and problems of teenagers and the various psychological approaches to their

resolution. The characteristics of teenagers as relating to their behavioural patterns. Different approaches to teenage counselling.

**GCE 203: Counselling for Special Needs People
30)**

(2 Units C: LH

Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature and categories of special needs people;
2. discuss the psychological challenges of children with disabilities;
3. describe the counselling and educational interventions to be used with gifted children; and
4. examine the role of counselling in the rehabilitation of people with disabilities.

Course contents

A study of the nature and categories of special needs people. Brief history of special needs education. Psychological needs of the gifted and talented children. Counselling needs of children with intellectual and learning disabilities. Counselling needs of children with physical and health impairments. Counselling needs of children with emotional and behaviour disorders. Counselling needs of children with speech and language impairments. Counselling needs of children with visual impairments. Counselling needs of children with auditory impairments. Counselling parents and family members of children with disabilities as well as their teachers/ caregivers. The special educational, vocational and personal-social needs of children with disabilities and their gifted counterparts and the place of guidance and counselling in fostering stable growth and development in the teaching and learning situation.

GCE 204: Psychological Testing in Counselling (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and types of testing in counselling;
2. discuss how to score, interpret and communicate test results to clients;
3. differentiate between ability tests and personality inventories;
4. practically demonstrate the use of tests in educational, vocational and personal-social counselling; and
5. discuss the development of indigenous tests by some Nigerian scholars and organisations.

Course contents

The concept, types and purpose of tests. History of testing. Psychometric properties of a test. Individual and group tests. Nature and types of intelligence tests. Psychological issues in ability testing. Self-report personality inventories. Measuring interests and attitudes. Nature and evaluation of projective techniques. Ethical and social considerations in testing. Strengths and limitations of testing. Use of testing in counselling. Testing techniques and methods of communicating test results to clients. Practical demonstration of the use of different psychological tests in relation to educational, vocational and personal-social aspects of counselling.

GCE 205: Theories of Counselling

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept and types of counselling theories;
2. differentiate between directive and non-directive counselling approaches;
3. state the merits and pitfalls of each of the theories; and
4. examine the place of theories in the counselling practice.

Course contents

Meaning, qualities and functions of a theory. Need for and bases of theory in the counselling practice. Concept and types of counselling theories. Nature, techniques, strengths, weaknesses and application of Freud's psychoanalytic theory. Individual psychology theory of Alfred Adler. Behavioural theories of counselling. Client-centred therapy by Carl Rogers. Rational-emotive therapy by Ellis. Gestalt therapy by Perls. Existential theories (including Logotherapy). Eclectic approaches. Some African approaches like the network and spiritual therapies. The merits and pitfalls of each of the theories/approaches.

300 Level

BU-GCE 316: **Addiction and Substance Abuse Counseling** (2 Units; Core; LH = 30: PH=45)

Learning Outcomes

At the end of the course, the learners should be able to:

1. Describe the history and classification of psychoactive drugs, the use of drugs across the life span, the impact of heredity and environment on drug use, the development of substance use disorders.
2. Identify other drugs and addictions,
3. State the impact of drug use on mental health, including dual diagnoses or co-occurring disorders,
4. Explain the impact of decriminalisation or legalisation of marijuana in addressing substance use disorders.
5. Express the prevalence of substance usage and substance usage disorders.
6. Outline four (4) health care reforms and integrated care, and the competencies of addiction counseling.
7. Categorise psychoactive substances such as stimulants, depressants, opiates, opioids & sedative-hypnotics, psychedelics, hallucinogens, cannabinoids.
8. Explain drug actions on the brain and body, including the mechanisms of tolerance and tissue dependence,

Course Contents

Introduction to the history of drug abuse. Alcohol in Nigeria. Classification of drugs. Stimulants. Hallucinogen. Commonly used drugs in Nigeria. Cocaine. Heroine. Reasons behind drugs usage. Effect of drugs. Historical review of drug laws prohibition. Theories of addiction. Treatment. Strategies. Cultural perspectives. Treatment interventions. Counseling Approach. Cognitive. Behavioural. Contingency Management. Family therapy.

BU-GCE314: **Stress Management Counseling** (3 Units; Core; LH = 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. Identify the physiological systems that are affected by stressors and
2. Describe the long-term effects and illnesses that can result from stressors.
3. Classify four (4) personality factors and their role in stress.
4. Describe four (4) physiological, behavioural, and cognitive interventions.
5. Explain stress from a scientific perspective using the theories of stress and apply them to stress reactivity.

