

UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

REGULATIONS AND SYLLABUS FOR THE DEGREE OF
MASTER OF COUNSELLING PSYCHOLOGY (MCPsych)

1.0. INTRODUCTION

1.1. Introduction

In 1999 the Department of Psychology developed the Bachelor of Psychology (Counselling) degree programme in response to a growing need and demand for counselling psychologists. However, there has been a growing demand from our graduates to further their studies and sharpen their skills in counselling. In response to this need, the Department has developed a Master of Counselling Psychology degree program.

The Master of Counselling Psychology provides students with advanced knowledge in counselling. It is intended for students who desire to advance knowledge, skills and competencies in counselling and who desire to competently serve individuals, couples, families, and groups in the community.

1.2. Programme Philosophy

Psychology is the scientific study of behaviour and mental processes. The goals of psychology are to describe, explain, control and predict behaviour. While other branches of psychology describe, explain and predict behaviour, counselling psychology is one of the branches of psychology that helps to control behaviour. Behaviour is controlled through guidance where professional information is offered by a counsellor to prevent occurrence of a problem, or through counselling which is a face to face relationship through which the counsellor uses his or her professional skills to help a client to solve his or her problem. In a world full of diverse challenges, counselling psychology helps clients who are facing diverse challenges not to give up in life but to face and solve the problem.

1.3. Rationale

The Kenyan society is experiencing social, economic, political and cultural transformations. This is posing a serious challenge on individual and communal coping strategies to the extent that they require professional help in understanding, predicting and possibly controlling challenges in their lives.

The program focus on Counselling and applied Psychotherapy strategies to enhance outcomes for clients struggling with a wide range of challenges which may vary from intra-personal to inter-personal issues and systemic problems. A wide variety of theoretical models are taught with an emphasis on eclectic approaches offering integrative themes including neurobiological understandings relevant to counselling.

1.4. Programme Objectives

1. Explain the therapeutic approaches in counselling.
2. Apply theories and techniques of counselling in various contexts.
3. Demonstrate practical counselling skills and techniques in real life situations.
4. Acquire ethical principles and values of counselling.
5. Conduct research in counselling psychology.

1.5. Programme Learning Outcomes

1. Understand counselling theories and techniques.
2. Utilise therapeutic approaches in counselling.
3. Evaluate various theoretical practices in various contexts.
4. Undertake clinical assessment of clients.
5. Conduct counselling in a professionally and ethically.
6. Develop therapeutic models to address various clients' counselling needs.

2.0. ADMISSION REQUIREMENTS

- 2.1 The common regulations for the Masters' degrees of the University of Nairobi and the Faculty of Arts shall apply.
- 2.2 The following shall be eligible for admission into the Master of Counselling Psychology:
 - 2.1. A holder of Bachelor's degree or equivalent with an Upper Second Class Honours in psychology, counselling, sociology or related field from the University of Nairobi or from any other University recognized by the Senate.
 - 2.1 A holder of a degree with at least Lower Second Class Honours in any field from the University of Nairobi or any other University recognized by the Senate with two years of relevant working experience.
 - 2.3. A holder of a Pass degree from the University of Nairobi or any other university recognized by the Senate may be considered for admission if he/she has at least five years relevant experience or has a postgraduate diploma in a relevant field from a University recognized by the Senate.

3.0. CREDIT TRANSFER AND EXEMPTIONS

A candidate on the recommendation of the Board of Postgraduate Studies and approved by the Senate, may be allowed to transfer up to a maximum of one third of the course units offered in the program that a candidate will have passed in the prior institution.

Applicants seeking transfer of credits shall:

- 3.1 Send a formal application to the Director, Board of Postgraduate Studies, through the Dean, Faculty of Arts, seeking transfer of credits; justification of the request and evidence of credentials which would support such request shall be attached to the application.
- 3.2 Pay the prescribed fees for transfer of credits before the application is processed.
- 3.3 Be allowed to transfer units which are equivalent to the same level offered at the University of Nairobi.

4.0. MODE OF DELIVERY

The Master of Counselling Psychology degree will be offered full time, part-time, and through Open, Distance and e-Learning (ODEL) for students who cannot attend regular University programmes.

4.1. Full time

- 4.1.1. The degree programme shall consist of coursework, seminars, continuous assessments, examinations, research paper, practicum, project and thesis.
- 4.1.2. The programme shall cover a minimum of 4 semesters and a maximum of 8 semesters and each semester will be 15 weeks.
- 4.1.3. Each candidate will be required to undertake a research project or thesis leading to an examinable dissertation. The choice of the thesis research topic shall be made in consultation with the department and two academic supervisors.
- 4.1.4. Each course unit shall have 45 hours covered in one semester.

4.2. Part time

- 4.2.1. This programme shall consist of coursework, seminars, continuous assessments, examinations, research paper or practicum, project and thesis.
- 4.2.2. It shall cover a minimum of 4 semesters and a maximum of 12 semesters and each semester shall be 15 weeks.
- 4.2.3. Part-time students shall be required to take a minimum of two (2) and a maximum of four (4) courses in one semester.

4.3. Open, Distance and e-Learning

- 4.3.1. The Open, Distance, and e-Learning programme will run for a minimum of 4 semesters of 15 weeks each and a maximum of 8 semesters of 17 weeks each. The minimum calendar years for completion of the programme shall be 2 years and a maximum of 4 years. The minimum course load per semester will be 2 course units and maximum of 4 units.
- 4.3.2. The mode of delivery will be through open and distance learning modes involving largely home and/or office-based media and shall consist of:
 - 4.3.2.1. Written self-instruction study modules issued at registration time
 - (a) Study course materials like booklets
 - (b) Relevant literature
 - (c) Interactive devices and self-tests
 - 4.3.2.2. Face to face introductory tutorials
 - 4.3.2.3. Mediated technical learning materials such as:
 - (a) Audio-visual
 - (b) e-learning materials
 - 4.3.2.4. Limited face-to-face sessions to provide overview of the course at the commencement of semester, mid-semester, and revision period before examinations.
 - 4.3.2.5. Support study centres at the University of Nairobi
 - (a) Access to information through computers at the University of Nairobi and other resource centres.
 - (b) Use of libraries at the University of Nairobi and other institutions.
 - 4.3.2.6. Orientation immediately after registration:

- (a) Orientation in ODEL delivery
- (b) Study, reading and computer skills
- (c) Time management and techniques for handling assignments
- (d) Mentorship, guidance and counselling.
- (e) Emphasis is on satellite centres that serve as a link between the University and the student in the following manner: registration, collecting reading materials, collecting results and programmes, examination information, posting time table and holding meetings.

5.1. COURSE STRUCTURE AND DURATION

- 5.1. The Masters of Counselling Psychology shall be by coursework, seminars, continuous assessments, examinations, practicum and project.
- 5.2. Each candidate shall be required to take a minimum of **16 course units** to graduate in a given specialization offered as follows:
- 5.3. Each candidate shall be required to successfully take a minimum of 16 course units comprising six (6) core units; four (4) elective course units; two (2) Practicum units and a Project which is equivalent to four (4) course units of 45 hours each.
- 5.4. There shall be Practicum in which a candidate shall be placed in a relevant field station to work under supervision by qualified practitioners and departmental academic member of staff. The practicum course shall be equivalent to two (2) taught course units of 45 hours each. Each taught lecture hour will be equivalent to 3-client-contact hours of practice. The candidate will therefore, be expected to cover a minimum of 270 hours of practice making it equivalent to 90 taught lecture hours.
- 5.5. The candidate will be required to conduct and write a research project report equivalent to four (4) taught courses.
- 5.6. The candidate shall be allowed to take a minimum of two (2) course units and a maximum of six (6) course units per semester.
- 5.7. Each course unit shall cover forty five (45) contact hours.
- 5.8. Candidate shall be required to submit their project proposal for approval by the department by the end of first semester of the second year.

6.0 COURSE OUTLINE

First year, semester 1

Core courses

Code	Course title	Hours
CPY 501*	Research Methods in Psychology	45
CPY 502*	Advanced Statistics in Psychology	45
CPY 550	Theories and Techniques of Counselling	45

First year, semester 1

Elective courses

Code	Course title	Hours
CPY 551	School Counselling	45
CPY 552	Rehabilitation Counselling	45
CPY 553	Marriage and Family Counselling	45

First year, semester 2

Core courses

Code	Course title	Hours
CPY 503	Psychological Assessment	45
CPY 505	Psychopathology	45
CPY 561	Counselling Process, Skills and Professional Ethics	45

First year, semester 2

Elective courses

Code	Course title	Hours
CPY 554	Community Counselling	45
CPY 555	Substance and Addiction Counselling	45
CPY 556	Career Counselling	45

Second year, semester 1

Core courses

Code	Course title	Hours
CPY 548*	Practicum	90
CPY 559	Neuro-Psychopharmacological Interventions	45

Second year, semester 1

Elective courses

Code	Course title	Hours
CPY 517*	Cross Cultural Psychology	45
CPY 520*	Psychotraumatic Stress Pathology	45
CPY 549*	Illness and Coping Mechanisms	45
CPY 557	Trauma Crisis and Grief Counselling	45
CPY 558	Child and Adolescence Counselling	45
CPY 560	Life Span Development	45

Second year, semester 2

Core course

Code	Course title	Hours
CPY 598*	Project	180

7.0 EXAMINATION REGULATIONS

7.1 Written Examination

- 7.1.1. Each taught course shall be examined by a written paper lasting three hours at the end of each semester in which the course is given.
- 7.1.2. Each taught course shall be graded out 100% as follows: the coursework assessment shall account for 40% and the written examination for 60%.
- 7.1.3. Project will all be scored out of 100%.
- 7.1.4. At the end of the practicum the candidate will be required to write a practicum journal which will be scored out of 100%.
- 7.1.5. The pass mark for each course shall be 50%.
- 7.1.6. For taught courses, this shall be arrived at by adding the overall continuous coursework grade obtained together with the score in the end of semester examinations.
- 7.1.7. The grading of the courses shall be as follows:

A	=	70% - 100%
B	=	60% - 69%
C	=	50% - 59%
F	=	49% and below

- 7.1.8. A candidate who fails to attain the pass mark in any unit at the end of the semester shall be required to take a supplementary examination when scheduled.
- 7.1.9. A candidate shall on recommendation of the Faculty Board of Examiners and approval by the Senate be discontinued if she/he fails in four (4) or more units offered in a semester or fails the supplementary on the second attempt in the same unit.
- 7.1.10. A candidate who fails to obtain a pass mark in the project may on the recommendation of the Faculty Board of Examiners and approval by the Senate be allowed to resubmit the project for a maximum of two times.
- 7.1.11. A pass obtained by resubmission will be recorded as fifty percent (50%) only.
- 7.1.12. A candidate who fails to obtain the pass mark on second re-submission of project or fails to complete the course within the prescribed period shall on recommendation of the Faculty Board of Examiners and approval by the Senate be discontinued.