Explain five (5) relationship between exercise, nutrition, and stress.

List five (5) principles of stress and stress management to one's life.

State four (4) characteristics of an educated person.

Course Content

Stress and Stress Management: Define origin and Causes of Stress. Common Signs of a stressed-out Individual. Common Signs of a Stressful Situation. Recognising and Managing Stress. Transforming stress to Motivational energy. Cortisol and Stress hormones. Brain Science and stress. Adrenal fatigue. Levels of Stress. The Physiology of Stress. Internal Triggers of stress. Thoughts and emotions. Anger management. External Triggers of Stress. Family and Work Balance. Medical Approach to Stress – Drugs. Non-Medical Approach to Stress – Holistic Therapies. Physical Effects of Stress. Cerebral Lateralisation. Autonomic Nervous System Cardiovascular System. Hypertension. Respiratory System Disorders. Need for Medical Professionals.

BU-GCE 319: Psychology of Abnormal Behaviour
Core; LH = 30)

(2 Units;

Learning Outcomes

On completion of the course, students should be able to:

Identify normal and abnormal behaviour

Define the cognitive model focus on the effect of distorted thought processes.

Outline three (3) diagnostic criteria of abnormal behaviour

Analyse five (5) skills for the scientific study of mental disorder

Explain the conceptual models in psychopathology and causes of mental disorders

List five (5) different types of mental disorders

Demonstrate the general framework within which psychological diagnosis is done

Course Contents

What is “normal” vs. “abnormal. Historical Perspectives on Abnormal Behaviour:

Etiology & Treatment. Models of Psychopathology. Psychodynamic. Humanistic. Behavioural. Cognitive. Biological. Clinical Assessment & diagnosis. Depressive disorders. Bipolar disorders. Schizophrenia. Suicidal. Substance Use Disorders. Eating Disorders. Personality Disorders. Disorders Common among Children & Adolescents.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe the roles of international organizations, media and traditional institutions in peace-building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kataf, Chieftaincy and Land disputes. Peace Building,

Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional

Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop the business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and

climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro- finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies.). Small Business Management/Family Business: Leadership & Management, Basic bookkeeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I

(3 Units C PH 135)

Learning Outcomes

At the end of the course, the students should be able to demonstrate:

1. knowledge of the subject matter;
 2. the necessary pedagogical skills;
 3. acquired understanding of child psychology;
 4. the needed attitude towards teaching;
 5. proper use of instructional facilities;
 8. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
6. effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the

classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning outcomes and use the results in decision making and Judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings. acquire communication skills and skills in reporting research;
5. carry out hypothesis testing, and employ the knowledge of critical values and errors in interpretation of results and making inferences;
6. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
7. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with a focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS in data analysis. Reporting educational research.

GCE 301: Practicum in Guidance and Counselling I (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explore the meaning and role of practicum in counsellor education;
2. demonstrate how to apply principles and techniques of guidance and counselling in a clinical setting;
3. discuss the different skills that can be used in clinical settings within and outside the school setting;
4. examine how to organize individual and group activities during practicum exercises.

Course contents

Concept of counselling practicum. Preparations for counselling practicum exercise. The counselling interview. Techniques and skills in counselling. Record keeping and report-writing. Use of psychological tests in counselling practicum. Conducting group activities (career days and others) during practicum exercises. Supervision in counselling practicum exercises. Ethical issues in counselling practicum exercises. Different practicum sites and how to make visits and interviews with personnel in various counselling settings such as primary, secondary and tertiary institutions, juvenile courts, remand homes, and welfare offices, especially at the second phase.

GCE 302: Organisation and Administration of Guidance and Counselling in School (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. explain the strategies for establishing a school guidance programme;
2. state the roles of different school personnel in the organization of guidance and counselling;
3. discuss the requirements for and models of organizing the school guidance programme and the likely challenges to be faced; and
4. appraise the provision for guidance and counselling in the National Policy on Education.

Course contents

An introduction to the organization of school guidance. Objectives of the school guidance programme. Various personnel within the school guidance programme. Models for organising the school guidance programme. Requirements for organising the school guidance programme. Issues and problems in organising the school guidance. Initiating and developing the school guidance. Selection criteria, control

and supervision as well as the use of paraprofessionals and other support personnel. Issues and problems in the organization of the school guidance programme. An appraisal of the National Policy on Education's provision for guidance and counselling. The requirements for a school guidance programme challenges faced in organising same. Evaluation of the school guidance programme.

GCE 303: Career Counselling, Job Analysis and Job Evaluation

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the different career-related concepts and their uses in career counselling; 2. explore the nature and components of career guidance and counselling;
3. examine the basic theories of vocational development, choice and career patterns;
4. discuss the role of guidance and counselling in facilitating career decision-making;
5. examine the nature, importance and categories of jobs;
6. discuss the types and sources of occupational information in the vocational development of the child; and
7. explain the nature, purpose and components of job analysis and job evaluation.

Course contents

The nature and purpose of career and career-related concepts like vocation, occupation, profession, job. Factors influencing career choice. An overview of the basic theories of vocational development, choice and career patterns. Ginzberg's developmental theory. Donald Super's theory of vocational development. John Holland's personality theory. African counterparts like Bakare, Akinboye and Denga. The implications of the theories for vocational development and choice in the Nigerian setting. The role of guidance and counselling in facilitating decision-making about selection, placement and academic pursuits. An introduction to the study of the nature of jobs, their demands on workers and methods of determining their relative importance. Various types and sources of occupational information in the vocational development of the child. The nature, purpose and components of job analysis and job evaluation.

GCE 304: Marital/Family Counselling and Child Guidance

(2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. outline the nature and complexities of sex in and outside the marital union;
2. discuss the different forms and theories of marriage;
3. examine the forms and causes of conflict in marriage and the role of counselling in resolving the same;
4. examine the concept of family counselling and differentiate it from couples or marriage counselling;
5. discuss the consequences of unhealthy family relations on children's mental, emotional, and social development;
6. outline the steps and stages in family therapy and identify strategies for working with single-parent families, blended families, culturally diverse families, and victims of domestic violence and child abuse; and
7. state the legal, ethical and professional issues in family therapy.

Course contents

An overview of the nature and complexities of sex, in and outside the marital union. The different forms and theories of marriage. Forms and causes of conflict in marriage. Youths and marriage. Different approaches to be adopted in marriage counselling. An examination of the concept and forms of family counselling. The steps and stages in family therapy. Strategies for working with single-parent families, blended families, culturally diverse families; domestic violence and child abuse. An exploration of the influence of family relations on children's mental, emotional, and social development. Personality disturbances originating from childhood as a result of dysfunctional patterns of parent-parent and parent-child interactions are explored as well as relevant family therapies. The legal, ethical and professional issues in family therapy.

GCE 305: Management and Counselling of the Aged (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the concepts of ageing, geriatric psychology and counselling;
2. explain 'ageism' and 'elder abuse' and show their effect on older adults' self-concept;
3. discuss successful ageing and the physical and mental health of older adults and their management;

4. outline the theories of ageing and longevity and their pitfalls;
5. differentiate between institutional and home-based management of the elderly; and
6. explain grief counselling, retirement Planning and counselling

Course contents

The concept and forms of ageing. The nature and scope of geriatric psychology and counselling. The career and functions of the geriatric counsellor. The concept and manifestations of ageism. Nature, forms of and risk factors in elder abuse as well as management of victims of elder abuse. Physical and mental health challenges of older adults. Concept and components of successful ageing. Theories of ageing and longevity. Retirement planning and counselling. Management (institutional and home-based) strategies for the adjustment and care of the aged. Death and dying education. Grief counselling.

GCE 306: Rehabilitative and Pastoral Counselling (2 Units C: LH 15, PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the nature of rehabilitative counselling and the foundations of rehabilitation counseling;
2. state the role and functions of the rehabilitation counselor;
3. explain the use of psychological evaluations in assisting clients in vocational rehabilitation planning;
4. explore community resources useful in helping in the rehabilitation of people with disabilities;
5. define pasoral counselling, listing out its advantages and limitations;
6. discuss the role of religion and spirituality in counseling;
7. state the nature of problems that require pastoral counseling; and
8. identify the forms and techniques of pastoral counselling.

Course contents

Introduction to rehabilitative counselling. Foundations of rehabilitation counselling. Role and functions of the rehabilitation counsellor. The vocational rehabilitation process. An exploration of locating and utilizing community resources in helping the rehabilitation client. Vocational appraisal in rehabilitation. The measurement principles and instruments frequently employed by rehabilitation counsellors. The application of test results for persons with disabilities together with a general understanding of human behaviour. The role of religion and spirituality in assisting the emotionally conflicted to resolve their problems. The nature of problems requiring pastoral counselling. Forms

and techniques of pastoral counselling, their advantages and limitations in the rehabilitation process.