7.2 Project Examination

- 7.2.1. Candidates shall be required to submit a written project to the Department of Psychology for examination two weeks before the end of the final semester of study.
- 7.2.2. The project shall be examined out of 100% and marks distributed as 60% for written dissertation and 40 % for the oral examination.
- 7.2.3. The pass mark shall be 50%.
- 7.2.4. A candidate who fails the project examination may be on the recommendation of the Faculty Board of Examiners and approval by the Senate, be allowed to resubmit the project work after three months for a maximum of two times.
- 7.2.5. The pass mark obtained by resubmission of the project shall be recorded as 50 %.
- 7.2.6. A candidate who fails in the second resubmission of the project, shall on the recommendation of the Faculty Board of Examiners and approval by Senate, be discontinued.

7.3 Practicum Examination

- 7.3.1. During the practicum, the student shall be placed in a relevant institution. He/she will be supervised on daily basis by a site supervisor employed by the respective institution and approved by the Department.
- 7.3.2. The site supervisor will be required to give a report regarding professional competence of the candidate.
- 7.3.3. The Chair of Department will appoint a member of staff to supervise the candidate on three different occasions while in the field.
- 7.3.4. The visits by the supervisor from the Department will be spaced at least two weeks apart.
- 7.3.5. To be awarded a grade for the practicum the student will be required to write a professional practicum journal for submission for examination in the Department at the end of the practicum.
- 7.3.6. The site supervisor shall provide a confidential report on the student's work and behaviour during the practical training.

- 7.3.7. On completion of the practical training, the student shall write a report and submit it to the departmental supervisor at the end of the first week of the following semester.
- 7.3.8. The practical training is marked out of 100% and the grade is included as part of the final degree classification. Assessment is by the report of the Department and site supervisor (50%) and by the written report of the student (50%).

8.0 EXAMINATION SCHEDULE

CODE	COURSE TITLE	DURATION IN HOURS
CPY 501	Research Methods in Psychology	1x3
CPY 502	Advanced Statistics in Psychology	1x3
CPY 503	Psychological Assessment	1x3
CPY 505	Psychopathology	1x3
CPY 517	Cross Cultural Psychology	1x3
CPY 520	Psychotraumatic Stress Pathology	1x3
CPY 548	Practicum	Practicum Journal report
CPY 549	Illness and coping mechanism	1x3
CPY 550	Theories, Techniques Professional Ethics in Counselling	1x3
CPY 551	School Counselling	1x3
CPY 552	Rehabilitation Counselling	1x3
CPY 553	Marriage and Family Counselling	1x3
CPY 554	Community Counselling	1x3
CPY 555	Substance and Addiction Counselling	1x3
CPY 556	Career Counselling	1x3
CPY 557	Trauma, Crisis and Grief Counselling	1x3
CPY 558	Child and Adolescence Counselling	1x3
CPY 559	Neuro-Psychopharmacological Interventions	1x3
CPY 560	Life Span Development	1x3
CPY 561	Counselling Process, Skills and Professional Ethics	1x3
CPY 598	Project	Research project report

9.0 AWARD OF DEGREE

On successful completion of the programme, the candidate shall be recommended for the award of a degree of Master of Counselling Psychology (MCPsych).

10.0 COURSE DESCRIPTION

***CPY 501 Research Methods in Psychology**

Course Objectives

The learning objectives to get the learner to:

- (i) Describe the concepts in research.
- (ii) Explain the process of conducting research in counselling psychology.
- (iii) Evaluate the various approaches and designs of research.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the key concepts and process of research.
- (ii) Design research study in counselling psychology.
- (iii) Conduct research in counselling psychology.
- (iv) Undertake academic writing and reporting in counselling psychology.

Course Content¹

The nature of research; introduction to the philosophy of science and theory in social sciences; topic selection, refinement and limitation; hypothesis formulation and testing; sampling; measurement, validity and reliability; models of research design; historical methods of inquiry; exploratory methods of research; grounded theory; case study method; survey research design; experimental and quasi-experimental designs; the comparative approach and methodology in research; research ethics; qualitative and historical comparative approaches; quantitative data analysis; qualitative data analysis, program evaluation and policy analysis; designing research proposals and writing synopsis; template for grant writing and program evaluation/policy proposals

Recommended Reading Materials

- Bell, J. (2004). *Doing your research project. A guide for first-time researchers in education and social sciences (3rd Ed.)*: New York: Two Penn Plaza.
- Denscombe, M. (2003). *The Good Research Guide for small-scale Social research projects (2nd Ed.)*. USA: McGraw Hill House.
- Gravetter F. J. and Foranzo L. B. (2012). *Research Methods for the Behavioural Sciences*. U.S.A: Belmont :Wardsworth/ Thomson Cengage learning.
- Ho, R. (2013). *Handbook of univariate and multivariate data analysis with IBM SPSS (2nd ed.)*. Hoboken, NJ: Taylor and Francis.
- Maxwell, S. E. & Delaney, H. D. (2004). *Designing experiments & analyzing data: a model comparison perspective. (2nd Ed)* Belmont, CA: Wadsworth.
- Mertler, C. A. and Vannatta, R. A. (2002). *Advanced and multivariate statistical methods: Practical application and interpretation. (2nd ed.)*. Los Angeles, CA: Pyrczak.
- Robson, C. (2013) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers. (2nd Ed.)* Oxford: Blackwell.

CPY 502 Advanced Statistics in Psychology

Course Objectives

The learning objectives are to:

¹ The course titles with asterisk and course contents in italics in the whole of this document are Senate approved.

- (i) Explain the statistical concepts.
- (ii) Evaluate various statistical techniques in data analysis.

Learning outcomes

The expected learning outcomes are to:

- (i) Interpret descriptive and inferential statistical reports.
- (ii) Apply statistical methods appropriately in data analysis.
- (iii) Appreciate the relevance of statistical methods in research.

Course Content

Using statistical software tools to analyse data; exploring data and distributions/numerical descriptions of data; density curves and normal distributions; continuous distribution; central tendency; dispersion; locality; extrapolation; examining relationships; transformations and two way tables; collecting and presentation data; probability theory; random variables/binomial and geometric distributions; sampling theory and distribution; confidence intervals; significance tests; comparing two population parameters; categorical variables/chi-square test; ANOVA; MANOVA; ANCOVA; correlation and regression; modelling and simulation.

Recommended Reading Materials

- Berk, R. A. (2006). *Regression Analysis: A constructive Critique*. Advanced Quantitative Techniques in the Social Sciences Series. Sage Publications, Inc.
- Chatterjee, S., and Simonoff, J. S. (2013). *Handbook of regression analysis*. New York: John Wiley and Sons.
- Howell, D.C. (2007). *Statistical methods for psychology* (6th Ed). Australia: Thomson Wadsworth.
- Ingule, F. and Gatumu H. (1996). *Essentials of Educational Statistics*. Nairobi: East African. Educational Publishers.
- Keith, Z. T. (2006). *Multiple Regression and Beyond*. New York: Pearson Education, Inc.
- Keppel, G. & Wickens, T. D. (2004) *Design and Analysis: A Researcher's Handbook*. (4th Ed.) NJ: Prentice Hall.
- Meyers, L. S., Gamst, G. C. & Guarino, A. J. (2013). *Performing data analysis using IBM SPSS*. New York: Wiley.
- Tabachnick, B. G. and Fidell, L. S. (2006). *Using multivariate statistics* (5th ed.). New York: Prentice Hall.

***CPY 503 Psychological Assessment**

Course Objectives

The learning objectives are to:

- (i) Describe the history of psychological assessment.
- (ii) Explain the various theories of psychological assessment.
- (iii) Critically analyse the psychological assessment tools.
- (iv) Evaluate ethical, legal and cultural issues in psychological assessment.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the nature of psychological assessment.
- (ii) Design a psychological assessment programme.
- (iii) Undertake psychological assessment.
- (iv) Interpret results of psychological assessment.
- (v) Appreciate the ethical, legal, and cultural issues in psychological assessment.

Course Content

Psychometric properties of psychological tests; administration of common measures of personality and cognitive functioning; interpretation and reporting of the results of common measures of personality and cognitive functioning; understanding of psychometric issues; evaluating the appropriateness of psychological tests; politics and ethics in psychological testing; theory and practice of testing targeting specific tests: aptitude testing; creativity testing; Intelligence testing; Interest testing; memory testing; motivation testing; personality testing.

Recommended Reading Materials

- Archer, R. P. & Smith, S. R. (Ed.) (2008). *Personality Assessment*. New York, NY: Routledge.
- Allen M. J. & Yen W.M. (1976). *Introduction to Measurement Theory*: Belmont California: Wadsworth Inc.
- Anastasi A. (1988). *Psychological testing*. New York: Macmillan Publishing Co.
- Finn, S. E. (2007). *In Our Clients' Shoes: Theory and Techniques of Therapeutic Assessment*. New York: Routledge.
- Graham, J. R. (2006). *MMPI2: Assessing personality and psychopathology. (4th Ed)*. New York: Oxford University Press.
- Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications (6th Ed.)*. Boston: Allyn & Bacon.
- Morey, L. C. (2007). *Personality Assessment Inventory professional manual (2nd Ed.)*. Lutz, FL: Psychological Assessment Resources.
- Sattler, J. M. (2008). *Assessment of children: Cognitive foundations (5th Ed.)*. San Diego: Jerome M. Sattler, Inc

***CPY 505 Psychopathology**

Course Objectives

The learning objectives are to:

- (i) Describe the history of psychological disorders.
- (i) Analyse psychological disorders.
- (ii) Explain the etiology of psychological disorders.
- (iii) Evaluate and design a treatment plan.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand key concepts in psychopathology.
- (ii) Apply the classification system of DSM in psychological disorders.
- (iii) Design intervention plans for psychological disorders.
- (iv) Implement intervention plan for psychological disorders.

- (v) Appreciate the ethical, legal, and cultural issues in psychological disorders.

Course Content

Historical development in the conceptualization of psychiatric disorders; normal human experience and psychopathology in context; research foundations in psychopathology and applications; assessment of psychopathology- Diagnostic Statistical Manual 5 and diagnostic classification; theoretical approaches to causes and treatment of psychopathology; aetiology and prognosis of mental health; criteria for differential diagnosis; psychotic, mood disorders; learning disabilities, anxiety disorders; Addictions; Sleep disorders; intellectual disabilities, and neurodevelopment disorders; sexual dysfunctions and gender dysphoria; adjustment disorders; factitious disorders; impulse control disorders.

Recommended Reading Materials

- Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. H. (2011). *Exposure therapy for anxiety: Principles and practice*. New York, NY: The Guilford Press.
- American Psychiatric Association (2014). *Diagnostic and Statistical Manual of Mental Disorders*. (5th Ed.). Arlington, VA: Author.
- Barlow, David (Ed.) (2008) *Clinical Handbook of Psychological Disorders*. (4th ed.). New York: Guilford Press.
- Butcher, J. M., Hooley, J. M. & Mineka, S. (2014). *Abnormal Psychology*. (16th ed.). Boston, MA: Allyn & Bacon.
- Castonguay, L. G. & Oltmanns, T. F. (Eds.) (2013). *Psychopathology: From science to clinical practice*. New York: Guilford.
- Craighead, E., Miklowitz, D. & Craighead, L. (2008). *Psychopathology: History, diagnosis, and empirical foundations*. John Wiley and Sons, Inc.
- Preston, J., O'Neal, J. & Talaga, M. (2010). *Handbook of clinical psychopharmacology for therapists*, (6th ed). New Harbinger Publications Inc.
- World Health Organization (2016). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization.

CPY 517 Cross Cultural Psychology

Course Objectives

The learning objectives are to:

- (i) Explain the relationship between culture and psychology.
- (ii) Critically analyse the psychological constructs and theories of cross cultural psychology.
- (iii) Evaluate contemporary issues in cross cultural psychology.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the trends in cross cultural psychology.
- (ii) Apply the concepts and theories in cross cultural psychology.
- (iii) Appreciate human diversity and inter cultural contact.

Course Content

Understanding culture; History of Culture and Psychology; Cross-cultural research methods and thinking; Theories and models of cross-cultural psychology. Human development and socialization; identity development: the trait approach and other alternative theoretical models; Cultural variables and behaviour. Psychological constructs and culture; personality and culture; intelligence, cognition, perception and culture; Psychopathology and health; Motivation/social perception and cognition; Psychology of intercultural contact; groups in intercultural contact. Dimensions and outcomes of cross-cultural contact; Models of acculturation process; Social identity theory; Culture shock and techniques for crossing cultures; Cross-cultural research of organizational behaviour and work; Directions for future research and practical implications of cross-cultural psychology.

Recommended Reading Materials

- Berry, J. W., Poortinga, Y. H. and Pandey, J. (1997). *Handbook of Cross Cultural Psychology: Theory and Method*. Allan and Bacon.
- Berry, J. W., Poortinga, Y. H., Segall, M. H. and Dasen, P. R. (2002). *Cross-Cultural Psychology: Research and Applications*. Cambridge University Press.
- Gardiner, H. W. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development*(5thEd.). Boston, MA: Allyn & Bacon, Pearson.
- Jordan, J. (2010). *Relational-Cultural Therapy*. Washington, D.C., American Psychological Association.
- Lago, C. (ed). (2011). *The Handbook of Tran Cultural Counselling and Psychotherapy*. McGraw-Hill.
- Leach, M. M. and Aten, J. D. (2009). *Culture and the Therapeutic Process: A Guide for Mental Health Professionals*. New York: Routledge.
- Shiraev, E. & Levy, D. (2013). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*. New York, Allyn and Bacon.
- Sue, D. W. & Sue, D. (1990). *Counselling the Culturally Different: Theory and Practice*. New York: Wiley.
- Van Beek, A. (1996). *Cross-cultural counselling*. Minneapolis: Fortress.
- Wango, G. M. (2015). *Counselling Psychology in Kenya: A Contemporary Review of the Developing World*. Nairobi: Kenya Literature Bureau.

CPY 520 Psychotraumatic Stress Pathology

Course Objectives

The learning objectives are to:

- (i) Explain the concepts and theories of psycho traumatic stress pathology.
- (ii) Evaluate the etiology of psycho traumatic stress pathology.
- (iii) Design an intervention plan for psycho traumatic stress pathology.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of psycho traumatic stress pathology.
- (ii) Apply theories and techniques in psycho traumatic stress pathology.
- (iii) Appreciate the impact of psycho traumatic stress pathology in contemporary society.

- (iv) Assess the relevance of theories and techniques of psycho traumatic stress pathology in various contexts.

Course Content

The nature of psychotrauma; historical perspective of stress in animals and man; stress reaction from a biopsychosocial view; concept of critical events and the stress response; Diagnostic Statistical Manual-V concepts; contemporary concepts of the Acute Stress Disorder and Post-Traumatic Stress Disorder ; biological, psychological, social and philosophical causes of psycho trauma; cultural aspects of psycho trauma relating to the aetiology of psycho trauma; bereavement, mourning and grief process; presentations of psycho trauma by age groups; pathoplastic aspects of culture in the presentation of psycho trauma; course and prognosis of psycho trauma; psychoactive drug abuse and other complications of psycho trauma; impact of psycho trauma in contemporary society.

Recommended Reading Materials

- Bomyea, J. Risbrough, V. & Lang, A. J. (2012). A consideration of select pre-trauma factors as key vulnerabilities in PTSD. *Clinical Psychology Review*, 32, pp. 630–641.
- Lane, D. and Miller, A. (Eds.), (1992). *Child and Adolescent Therapy: A Handbook*. Buckingham – Philadelphia, Open University Press, 157-176.
- Liebling-Kalifani, H., Ojiambo-Ochieng, R., Marshall, A., Were-Oguttu, J., Musisi, S. and Kinyanda, E. (2008) Violence against Women in Northern Uganda: The Neglected Health Consequences of War. *Journal of International Women’s Studies*, 9, 3, 174-192.
- Liebling-Kalifani, H. and Baker, B. (2010) Women War Survivors of Sexual Violence in Liberia: Inequalities in Health, Resilience and Justice. *Journal of International Social Research* Musisi, S. Kinyanda, E. Odhiambo R, et al (2006) Medical intervention study of war affected in Kitgum district - Uganda. *An Isis – WICCE Report*, (2006).
- Njenga F, Acunda W et al (Eds) (2005). *Essentials of Clinical Psychiatry for Sub-Saharan Africa*. Masson Publications. Milan. Italy.
- Nardone, G. & Watzlawick, P. (2002). *Brief Strategic Therapy*. New Jersey: Jason Aronson.
- Webb, N.B. (2004). The Impact of Traumatic Stress and Loss on Children and Families. In N.B. Webb (Ed.), *Mass Trauma and Violence: Helping Families and Children Cope (Social Work Practice with Children and Families)*. New York: Guilford Press, 3-22.
- Wilson, J. P. & Keane, T. M. (Eds.) (2004). *Assessing Psychological Trauma and PTSD* (2nd Ed.). New York: Guilford Press, 513-537.
- Yule, W., Perrin, S. & Smith, P. (1999). Post-Traumatic Stress Disorders in Children and Adolescents. In W. Yule (Ed.), *Post-Traumatic Stress Disorders: Concepts and Therapy*. Baffins Lane, Chichester: John Wiley & Sons Ltd., 25-50.

***CPY 548 Practicum**

Course Objectives

The learning objectives are to:

- (i) Apply the psychological theories and techniques in counselling.
- (ii) Demonstrate the process and skills of counselling.
- (iii) Critically apply the legal and professional ethics in counselling.
- (iv) Undertake professional counselling in real life context.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the nature of professional counselling.
- (ii) Develop therapeutic relationships with clients.
- (iii) Demonstrate counselling skills in practice.
- (iv) Experience personal and professional growth and development.
- (v) Appreciate the legal and professional ethical issues in counselling.
- (vi) Design a counselling programme for clients.

Course Content

Advanced skills of identifying psychological problems; designing theory-informed intervention programs; development of cases through the methods that combine participant observation, unstructured interviewing and documentary data collection; performance of individual, groups and community assessment and problem formulation; basic procedures in psychological intervention; evaluation methods; asset based assessment within the actual institution; case presentations; professional and ethical competence at work; writing of psychological reports: brief synopsis of the story line, history of the present and past illness, treatment history, outcomes, medical and psychosocial history, behavioural observations, mental status, functional assessment, strengths, defence mechanisms, identify syndromes including group of symptoms occurring together in a disorder, differential diagnosis of all disorders patient could have, diagnosis of the psychopathology and comorbidity if applicable, treatment plan and likely prognosis. Conducting or directly participating in individual counselling; Conducting or participating directly in group counselling; Conducting interviews or participating in interviews; Administering measures/tests directly to patients; Clinical Presentations; Ethical behaviour within the applied setting; Assessment and treatment planning with specific clients

Recommended Reading Materials

- American Counselling Association (2014). *ACA Code of Ethics*. American Counselling Association.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*. Washington, D C: American Psychiatric Association.
- Atkinson, L. and Goldberg, S. (Ed). (2004). *Attachment Issues in Psychopathology and Intervention*. London, New Jersey: Lawrence Erlbaum.
- Corey, G. (2013). *Theory and practice of counselling and psychotherapy* (9thed). Belmont, CA: Brooks / Cole, Cengage.
- Pipes, R. B., & Davanport, D. S. (1999). *Introduction to Psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.
- Seligman, L. (2004). *Diagnosis and treatment planning in counselling*. (3rd ed.). New York: Kluwer Academic/Plenum Press.
- Sperry, L. (2010). *Core competencies in counselling and psychotherapy*. New York: Routledge Taylor & Francis Group.
- Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (Eds.). (2010). *Handbook of Counselling Psychology*. Sage Publications Ltd.

CPY 549 Illness and coping mechanism

Course Objectives

The learning objectives are to:

- (i) Describe the nature and development of illness.
- (ii) Explain the psychological etiology of illness.
- (iii) Analyse the psychological coping mechanisms to illness.
- (iv) Evaluate psychological intervention plans in coping with illness.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the nature and development of illness.
- (ii) Categorise the psychological aetiology of illness.
- (iii) Design a psychological intervention plans for coping with illness.
- (iv) Appreciate the ethical, legal, and cultural issues in psychological coping with illness.

Course content

Agents of infection and the development of illness; individual physical and biochemical defences against illnesses; recognizing and interpreting conditions of being sick; seeking treatment; psychology of being sick; sickness in a socio-cultural context; different patient roles and their effects in the management of illness; sickness as a stressor; coping with sickness; terminal illness and palliative care; communal management of illness; United Nations human rights convention and access to health care services.

Recommended Reading Materials

- Caplan, L.A., McCartney, J.J. & Sisti, D.A. (2004). *Health, diseases and illness: concepts in medicine*. Washington: Georgetown University Press.
- Helman, C.G. (2007). *Culture, health and illness*. (5th ed.). New York: Hodder Arnold Publication.
- Martz, E., Livneh, H. (Eds.). (2007). *Coping with chronic illness and disability*. Boston: Wiley Publishers.
- Miles, E. (2013). *The biopsychosocial model of health*. New York: Springer Publications.
- Sarafino, P.E. & Smith, W.T. (2011). *Health psychology: biopsychosocial interactions*. (7th ed.). New York: Wiley Publications.
- Whittemore, S.F. (2009). *Coping strategies*. London: Xulon Press.

CPY 550 Theories and Techniques of Counselling

Course Objective

The learning objectives are to:

- (ii) Describe the history of counselling.
- (iii) Explain the techniques in counselling.
- (iv) Evaluate the theories and techniques.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of counselling.
- (ii) Apply theories and techniques of counselling.
- (iii) Appreciate the relevance and techniques in various contexts.
- (iv) Assess the application of various theories and techniques in counselling.