400 Level

BU-GCE 301: **Trauma and Bereavement Counseling** (3 Units; Core; LH = 30; PH=45)

Learning Outcomes

At the end of the course, learners should be able to:

Identify four (4) manifestations of normal grief.

Distinguish between normal grief from atypical/complicated grief

Illustrate knowledge and understanding of the dynamics and process of grief, loss and trauma

Explain family dynamics in relation to grief

State two (2) counseling process in relation to grief, loss and trauma

Demonstrate five (5) foundational grief counseling skills that integrate various intervention approaches learned in the class.

Apply four (4) active listening skills necessary in facilitating healing in the grieving process

Demonstrate grief counseling through role-playing, analysis, and discussion of case studies

Course Contents:

Types of grief. Implications for treatment. Assessment. Intake considerations for grieving clients. Cultural considerations for grief treatment. Grief treatment. Interventions. Strategies to improve clinical outcomes. In-session activities. On-the-spot interventions to facilitate healing. Grief across the lifespan. Help your clients heal at any developmental stage. Grief & the family. Guide families through healthy grieving. Professional issues. Ethical considerations for working with grieving client their families. The terminally illness trauma. CBT process. Religion dimension.

BU-GCE 410: **Clinical Counseling**
30; PH = 45)

(3 Units; Core; LH =

Learning Outcomes

On completion of the course, the students should be able to:

Identify systemic clinical concerns based on both client presentations.

Utilise a relational understanding of psychopathology.

State three (3) relational assessment to develop an accurate diagnostic framework upon which to base marriage and family therapy treatment.

Develop four (4) evidence-based treatment plans tailored to address client concerns.

Describe a variety of foundational and contemporary family theories and therapy models and interventions.

Apply three (3) current laws and ethical issues affecting marriage and family therapists.

Demonstrate knowledge of research, evidence-based treatments.

Illustrate four (4) worldview framework and its application to the practice of marriage and family therapy.

Formulate three (3) foundational and contemporary models of counseling into treatment plans and case conceptualisation.

Course Contents

Clinical Counseling history. Trends in clinical mental health counseling. Ethical and legal considerations. Principles and practices of diagnosis. Treatment. Referral. Prevention of mental and emotional disorders. Multicultural competencies to clinical mental health. Effects of racism. Discrimination. Screens for addiction. Aggression. Co-occurring mental disorders. Use of diagnostic tools. Current edition of the *DSM*, to describe the symptoms. Clinical presentation of clients with mental and emotional skill in conducting an intake interview. Mental status evaluation. Counseling Approaches.

BU-GCE 419: Personality Development and Social Adjustment (3 Units; Core; LH = 30)

Learning Outcomes

On completion of the course, the students should be able to:

1. Explain four (4) major theoretical perspectives and overarching themes of developmental psychology and their historical development.
2. Analyse personality and social development.
3. Describe how cognitive development, affect personality.
4. Identify two (2) research methods used by developmental psychologists.
4. Review two (2) scientific literatures in psychology.
5. Evaluate three (3) popular media and scholarly literature.
6. Summarise two (2) psychological concepts, theories, and research findings on issues in everyday life.

Course Contents

Scientific approach to behaviour. Basic human needs biological, social, and psychological.

Adjustment as accommodation and assimilation. Theories of personality. Psychodynamic Perspective. Behavioural perspective. Humanistic perspective. Biological perspective. Biological and social determinants. Innate differences. The family .Self-image its acquisition and modification. Inter-personal relations. Relationships with superiors, co-workers, and subordinates on the job. Personality under stress. Self-concept. Self-efficacy. Self-defeating behaviour.

BU-GCE 420: Forensic Counseling
PH=45)

(3 Units; Compulsory; LH = 30;

Learning Outcomes

On completion of the course, students should be able to:

1. Explain four (4) roles and responsibilities of forensic counsellors.
2. Describe three (3) challenges unique to forensic Counseling.
3. Discuss the concepts of forensic psychology to an actual situation.
4. Analyse three (3) ethical issues related to the practice of forensic Counseling.
5. Describe five (5) psychological concepts of assessment and evaluation to legal institutions.

Course Contents

The concept of forensic Counseling. Criminal Investigation. Legal psychology. Forensic assessments. Legal frame. Correctional psychology. Criminal behaviour. Expert testimony. Eyewitness testimony. Forensic assessment. Forensic evaluation. Institutionalisation. Psychological autopsy. Adult Psychology. Adult forensic psychologists. Child and Family Psychology. Forensic Neuropsychology. Counseling therapy.