Course Content

An understanding of the application of learning theory and theories of personality in a Counselling and psychotherapy; Understanding the influence of biographical backgrounds of major counselling Theorists; Synthesizing the contributions of each major counselling theory; Comprehending the goals of therapy as postulated by each major theorists; Evaluating the nature of behaviour and behaviour change from various counselling models; Contrasting the concepts of mental health and mental illness as described by various theorist; Understanding the views of human nature from each counselling perspective; Comparing and contrasting various therapeutic approaches; Analyzing how counselling theory presented might be used to direct or redirect personal growth; Recognizing how each theory described could be used to explain the student's current life experiences; assessing theoretical approaches; Applying the theories and methods of;

Recommended Reading Materials

- Conte, C. (2009). *Advanced Techniques for Counselling and Psychotherapy*. New York: Publishing Company, LLC.
- Brown, S. and Lent, R. (2008). (Eds.). *Handbook of Counselling Psychology*. (4th Ed). New York: Wiley.
- Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th Ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2005). *Theory and Practice of Psychotherapy*. California: Belmont.
- Corsini, Raymond, J. and Wedding, Danny. (2011). *Current Psychotherapies* (9th Ed). Australia : Brooks/Cole, Cengage Learning.
- Egan, E. (2002). *The Skilled Helper: A Problem - Management and Opportunity – Development Approach to Helping*. (7thEd.). Chicago: Brook / Cole.
- Enns, C. Z. (1997). *Feminist theories and feminist psychotherapies: Origins, themes, and variations*. New York, NY: Haworth.
- Feltham, C. and Horton, I. (Ed.). (2010). *The Sage Handbook of Counselling and Psychotherapy*. London: Sage Publications.
- Wango, G. M. (2015). *Counselling Psychology in Kenya: A Contemporary Review of the Developing World*. Nairobi: Kenya Literature Bureau.

CPY 551 School Counselling

Course Objective

The learning objectives are to:

- (i) Describe the history of guidance and counselling in education.
- (ii) Explain the skills and techniques in school counselling.
- (iii) Evaluate the theories and techniques in school counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of school counselling.
- (ii) Apply theories and techniques of counselling in school.
- (iii) Design a school guidance and counselling programme.
- (iv) Assess the application of various theories and techniques in counselling.
- (v) Appreciate the legal, ethical and professional issues in school counselling.

Course Content

School counsellor as a profession; School counsellor as a leader; An understanding of the application of theories of human development in understanding and working with individuals, families and groups experiencing developmental transitions across the lifespan; An understanding of developmental issues, challenges and crises including, addiction, psychopathology, disabling conditions; Deviant behaviour; Issues in parent-child relationship; Issues in peer relationships; Youth and self-efficacy; Social diversity and Cycle of the Family; Theories of Guidance and Counselling; Personality theories of counselling; Approaches to youth counselling; Ethical and Professional Issues in Counselling of the youth; Substance Abuse and Addictive Counselling; Career and Vocational Counselling; Consultation Models: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help Material, Education and Motivational interviewing; Skills in Counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Counselling College and University Students; Diversity Issues in Counselling; Child and Adolescent Counselling; Children with Special Needs; Grief, Trauma and Transition Counselling; Comprehensive School Counselling Program.

Recommended Reading Materials

- Cobia, D. C. & Henderson, D. A. (2003). *Handbook of School Counselling*. Upper Saddle River, NJ: Pearson Education.
- Davis, T. E. (2015). *Exploring school counselling: Professional practices and perspectives*. (2nd ed). Stamford, CT: Cengage Learning.
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counselling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin.
- Gibson, R. L. & Mitchell, M. H. (2010). *Introduction to Counselling and Guidance*. New Delhi: PHL Learning Private Limited.
- Hornby, G., Hall, C. and Hall, E. (Eds). (2003). *Counselling Pupils in Schools. Skills and Strategies for Teachers*. Routledge Falmer.
- Murphy, J. J. (1997). *Solution-focused counselling in middle and high schools*. Alexandria, VA: American Counselling Association.
- Thompson, R. A. (2012). *Professional school counselling: Best practices for working in the schools* (3rd ed.). New York: Routledge.
- Wango, G. M. and Mungai, E. K. (2007). *Counselling in the School: A Handbook for Teachers*. Nairobi: Phoenix Publishers.
- Wango, G. M., Kimani, P. W., Osaka, J., Githinji, S. N. and Amayo, R. A. (2015). *Early Childhood Development Education Guidance and Counselling*. Nairobi: Kenya Literature Bureau.
- Winslade, J. & Monk, G. (1999). *Narrative counselling in schools: Powerful & brief*. Thousand

Oaks, CA: Corwin Press, Inc.

CPY 552 Rehabilitation Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of rehabilitation counselling.
- (ii) Explain the skills and techniques in rehabilitation counselling.
- (iii) Critically analyze process of community counselling.
- (iv) Evaluate the theories and techniques in rehabilitation counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of rehabilitation counselling.
- (ii) Apply theories and techniques of rehabilitation counselling.
- (iii) Design a rehabilitation counselling programme.
- (iv) Assess the application of various theories and techniques in rehabilitation counselling.
- (v) Appreciate the legal, ethical and professional issues in rehabilitation counselling.

Course Content

Theoretical foundations of rehabilitation; Philosophical, Historical, and Legislative Aspects of the Rehabilitation Counselling Profession; Theories of counselling: Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Reality, Behaviour, Cognitive and Post Modern and Personality theories of counselling; Models of Rehabilitation Counselling: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help Material, Education and Motivational interviewing; Skills in Counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Medical and Paramedical Aspects of Rehabilitation; Ethical and Professional Issues in Counselling; Diversity Issues in Counselling; Psychosocial Rehabilitation and Case Management; Consultation Models and Skills in Counselling; Substance Abuse and Addiction Counselling; Vocational Assessment and Job Placement; Counselling People with Special Needs; Counselling Institutionalized Persons; Community Based Rehabilitation; Adjustment to Disabling Conditions and Illness; Addiction in Workplace; Career Counselling and Development: Transitions in Adulthood

Recommended Reading Materials

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: Text revision* (4th ed.) Washington, DC: Author.

Bertolini, B., & O'Hanlon, B. (2002). *Collaborative, competency-based counselling and therapy*. Boston: Allyn & Bacon.

Corsini, Raymond, J. and Wedding, Danny. (2011). *Current Psychotherapies* (9th Ed). Australia : Brooks/Cole, Cengage Learning.

Day, S. X. (2004). *Theory and design in counselling and psychotherapy*. Boston, MA: Houghton Mifflin.

Duncan, B. L. (2010). *On becoming a better therapist*. Washington, D.C.: American Psychological Association.

Feltham, C. and Horton, I. (Ed.). (2010). *The Sage Handbook of Counselling and Psychotherapy*.

- London: Sage Publications.
- Parker, R. M., Szymanski, E. M. and Patterson, J. B. (2005). *Rehabilitation Counselling: Basics and Beyond*. Austin, TX: PRO-ED.
- Sperry, L. (2010). *Core competencies in counselling and psychotherapy*. New York: New York. Routledge Taylor & Francis Group.

CPY 553 Marriage and Family Counselling

Course Objectives

The learning objectives are to:

- (i) Explain the concepts and theories of marriage and family counselling.
- (ii) Explain the skills and techniques in marriage and family counselling.
- (iii) Critically analyze process of community counselling
- (iv) Evaluate the theories and techniques in marriage and family counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of marriage and family counselling.
- (ii) Apply theories and techniques of marriage and family counselling.
- (iii) Design a marriage and family counselling programme.
- (iv) Assess the application of various theories and techniques in marriage and family counselling.
- (v) Appreciate the legal, ethical and professional issues in marriage and family counselling

Course Content

Theories of family relationships; functional and dysfunctional family systems, life cycle issues in marriage and family and ethnicity and family therapy; Variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns; Theories and Techniques of Family and Counselling; Diversity Issues in Counselling; Terminal Illness and Bereavement Counselling; Psychoanalytic, Adlerian, Existential, Person-centred, Gestalt, Reality, Behaviour, Cognitive and Post Modern and Personality theories of counselling; Consultation Models and Skills in Counselling; Stages in family therapy: planning, assessment, treatment, disengagement and recontracting; family therapy: children and adolescents for physical abuse; Family therapy for adults: Depression and anxiety; Ethical and Professional Issues in Counselling; Substance Abuse and Addictive Counselling; Counselling Exceptional Families; Marriage and Divorce Therapy and Counselling; Counselling children and youth of divorcing parents; Counselling Exceptional Families; Human Sexuality Therapy and Counselling; Gerontology Therapy and Counselling; Contemporary Issues in Family Counselling; Genetic Counselling for Marriage and Family; Career Counselling and Development: Transitions in Adulthood; Individual, family and group strategies with diverse populations; Legal and ethical issues.

Recommended Reading Materials

- Brock, G.W., & Barnard, C.P. (1999). *Procedures in marriage and family therapy*. (3rd edition). Boston: Allyn & Bacon.

- McGoldrick, M. (1985). *Genograms in family assessment*. New York: W.W. Norton.
- Nichols, M. P. & Schwartz, R.C. (2006). *Family therapy: Concepts and method*. Boston: Allyn & Bacon.
- Sharry, J. (2004). *Counselling Children, Adolescents and Families*. Sage Publications.
- Waters, D. B., & Lawrence, E. C. (1993). *Competence, courage, and change: An approach to family therapy*. New York: W.W. Norton & Co.

CPY 554 Community Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of community counselling.
- (ii) Explain the skills and techniques in community counselling.
- (iii) Critically analyze processes of community counselling.
- (iv) Evaluate the theories and techniques in community counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of community counselling.
- (ii) Apply theories and techniques of community counselling.
- (iii) Design a community counselling programme.
- (iv) Assess the application of various theories and techniques in community counselling.
- (v) Appreciate the legal, ethical and professional issues in community counselling.

Course Content

Principles of Community Psychology; Counsellor as a professional ; Ethical issues in the counselling profession; Stages of counselling; Theories of counselling: Psychoanalytic , Adlerian , Existential, Person-centred, Gestalt , Reality, Behaviour, Cognitive and Post Modern and Personality theories of counselling; Diversity Issues in Counselling; Community Resolution and Peace Building; Skills in Community Counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Community counselling models: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help Material, Education and Motivational interviewing; Substance Abuse and Addictive Counselling; Traumas, Transition and Grief Counselling; Terminal Illness and Bereavement Counselling; Family in the Community; Ethical and Professional Issues in Counselling; Cross-cultural Counselling; Career Counselling and Development: Transitions in Adulthood; Community intervention Programs Design and Evaluation

Recommended Reading Materials

- Bertolini, B. & O'Hanlon, B. (2002). *Collaborative, competency-based counselling and therapy*. Boston: Allyn & Bacon.
- Brock, G. W., & Barnard, C.P. (1999). *Procedures in marriage and family therapy*. (3rd edition). Boston: Allyn & Bacon.
- Corey, G. (2013). *Theory and practice of counselling and psychotherapy* (9thEd). Belmont, CA:

- Brooks/Cole, Cengage.
- Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. NY: W. W. Norton & Company.
- MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21st century agency counsellor*. Belmont: Wadsworth.
- Nichols, M. P., & Schwartz, R. C. (2006). *Family therapy: Concepts and method*. Boston: Allyn & Bacon.
- Rivett, M. & Street, E. (2009). *Family therapy: 100 Key points & techniques*. New York: NY. Routledge.
- Seligman, L. (2004). *Diagnosis and treatment planning in counselling*. (3rd ed.). New York: Kluwer Academic/Plenum Press.
- Waters, D. B., & Lawrence, E. C. (1993). *Competence, courage, and change: An approach to family therapy*. New York: W.W. Norton & Co.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. NY: Harper Collins Publishers.

CPY 555 Substance Abuse and Addiction Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of substance abuse and addiction counselling.
- (ii) Explain the skills and techniques in substance abuse and addiction counselling.
- (iii) Critically analyze processes of substance abuse and addiction counselling.
- (iv) Evaluate the theories and techniques in substance abuse and addiction counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of substance abuse and addiction counselling.
- (ii) Apply theories and techniques of substance abuse and addiction counselling.
- (iii) Design a substance abuse and addiction counselling programme.
- (iv) Assess the application of various theories and techniques in substance abuse and addiction counselling.
- (v) Appreciate the legal, ethical and professional issues in substance abuse and addiction counselling.

Course Content

Counsellor as a professional; Ethical issues in the counselling profession; Stages of counselling; Theories of counselling: Psychoanalytic , Adlerian , Existential, Person-centred, Gestalt, Reality, Behaviour, Cognitive and Post Modern and Personality theories of counselling; counselling theories; Skills of Addiction and Substance Abuse counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Models of addiction and substance abuse counselling: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help Material, Education and Motivational interviewing; Diversity Issues in Counselling; Psychopharmacology; Counselling Substance Abuse and Clinical Dependence; Consultation Models and Skills in Counselling; Substance Abuse and Addictive Counselling; Traumas,

Transition and Grief Counselling; Substance Abuse in Diverse Populations; Psychological Intervention in Substance Abuse; Counselling Substance Abuse in Institutions; Addiction in Workplace; Emerging Issues in Substance Abuse and Addiction.

Recommended Reading Materials

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM IV-TR*(4thed.). Washington, D.C.: American Psychiatric Press.
- Bertolini, B., & O'Hanlon, B. (2002). *Collaborative, competency-based counselling and therapy*. Boston: Allyn & Bacon.
- Clinebell, H. (1990). *Understanding and counselling the alcoholic*. Nashville: Abingdon.
- Doweiko, H. E. (2007). *Concepts of Chemical Dependency (7th ed.)*. Pacific Grove, CA: Brooks/Cole.
- Kaufman, E. (1985). *Substance Abuse and Family Therapy*. New York: Grune & Stratton.
- L'Abate, L., Farrar, J.E. & Serritella, D.A. (Eds.) (1992). *Handbook of Differential Treatments for Addictions*. Boston, MA: Allyn and Bacon.
- Lawson, G., Ellis, D. & Rivers, P.C. (1984). *Essentials of Chemical Dependency Counselling*. Rockville, MD: Aspen.

CPY 556 Career Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of career counselling.
- (ii) Explain the skills and techniques in career counselling.
- (iii) Critically analyze processes of career counselling.
- (iv) Evaluate the theories and techniques in career counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of career counselling.
- (ii) Apply theories and techniques of career counselling.
- (iii) Design a career counselling programme.
- (iv) Assess the application of various theories and techniques in career counselling.
- (v) Appreciate the legal, ethical and professional issues in counselling.

Course Content

Social Learning Theory & Social Cognitive Theory; Sociopolitical Development and Career Development; Life-Span Life Space Theory and Career Development of Adults Career Crises and Transitions; Theories of Career Counselling: Psychoanalytic , Adlerian , Existential, Person-centred, Gestalt , Reality, Behaviour, Cognitive, Post Modern counselling theories and Personality theories of counselling; Theories of Vocational Development: Donald Super's Self-actualization, Ginzberg's Occupational Choice; Job Analysis and Job Satisfaction; Leadership and Management; Ethical and Professional Issues in Counselling; Diversity Issues in Counselling; Career Development and Counselling; Consultation Models: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help skills, Education and Motivational interviewing; Skills in Counselling;

Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Career Counselling and Development: Transitions in Adulthood; Traumas, Transition and Grief Counselling; Addiction and addiction counselling in Workplace; Group Dynamics and Teamwork; Law and Disability; Contemporary Issues in Workplace Counselling: Race/ethnicity and work, Gender and work, Social class & work, Sexual orientation & future trends in the world of work

Recommended Reading Materials

- Blustein, D. L., Chaves, A. P. & Diemer, M. A., Gallagher, L.A., Bhati, K. & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counselling Psychology, 49(3)*, 311-323.
- Blustein, D. L., McWhirter, E. H. & Perry, J. C. (2005). An emancipator communitarian approach to vocational development: Theory, research, and practice. *The Counselling Psychologist, 33*, 141-179.
- Diemer, M. A. & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behaviour, 68(2)*, 220-232.
- Diemer, M. A. (2009). Pathways to occupational attainment among Poor Youth of Colour: The role of socio-political development. *The Counselling Psychologist, 37(1)*, 635.
- Duncan, B.L., & Miller, S.D., Wampold, B., & Hubble, M. A. (2010). *The heart and soul of change* (2nd Ed.): Delivering what works in therapy. Washington, DC: American Psychological Association.
- Flores, L.Y., Byars, A. & Torres, D. M. (2002). Expanding career options and optimizing abilities: The case of Laura. *The Career Development Quarterly 50(4)*, 311-316.
- Heherington, C. & Orzek, A. (1989). Career counselling and life planning with lesbian women. *Journal of Counselling & Development, 68(1)*, 52-57.
- O'Brien, K. & Fassinger, R. (1993). A causal model of the career orientation and career choice of adolescent women. *Journal of Counselling Psychology, 40(4)*, 456-469.
- Pope, M., Barret, B., Szymanski, D.M., Chung, Y.B. et al. (2004). Culturally appropriate career counselling with gay and lesbian clients. *The Career Development Quarterly, 53(2)*, 158-177.
- Republic of Kenya (2009). *Careers Booklet*. Nairobi. Ministry of Education.
- Sharf, R.S. (2006). *Applying career development theory to counselling*. (4th ed.). Pacific Grove, CA: Brooks/Cole.

CPY 557 Trauma, Crisis and Grief Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of trauma, crisis and grief counselling.
- (ii) Explain the skills and techniques in trauma, crisis and grief counselling.
- (iii) Critically analyze processes of trauma, crisis and grief counselling
- (iv) Evaluate the theories and techniques in trauma, crisis and grief counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of trauma, crisis and grief counselling.

- (ii) Apply theories and techniques of trauma, crisis and grief counselling.
- (iii) Design a trauma, crisis and grief counselling programme.
- (iv) Assess the application of various theories and techniques in trauma, crisis and grief counselling.
- (v) Appreciate the legal, ethical and professional issues in trauma, crisis and grief counselling.

Course Content

The nature of loss, trauma and crisis; Kinds of loss and personal responses; Bereavement and the process of grief; critiquing different models of explaining response to loss; Complicated grief; Beliefs, faith and loss; Working with children and adolescents; Theories that inform our understanding of loss and grief, trauma and/ or crisis; analyzing contemporary understanding of trauma Theories of genetic counselling: Psychoanalytic , Adlerian , Existential, Person-centred, Gestalt , Reality, Behaviour, Cognitive and Post Modern and Personality theories of counselling; Models of counselling: Individual Counselling, Group Counselling, Family Counselling, Helpline Counselling, Peer Counselling, Therapeutic Self Help skills and Motivational interviewing; Skills in Counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Debriefing after trauma; Expressive therapies in trauma and grief work; Crisis counselling and immediate response; Counselling; Diversity Issues in Counselling: Specific groups impacted by grief and trauma; Responding to traumatic community events; Grief, Trauma and Crisis Counselling in Human Services

Recommended Reading Materials

- Cavaiola, A. A., & Colford, J. E. (2010). *Crisis intervention case book*. Belmont, CA: Brooks/Cole.
- Cori, J. L. (2007). *Healing from trauma: A survivor's guide to understanding your symptoms and reclaiming your life*. Cambridge, MA: Marlowe and Company.
- Fiorini, J., & Mullen, J. A. (2006). *Counselling children and adolescents through grief and loss*. Champaign, IL: Research Press.
- Freeman, S. J. (2005). *Grief and loss: Understanding the journey*. Belmont, CA: Brooks/Cole.
- Heaney, P. (2004). *Children's grief: A guide for parents*. Fort Collins, CO: Companion.
- Humphrey, G. M. & Zimpfer, D. G. (2008). *Counselling for grief and bereavement* (2nd ed.). London, UK: Sage.
- Jackson-Cherry, L. R., & Erford, B. T. (2010). *Crisis intervention and prevention*. New Jersey: Pearson.
- Kastenbaum, R. J. (2008). *Death, society and human experience* (10th ed.). New York, NY: Allyn and Bacon.
- Kubler-Ross, E. & Kessler, D. (2007). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York, NY: Scribner.
- Machin, L. (2008). *Working with loss and grief: A new model for practitioners*. New York, NY: Sage.
- Malchiodi, C. (Ed.). (2008). *Creative interventions with traumatized children*. New York, NY: Guilford.
- Pomeroy, E. C., & Garcia, R. B. (2009). *Grief assessment and intervention workbook: A strength's perspective*. Belmont, CA: Brooks/Cole
- Rose R., Bisson, J. and Wessley, S. (2002). *Psychological Debriefing for Preventing Post*

- Traumatic Stress Disorder* (PTSD). Cochrane Review, The Cochrane Library.
- Rothschild, B. (2009). *Eight keys to safe trauma recovery: Take-charge strategies to empower your life*. New York, NY: Wiley.
- Skovholt, T. M. (2001). *The resilient practitioner*. Upper Saddle River, NJ: Allyn and Bacon.
- Stroebe, M. S., Hansson, R. O., Stroebe, W. & Schut, H. (Eds.). (2004). *Handbook of bereavement research: consequences, coping and care*. Washington, DC: American Psychological Association.
- Wilson, J. & Lindy, J. (2010). *Trauma and culture*. New York, NY: Routledge.
- Worden, J. W. (2009). *Grief counselling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York: Springer Publishing.
- Worden, J. W. (2008). *Grief counselling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York, NY: Springer.

CPY 558 Child and Adolescence Counselling

Course Objectives

The learning objectives are to:

- (i) Explain theories of child and adolescence counselling.
- (ii) Explain the skills and techniques in child and adolescence counselling.
- (iii) Critically analyze processes of child and adolescence counselling
- (iv) Evaluate the theories and techniques in child and adolescence counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the theories and techniques of child and adolescence counselling.
- (ii) Apply theories and techniques of child and adolescence counselling.
- (iii) Design a child and adolescence counselling programme.
- (iv) Assess the application of various theories and techniques in child and adolescence counselling.
- (v) Appreciate the legal, ethical and professional issues in child and adolescence counselling.