EDU 490: Research Project (6 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify researchable project topics on contemporary problems in the relevant subject specialization;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, the students should be able to:

1. demonstrate knowledge of the subject matter;
2. mention the necessary pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real-time; and
7. state effective classroom management skills.

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area should be taught through micro-teaching before students embark on the exercise.

GCE 401: Practicum in Guidance and Counselling II (3 Units C: PH 135)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate the procedures and techniques of counselling;
2. practically demonstrate the use of tests in counselling practicum;
3. organize individual and group activities during a career day programme;
4. apply theoretical knowledge in practical counselling sessions in and outside the school setting; and
5. examine and apply ethical standards in the counselling practice.

Course contents

This is a practical course involving students going out to have a field experience. An extension of clinical experience to the field (school and non-school settings). Supervision of practicum students in primary and secondary school settings. Looking through students' reports of specific group/individual activities of specific problems. Supervision of students' designs and implementation of counselling strategies. Visits to schools to watch students' career days/ career conferences. Reading through and marking of students' logbooks and diaries. Students conduct counselling sessions in selected sites on various problems stemming from vocational, educational and personal-social areas. Students are placed at an agency/institution under the supervision of a university coordinator and an approved onsite practitioner.

GCE 402: Behaviour Modification

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. define behaviour modification and state its basic principles and assumptions;
2. explain the use of clinical and experimental methods of studying and changing behaviour;
3. examine the application of the scientific approach of methodological behaviourism to behaviour change; and

4. differentiate between operant and classical conditioning approaches as well as other (indigenous) approaches and apply them in behaviour modification sessions.

Course contents

Background to behaviour modification. History of behaviour modification. Foundations of behaviour modification. Basic principles, assumptions and applications of the use of clinical and experimental methods of studying and changing behaviour. Classical conditioning model. Operant conditioning model. The social learning model. An application of the scientific approach to behaviour modification. Modern approaches to behaviour modification. The application of behaviour modification. Nature, characteristics and types of reinforcement. Behaviour change programmes.

GCE 403: Counselling in Special Settings 45)

(2 Units C: LH 15, PH

Learning Outcomes

At the end of the course, students should be able to:

1. state the need for counselling in non-school settings;
2. explain the psychological challenges of people in marriage and family settings, the workplace, hospitals, military and paramilitary settings, corrective centres;
3. identify ways of preventing the psychological problems associated with those settings; and
4. discuss counselling strategies appropriate for use in those settings.

Course contents

An introduction to various non-school settings where counselling can be greatly needed. Need for counselling in non-school settings. Counselling in marriage and family settings. Counselling in the workplace. Counselling in the hospital setting- cases of HIV/AIDS, rape and abortion, terminal illnesses and others. Counselling needs of personnel in military and paramilitary settings and their family members. Counselling in corrective centres and rehabilitation camps. Counselling in IDP camps and refugee centres. Counselling in sports settings. Counselling in religious settings. The psychological challenges experienced in those settings and the relevant counselling skills to apply.

GCE 404: Group Dynamics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the structure and functioning of groups and their influences on the behaviour of individual members;
2. discuss how to apply the principles of group dynamics to group counselling practice;
3. explain the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

Course contents

A study of the structure, types and functioning of groups. Influences of groups on the behaviour of individual members. An application of the principles of group dynamics to group counselling practice. Group guidance and group counselling. Features and misconceptions of group guidance. Goals of group counselling. Group counselling techniques. Merits and demerits of group counselling. Group procedures for initiating counselling sessions. The usefulness of studying social behaviour from both interpersonal and intergroup perspectives. Evaluation of group procedures.

GCE 405: Introduction to Culture and Psychopathology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. examine the concepts of culture and psychopathology, and the use of culture in defining normality and abnormality;
2. discuss the cultural differences in the behavioural patterns of people;
3. explain the common forms of psychopathology and their cultural implications; and
4. discuss the management of mental disorders in cultural settings.

Course contents

An examination of the concepts of 'culture' and 'psychopathology'. The use of culture in defining normality and abnormality. Theories of culture and psychopathology. Traditional beliefs about causation of psychopathology. Cultural differences in the behavioural patterns of people. Common forms of psychopathology and their causes. Cultural implications of abnormal patterns of behaviour. Management of mental disorders in traditional settings. Everyday psychopathology among school children. Effects of mental disorders on school adjustment and performance.