Course content

Child and adolescent development and assessment; Childhood/adolescent disorders and issues: depression and drug and substance abuse; The child in the family and society; Multiple intelligences theory; Establishment of a therapeutic alliance; Communication catalysts, active listening and use of micro-skills; Cognitive, behavioural, emotion-focused and person-centred treatments and their rationale; Theories of counselling: Psychoanalytic, Existential, Person-centred, Gestalt, Behaviour, Cognitive and Post Modern counselling theories; Personality theories of counselling; Counselling theories appropriate for children and adolescents: child-centred counselling, Alderian counselling, reality counselling, solution-focused counselling; Child-friendly therapeutic activities - non-verbal methods such as therapeutic writing, visual art, music and sand-play therapy; Structure of therapy sessions for young clients; Trauma-informed practice and the impact of abuse and neglect; Supporting resilience and well-being; Establishing a child-friendly consulting environment; Working with children with special Needs; Models of counselling: Individual Counselling, Group Counselling, Family Counselling, Helpline

Counselling, Peer Counselling, Therapeutic Self Help Material, Education and Motivational interviewing; Skills in Counselling: Attending, Paraphrasing, Reflecting, Summarizing, Probing, Self disclosure and Interpreting and providing feedback; Professional issues and relating to carers; Legal and ethical concerns related to counselling children and adolescents.

Recommended Reading Materials

- Annunziata, J., & Nemiroff, M. A. (1990). *A child's first book about play therapy*. Washington, DC: American Psychological Association.
- Carlson, J. & Lewis, J. (2002). *Counselling the adolescent*. (4th ed.). Denver, CO: Love Publishing Co.
- Dugger (Hobson), S. M., & Carlson, L. A. (Eds.). (2007). *Critical incidents in counselling children*. Alexandria, VA: American Counselling Association.
- Ferguson, S. (2002). *What parents need to know about children*. Dallas, TX: Ludic.
- Henderson, D. A. & Thompson, C. L. (2011). *Counselling children*. (8thed.). Belmont, CA: Brooks/Cole.
- Hobday, A., & Ollier, K. (1999). *Creative therapy with children and adolescents*. Atascadero, CA: Impact Publishers Inc.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood and adolescence (8th ed.)*. Belmont: Wadsworth.
- Thompson, C. L., Rudolph, L. B., & Henderson, D. (2010). *Counselling children*. (8th ed.). Belmont, CA: Brooks/Cole.
- Vernon, A. (2004). *Counselling children and adolescents (3rd ed.)*. Denver, CO: Love Publishing.
- Winslade, J. & Monk, G. (1999). *Narrative counselling in schools: Powerful & brief*. Thousand Oaks, CA: Corwin Press, Inc.

CPY 559 Neuro-Psychopharmacological Interventions

Course Objectives

The learning objectives are to:

- (i) Describe the structure of the brain.
- (v) Analyse the neurological disorders.
- (vi) Explain the concepts in psychopharmacology.
- (vii) Describe various psychopharmacological interventions.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the functions of the brain.
- (ii) Differentiate neurological disorders.
- (iii) Relate psychopharmacological interventions to psychological disorders.
- (v) Appreciate the ethical, legal, and cultural issues in psychopharmacology.

Course Content

Psychopharmacology and counselling; history of psychopharmacology; legal and ethical concerns; neurobiology: neurons and neural communication, chemical properties of neural transmission, neurotransmitters of emotion and behaviour; dementias, convulsive disorders,

psychopharmacology and pharmacokinetics: routes of drug administration, drug absorption, distribution, and metabolism, psychokinetic principles, prescription and pharmacy terms; treatment and psycho education of common mental health conditions: unipolar and bipolar depression, anxiety disorders, psychotic disorders, disorders of attention, personality disorders; community: consultation; contemporary issues in psychopharmacology: intervention and treatment.

Recommended Reading Materials

- Bertolini, B. and O'Hanlon, B. (2002). *Collaborative, competency-based counselling and therapy*. Boston: Allyn & Bacon.
- Corsini, R. J. and Wedding, D. (2011). *Current Psychotherapies* (9th Ed). Australia: Brooks/Cole, Cengage Learning.
- Day, S. X. (2004). *Theory and design in counselling and psychotherapy*. Boston, MA: Houghton Mifflin.
- Eslinger, P. J. (2005). *Neuropsychological Interventions: Clinical Research and Practice*. New York: The Guilford Press.
- Hammersley, D. (2010). The Interface Between Psychopharmacological and Psychotherapeutic Approaches, In Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (Eds.). *Handbook of Counselling Psychology*. Sage Publications Ltd.
- Kelsey, J. E., Newport, D. J., and Nemeroff, C. B. (2006). *Principles of Psychopharmacology for Mental Health Professionals*. John Wiley & Son, Inc: Hoboken, New Jersey.
- Lamberty, G. (2003). *The Practice of Clinical Neuropsychology*. New York: Psychology Press.
- Meyer, J. & Quenzer, L. (2013). *Psychopharmacology: Drugs, The Brain, and Behaviour*, (2nd ed). Sinauer Associates: Sunderland, MA.
- Preston, J. D., O'Neal, John H., & Talaga, Mary C. (2010). *Handbook of Clinical Psychopharmacology for Therapists* (6th Ed). New Harbinger: Oakland, CA.
- Purselle, Nemeroff, & Jongsma (2003). *The psychopharmacology treatment planner*. New York: John Wiley & Sons.

CPY 560 Life Span Development

Course Objectives

The learning objectives are to:

- (i) Explain the theoretical perspectives on lifespan development.
- (ii) Describe processes of human development throughout the lifespan.
- (iii) Analyze theories of human development.
- (iv) Evaluate the theories of human growth and development.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand the nature of human growth and development.
- (ii) Apply the theories of human development.
- (iii) Assess the contemporary issues in human growth and development.
- (iv) Appreciate the psychological challenges to human growth and development.

Content

Stages and issues in human development: Infancy and Early Childhood, Middle Childhood and Adolescence, Late Adulthood and later Life; Social, moral, cognitive, intellectual and emotional development; language acquisition; nature and nurture in lifespan development; theories of cognitive development (Erikson, Piaget, Vygotsky behavioural-cognitive, functionalist); personality development (Freud, Erikson, Klein and Mahler, Bowlby, and Ainsworth); Kohlberg's theory of moral development; information-processing approach and intelligence perspective; Lifestyle Choices and Options.

Recommended Reading Materials

Barger, K. (1998). *The Developing Person Through the Life Span*. New York: Worth Publishers.

Papalia, D. E., Olds, S. W. & Feldman, D. R. (2009). *Human Development*. McGraw Hill.

Santrock, J. W. (2010). *A Topical Approach to Life - Span Development*. McGraw Hill.

Shaffer, D. R. & Kipp, C. (2010). *Developmental Psychology: Childhood and Adolescence*. Wadsworth Cengage Learning.

CPY 561 Counselling Process, Skills and Professional Ethics

Course Objectives

The learning objectives are to:

- (i) Describe the nature of counselling process.
- (ii) Explain the process and skills of counselling.
- (iii) Critically analyse the professional ethics in counselling.
- (v) Evaluate the processes and skills of counselling.

Learning outcomes

The expected learning outcomes are to:

- (i) Understand process, skills and ethical principles in counselling.
- (ii) Develop therapeutic relationships with clients.
- (iii) Demonstrate counselling skills in practice.
- (iv) Appreciate professional ethics in counselling.
- (v) Design a counselling programme for clients.

Course content

The history and philosophy of counselling as a helping profession; The counselling process; Planning, developing, designing, implementing, and evaluating a counselling programme; Skills of counselling; variety of counselling and consultation processes: one-on-one and group counselling; individual, group, and family counselling various settings; counselling relationship; Interpreting and evaluating the roles of client and therapist in each counselling; counselling practice: demonstrating skills, techniques and methods in counselling; principles and ethics; counselling and the law; ethics in situational contexts; The role and identity of professional counsellors and their relationships with other related professionals; ethical and moral implications; Examining the multicultural aspects of various counselling method; Assessing the relationship between therapist and client in each counselling theory;

Recommended Reading Materials

- Carroll, M. (2006). *Counselling Supervision: Theory, Skills and Practice*. Sage Publications.
- Bond, T. (2009). *Standards and Ethics for Counselling in Action*. London: Sage.
- Egan, E. (2002). *The Skilled Helper: A Problem - Management and Opportunity – Development Approach to Helping*. (7thEd.). Chicago: Brook / Cole.
- Feltham, C. and Horton, I. (Ed.). (2010). *The Sage Handbook of Counselling and Psychotherapy*. London: Sage Publications.
- Lebacqz, K. and Driskill, J. (2000). *Ethics and spiritual care: A guide for pastors, chaplains and spiritual directors*. Nashville: Abingdon.
- McLeod, J. and McLeod, J. (2011). *Counselling Skills: A Practical Guide for Counsellors and Helping Professionals*. McGraw-Hill.
- Sommers-Flanagan, J and Sommers-Flanagan, R. (2004). *Counselling and Psychotherapy Theories in Context and Practice: Skills, Strategies and Techniques*. New Jersey: John Wiley & Sons.
- Wango, G. M. (2015). *Counselling Psychology in Kenya: A Contemporary Review of the Developing World*. Nairobi: Kenya Literature Bureau.

*

Course Objectives

The learning objectives to get the learner to:

- (i) Apply the concepts of research in counselling psychology.
- (ii) Evaluate the various approaches and designs of research in counselling psychology.
- (iii) Conduct research in counselling psychology.

Learning outcomes

The expected learning outcomes are to:

- (i) Design research study in counselling psychology.
- (ii) Apply statistical methods appropriately in data analysis.
- (iii) Undertake research in counselling psychology.
- (iv) Demonstrate academic writing and reporting in counselling psychology.

Course Content

Scholarly exploration, analysis and critique of a chosen social work policy or practice issue from a social work frame of reference. This process adheres to the following guidelines: Introduction to the project: purpose of the project, scope of the project, significance of the project, limitations of the project, definition of terms; review of related literature; methodology; results; recommendations: summary and conclusions; references; appendices

Recommended Reading Materials

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). American Psychological Association.
- Bond, T. (2009). *Standards and Ethics for Counselling in Action*. London: Sage.
- Conte, C. (2009). *Advanced Techniques for Counselling and Psychotherapy*. New York: Publishing Company, LLC.
- Denzin, N. K. and Lincoln, Y. S. (Eds) (2011). *The SAGE Handbook of Qualitative Research*. Sage Publications.
- McBride, D. M. (2010). *The Process of Research in Psychology*. Sage Publications.
- McLeod, J. (2003). *Doing Counselling Research*. (2nd Ed.). London: Sage Publication.
- McLeod, J. (2013). *An Introduction to Research in Counselling and Psychotherapy*. London: Sage.

Other relevant texts depending on area of research.

11.0. APPENDICES

11.1. LIST OF LECTURERS

NO.	P/R NO.	NAME	ACADEMIC RANK	GENDER
1	097590	Prof. Priscilla Wanjiru Kariuki	Professor	F
2	199620	Prof. Michael Mwangi Ndurumo	Associate Professor	M
3	205050	Prof. Haniel Nyaga Gatumu	Associate Professor	M
4	215500	Prof. Gathogo Mukuria	Associate Professor	M
5	195630	Dr. Luke Okunya Odiemo	Senior Lecturer	M
6	161500	Dr. Charles Obadiah Kimamo	Senior Lecturer	M
7	206860	Dr. Geoffrey Mbugua Wango	Senior Lecturer	M
8	148350	Dr. Karen Turfena Odhiambo	Lecturer	F
9	187990	Dr. Sahondra Chebet Kiplagat	Lecturer	F
10	190120	Dr. (Fr.) Lucas Githinji Mwaura	Lecturer	M
11	190490	Dr. Lavera Levi	Lecturer	F
12	148420	Mr. Josiah H. B. Oketch-Oboth	Lecturer	M
13	177240	Mrs. Josephine Muthoni Muthami	Lecturer	F
14	177610	Mrs. Grace Osodo Ogonda	Lecturer	F
15	183050	Miss. Hildah Bochere Oburu	Lecturer	F
19	176800	Dr. Antony Ayieko Ayieko	Lecturer, Medical School	M
20		Dr. Sirera	Part Time Lecturer	F

11.2. PHYSICAL INFRASTRUCTURE

Lecture Theatres, Tutorial Rooms, Computer Laboratories, Psychological Tests, Counselling Laboratory, LCD Projectors, CAMCORDER

11.3. FEES STRUCTURE



UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
FACULTY OF ARTS

FEES STRUCTURE MASTER OF COUNSELLING PSYCHOLOGY

SEMESTER	TUITION (@ 13,500 Per Unit)	EXAMINATION (@ 1,000 Per Unit)	TOTAL
Semester 1 (4 Units)	54,000	4,000	58,000
Semester 2 (4 Units)	54,000	4,000	58,000
Semester 3 (2 Units)	27,000	4,000	31,000
PRACTICUM UNIT (Equivalent 2 Units)	27,000		27,000
PROJECT (Equivalent 2 Units)	54,000		54,000
TOTAL	216,000	12,000	228,000

OTHER CHARGES	KSHS	
REGISTRATION	1,000	Per Semester
STUDENT ID	500	Per Annum
MEDICAL	5,000	Per Annum
LIBRARY	3,000	Per Semester
ACTIVITY	2,000	Per Annum
CAUTION	5,000	Once – Refundable
COMPUTER	5,000	Per Annum
TOTAL	46,000	
GRAND TOTAL		274,000

Research* Arts Based	50,000
Book Allowance	40,000

* This is the minimum recommended research funds



UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
FACULTY OF ARTS

FEES STRUCTURE MASTER OF COUNSELLING PSYCHOLOGY

Fees Structure for Master of Counselling Psychology is as follows:

ITEM	YEAR 1		YEAR 2		TOTAL
	Semester 1	Semester 2	Semester 1	Semester 2	
4 Course Units	54,000	54,000			108,000
EXAM FEES @ 1,000	4,000	4,000	4,000		12,000
PRACTICUM UNIT			27,000		27,000
2 ELECTIVE UNITS			27,000		27,000
PROJECT				54,000	54,000
SUB TOTAL	58,000	58,000	58,000	54,000	228,000

OTHER CHARGES	YEAR 1		YEAR 2		TOTAL
	Semester 1	Semester 2	Semester 1	Semester 2	
REGISTRATION	1,000	1,000	1,000	1,000	4,000
STUDENT ID	500		500		1,000
MEDICAL	5,000		5,000		10,000
LIBRARY	3,000	3,000	3,000	3,000	12,000
ACTIVITY	2,000		2,000		4,000
CAUTION	5,000				5,000
COMPUTER	5,000		5,000		10,000
Sub Total	21,500	4,000	16,500	4,000	46,000
TOTAL (KSHS)	79,500	62,000	74,500	58,000	
GRAND TOTAL					274,000

Research*	
Arts Based	50,000
Book Allowance	40,000

* This is the minimum recommended research funds

11.4. EVIDENCE OF APPROVAL

INSTITUTION	DATE
Department	24-2-2016
Faculty of Arts curriculum committee	15-05-2016
Stakeholders' consultative meeting	15-09-2016
Faculty Board	
College Academic Board	
Board of Postgraduate Studies	
Senate	

11.5. SUGGESTED READINGS

- Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. H. (2011). *Exposure therapy for anxiety: Principles and practice*. New York, NY: The Guilford Press.
- Allen M. J. & Yen W.M. (1976). *Introduction to Measurement Theory*: Belmont California: Wadsworth Inc.
- American Counselling Association (2014). *ACA Code of Ethics*. American Counselling Association.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM IV-TR*(4thed.). Washington, D.C.: American Psychiatric Press.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*. Washington, D C: American Psychiatric Association.
- American Psychiatric Association (2014). *Diagnostic and Statistical Manual of Mental Disorders*. (5th Ed.). Arlington, VA: Author.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: Text revision* (4thed.) Washington, DC: Author.
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). American Psychological Association.
- Anastasi A. (1988). *Psychological testing*. New York: Macmillan Publishing Co.
- Annunziata, J., & Nemiroff, M. A. (1990). *A child's first book about play therapy*. Washington, DC: American Psychological Association.
- Archer, R. P. & Smith, S. R. (Ed.) (2008). *Personality Assessment*. New York, NY: Routledge.
- Atkinson, L. and Goldberg, S. (Ed). (2004). *Attachment Issues in Psychopathology and Intervention*. London, New Jersey: Lawrence Erlbaum.
- Barger, K. (1998). *The Developing Person Through the Life Span*. New York: Worth Publishers.
- Barlow, David (Ed.) (2008) *Clinical Handbook of Psychological Disorders*. (4th ed.). New York: Guilford Press.
- Bell, J. (2004). *Doing your research project. A guide for first-time researchers in education and social sciences* (3rd Ed.): New York: Two Penn Plaza.
- Berk, R. A. (2006). *Regression Analysis: A constructive Critique*. Advanced Quantitative Techniques in the Social Sciences Series. Sage Publications, Inc.
- Berry, J. W., Poortinga, Y. H. and Pandey, J. (1997). *Handbook of Cross Cultural Psychology: Theory and Method*. Allan and Bacon.
- Berry, J. W., Poortinga, Y. H., Segall, M. H. and Dasen, P. R. (2002). *Cross-Cultural Psychology: Research and Applications*. Cambridge University Press.
- Bertolini, B. & O'Hanlon, B. (2002). *Collaborative, competency-based counselling and therapy*. Boston: Allyn & Bacon.
- Blustein, D. L., Chaves, A. P. & Diemer, M. A., Gallagher, L.A., Bhati, K. & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counselling Psychology*, 49(3), 311-323.
- Blustein, D. L., McWhirter, E. H. & Perry, J. C. (2005). An emancipator communitarian approach to vocational development: Theory, research, and practice. *The Counselling Psychologist*, 33, 141-179.
- Bomyea, J. Risbrough, V. & Lang, A. J. (2012). A consideration of select pre-trauma factors as key vulnerabilities in PTSD. *Clinical Psychology Review*, 32, pp. 630–641.
- Bond, T. (2009). *Standards and Ethics for Counselling in Action*. London: Sage..

- Brock, G. W., & Barnard, C.P. (1999). *Procedures in marriage and family therapy*. (3rd edition). Boston: Allyn & Bacon.
- Brown, S. and Lent, R. (2008). (Eds.). *Handbook of Counselling Psychology*. (4th Ed). New York: Wiley.
- Butcher, J. M., Hooley, J. M. & Mineka, S. (2014). *Abnormal Psychology*. (16th ed.). Boston, MA: Allyn & Bacon.
- Carlson, J. & Lewis, J. (2002). *Counselling the adolescent*. (4th ed.). Denver, CO: Love Publishing Co.
- Carroll, M. (2006). *Counselling Supervision: Theory, Skills and Practice*. Sage Publications.
- Castonguay, L. G. & Oltmanns, T. F. (Eds.) (2013). *Psychopathology: From science to clinical practice*. New York: Guilford.
- Cavaiola, A. A., & Colford, J. E. (2010). *Crisis intervention case book*. Belmont, CA: Brooks/Cole.
- Chatterjee, S., and Simonoff, J. S. (2013). *Handbook of regression analysis*. New York: John Wiley and Sons.
- Clinebell, H. (1990). *Understanding and counselling the alcoholic*. Nashville: Abingdon.
- Cobia, D. C. & Henderson, D. A. (2003). *Handbook of School Counselling*. Upper Saddle River, NJ: Pearson Education.
- Conte, C. (2009). *Advanced Techniques for Counselling and Psychotherapy*. New York: Publishing Company, LLC.
- Corey, G. (2005). *Theory and Practice of Psychotherapy*. California: Belmont.
- Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th Ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2013). *Theory and practice of counselling and psychotherapy* (9thed). Belmont, CA: Brooks / Cole, Cengage.
- Cori, J. L. (2007). *Healing from trauma: A survivor's guide to understanding your symptoms and reclaiming your life*. Cambridge, MA: Marlowe and Company.
- Corsini, R. J. & Wedding, D. (2011). *Current Psychotherapies* (9th Ed). Australia: Brooks/Cole, Cengage Learning.
- Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. NY: W. W. Norton & Company.
- Craighead, E., Miklowitz, D. & Craighead, L. (2008). *Psychopathology: History, diagnosis, and empirical foundations*. John Wiley and Sons, Inc.
- Davis, T. E. (2015). *Exploring school counselling: Professional practices and perspectives*. (2nd ed). Stamford, CT: Cengage Learning.
- Day, S. X. (2004). *Theory and design in counselling and psychotherapy*. Boston, MA: Houghton Mifflin.
- Denscombe, M. (2003). *The Good Research Guide for small-scale Social research projects* (2nd Ed.). USA: McGraw Hill House.
- Denzin, N. K. and Lincoln, Y. S. (Eds) (2011). *The SAGE Handbook of Qualitative Research*. Sage Publications.
- Diemer, M. A. & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behaviour*, 68(2), 220-232.
- Diemer, M. A. (2009). Pathways to occupational attainment among Poor Youth of Colour: The role of socio-political development. *The Counselling Psychologist*, 37(1), 635.
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counselling: Making a*

- difference with data-driven practices*. Thousand Oaks, CA: Corwin.
- Doweiko, H. E. (2007). *Concepts of Chemical Dependency (7th ed.)*. Pacific Grove, CA: Brooks/Cole.
- Dugger (Hobson), S. M., & Carlson, L. A. (Eds.). (2007). *Critical incidents in counselling children*. Alexandria, VA: American Counselling Association.
- Duncan, B. L. (2010). *On becoming a better therapist*. Washington, D.C.: American Psychological Association.
- Duncan, B.L., & Miller, S.D., Wampold, B., & Hubble, M. A. (2010). *The heart and soul of change (2nd Ed.)*: Delivering what works in therapy. Washington, DC: American Psychological Association.
- Egan, E. (2002). *The Skilled Helper: A Problem - Management and Opportunity – Development Approach to Helping*. (7thEd.). Chicago: Brook / Cole.
- Enns, C. Z. (1997). *Feminist theories and feminist psychotherapies*: Origins, themes, and variations. New York, NY: Haworth.
- Eslinger, P. J. (2005). *Neuropsychological Interventions: Clinical Research and Practice*. New York: The Guilford Press.
- Feltham, C. and Horton, I. (Ed.). (2010). *The Sage Handbook of Counselling and Psychotherapy*. London: Sage Publications.
- Ferguson, S. (2002). *What parents need to know about children*. Dallas, TX: Ludic.
- Finn, S. E. (2007). *In Our Clients' Shoes: Theory and Techniques of Therapeutic Assessment*. New York: Routledge.
- Fiorini, J., & Mullen, J. A. (2006). *Counselling children and adolescents through grief and loss*. Champaign, IL: Research Press.
- Flores, L.Y., Byars, A. & Torres, D. M. (2002). Expanding career options and optimizing abilities: The case of Laura. *The Career Development Quarterly* 50(4), 311-316.
- Freeman, S. J. (2005). *Grief and loss: Understanding the journey*. Belmont, CA: Brooks/Cole.
- Gardiner, H. W. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development(5thEd.)*. Boston, MA: Allyn & Bacon, Pearson.
- Gibson, R. L. & Mitchell, M. H. (2010). *Introduction to Counselling and Guidance*. New Delhi: PHL Learning Private Limited.
- Graham, J. R. (2006). *MMPI2: Assessing personality and psychopathology. (4th Ed)*. New York: Oxford University Press.
- Gravetter F. J. and Foranzo L. B. (2012). *Research Methods for the Behavioural Sciences*. U.S.A: Belmont :Wardsworth/ Thomson Cengage learning.
- Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications (6th Ed.)*. Boston: Allyn & Bacon.
- Hammersley, D. (2010). The Interface Between Psychopharmacological and Psychotherapeutic Approaches, In Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (Eds.). *Handbook of Counselling Psychology*. Sage Publications Ltd.
- Heaney, P. (2004). *Children's grief: A guide for parents*. Fort Collins, CO: Companion.
- Heherington, C. & Orzek, A. (1989). Career counselling and life planning with lesbian women. *Journal of Counselling & Development*, 68(1), 52-57.
- Henderson, D. A. & Thompson, C. L. (2011). *Counselling children*. (8thed.). Belmont, CA: Brooks/Cole.
- Ho, R. (2013). *Handbook of univariate and multivariate data analysis with IBM SPSS (2nd ed.)*. Hoboken, NJ: Taylor and Francis.

- Hobday, A., & Ollier, K. (1999). *Creative therapy with children and adolescents*. Atascadero, CA: Impact Publishers Inc.
- Hornby, G., Hall, C. and Hall, E. (Eds). (2003). *Counselling Pupils in Schools. Skills and Strategies for Teachers*. Routledge Falmer.
- Howell, D.C. (2007). *Statistical methods for psychology* (6th Ed). Australia: Thomson Wadsworth.
- Humphrey, G. M. & Zimpfer, D. G. (2008). *Counselling for grief and bereavement* (2nd ed.). London, UK: Sage.
- Ingule, F. and Gatumu H. (1996). *Essentials of Educational Statistics*. Nairobi: East African Educational Publishers.
- Jackson-Cherry, L. R., & Erford, B. T. (2010). *Crisis intervention and prevention*. New Jersey: Pearson.
- Jordan, J. (2010). *Relational-Cultural Therapy*. Washington, D.C., American Psychological Association.
- Kastenbaum, R. J. (2008). *Death, society and human experience* (10th ed.). New York, NY: Allyn and Bacon.
- Kaufman, E. (1985). *Substance Abuse and Family Therapy*. New York: Grune & Stratton.
- Keith, Z. T. (2006). *Multiple Regression and Beyond*. New York: Pearson Education, Inc.
- Kelsey, J. E., Newport, D. J., and Nemeroff, C. B. (2006). *Principles of Psychopharmacology for Mental Health Professionals*. John Wiley & Son, Inc: Hoboken, New Jersey.
- Keppel, G. & Wickens, T. D. (2004) *Design and Analysis: A Researcher's Handbook*. (4th Ed.) NJ: Prentice Hall.
- Kubler-Ross, E. & Kessler, D. (2007). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York, NY: Scribner.
- L'Abate, L., Farrar, J.E. & Serritella, D.A. (Eds.) (1992). *Handbook of Differential Treatments for Addictions*. Boston, MA: Allyn and Bacon.
- Lago, C. (ed). (2011). *The Handbook of Tran Cultural Counselling and Psychotherapy*. McGraw-Hill.
- Lamberty, G. (2003). *The Practice of Clinical Neuropsychology*. New York: Psychology Press.
- Lane, D. and Miller, A. (Eds.), (1992). *Child and Adolescent Therapy: A Handbook*. Buckingham – Philadelphia, Open University Press, 157-176.
- Lawson, G., Ellis, D. & Rivers, P.C. (1984). *Essentials of Chemical Dependency Counselling*. Rockville, MD: Aspen.
- Leach, M. M. and Aten, J. D. (2009). *Culture and the Therapeutic Process: A Guide for Mental Health Professionals*. New York: Routledge.
- Lebacqz, K. and Driskill, J. (2000). *Ethics and spiritual care: A guide for pastors, chaplains and spiritual directors*. Nashville: Abingdon.
- Liebling-Kalifani, H. and Baker, B. (2010) Women War Survivors of Sexual Violence in Liberia: Inequalities in Health, Resilience and Justice. *Journal of International Social Research*
- Musisi, S. Kinyanda, E. Odhiambo R, et al (2006) Medical intervention study of war affected in Kitgum district - Uganda. *An Isis – WICCE Report*, (2006).
- Liebling-Kalifani, H., Ojiambo-Ochieng, R., Marshall, A., Were-Oguttu, J., Musisi, S. and Kinyanda, E. (2008) Violence against Women in Northern Uganda: The Neglected Health Consequences of War. *Journal of International Women's Studies*, 9, 3, 174-192.
- MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21st century agency counsellor*. Belmont: Wadsworth.

- Machin, L. (2008). *Working with loss and grief: A new model for practitioners*. New York, NY: Sage.
- Malchiodi, C. (Ed.). (2008). *Creative interventions with traumatized children*. New York, NY: Guilford.
- Maxwell, S. E. & Delaney, H. D. (2004). *Designing experiments & analyzing data: a model comparison perspective*. (2nd Ed) Belmont, CA: Wadsworth.
- McBride, D. M. (2010). *The Process of Research in Psychology*. Sage Publications.
- McGoldrick, M. (1985). *Genograms in family assessment*. New York: W.W. Norton.
- McLeod, J. (2003). *Doing Counselling Research*. (2nd Ed.). London: Sage Publication.
- McLeod, J. (2013). *An Introduction to Research in Counselling and Psychotherapy*. London: Sage.
- McLeod, J. and McLeod, J. (2011). *Counselling Skills: A Practical Guide for Counsellors and Helping Professionals*. McGraw-Hill.
- Mertler, C. A. and Vannatta, R. A. (2002). *Advanced and multivariate statistical methods: Practical application and interpretation*. (2nd ed.). Los Angeles, CA: Pyrczak.
- Meyer, J. & Quenzer, L. (2013). *Psychopharmacology: Drugs, The Brain, and Behaviour*, (2nd ed). Sinauer Associates: Sunderland, MA.
- Meyers, L. S., Gamst, G. C. & Guarino, A. J. (2013). *Performing data analysis using IBM SPSS*. New York: Wiley.
- Morey, L. C. (2007). *Personality Assessment Inventory professional manual* (2nd Ed.). Lutz, FL: Psychological Assessment Resources.
- Murphy, J. J. (1997). *Solution-focused counselling in middle and high schools*. Alexandria, VA: American Counselling Association.
- Nardone, G. & Watzlawick, P. (2002). *Brief Strategic Therapy*. New Jersey: Jason Aronson.
- Nichols, M. P. & Schwartz, R.C. (2006). *Family therapy: Concepts and method*. Boston: Allyn & Bacon.
- Njenga F, Acunda W et al (Eds).(2005) *Essentials of Clinical Psychiatry for Sub-Saharan Africa*. Masson Publications. Milan. Italy.
- O'Brien, K. & Fassinger, R. (1993). A causal model of the career orientation and career choice of adolescent women. *Journal of Counselling Psychology*, 40(4), 456-469.
- Papalia, D. E., Olds, S. W. & Feldman, D. R. (2009). *Human Development*. McGraw Hill.
- Parker, R. M., Szymanski, E. M. and Patterson, J. B. (2005). *Rehabilitation Counselling: Basics and Beyond*. Austin, TX: PRO-ED.
- Pipes, R. B., & Davanport, D. S. (1999). *Introduction to Psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.
- Pomeroy, E. C., & Garcia, R. B. (2009). *Grief assessment and intervention workbook: A strength's perspective*. Belmont, CA: Brooks/Cole
- Pope, M., Barret, B., Szymanski, D.M., Chung, Y.B. et al. (2004). Culturally appropriate career counselling with gay and lesbian clients. *The Career Development Quarterly*, 53(2), 158-177.
- Preston, J. D., O'Neal, John H., & Talaga, Mary C. (2010). *Handbook of Clinical Psychopharmacology for Therapists* (6th Ed). New Harbinger: Oakland, CA.
- Purselle, Nemeroff, & Jongsma (2003). *The psychopharmacology treatment planner*. New York: John Wiley & Sons.
- Republic of Kenya (2009). *Careers Booklet*. Nairobi. Ministry of Education.
- Rivett, M. & Street, E. (2009). *Family therapy: 100 Key points & techniques*. New York: NY.

- Routledge.
- Robson, C. (2013) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. (2nd Ed.) Oxford: Blackwell.
- Rose R., Bisson, J. and Wessley, S. (2002). *Psychological Debriefing for Preventing Post Traumatic Stress Disorder* (PTSD). Cochrane Review, The Cochrane Library.
- Rothschild, B. (2009). *Eight keys to safe trauma recovery: Take-charge strategies to empower your life*. New York, NY: Wiley.
- Santrock, J. W. (2010). *A Topical Approach to Life - Span Development*. McGraw Hill.
- Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th Ed.). San Diego: Jerome M. Sattler, Inc
- Seligman, L. (2004). *Diagnosis and treatment planning in counselling*. (3rd ed.). New York: Kluwer Academic/Plenum Press.
- Shaffer, D. R. & Kipp, C. (2010). *Developmental Psychology: Childhood and Adolescence*. Wadsworth Cengage Learning.
- Sharf, R.S. (2006). *Applying career development theory to counselling*. (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Sharry, J. (2004). *Counselling Children, Adolescents and Families*. Sage Publications.
- Shiraev, E. & Levy, D. (2013). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*. New York, Allyn and Bacon.
- Skovholt, T. M. (2001). *The resilient practitioner*. Upper Saddle River, NJ: Allyn and Bacon.
- Sommers-Flanagan, J and Sommers-Flanagan, R. (2004). *Counselling and Psychotherapy Theories in Context and Practice: Skills, Strategies and Techniques*. New Jersey: John Wiley & Sons.
- Sperry, L. (2010). *Core competencies in counselling and psychotherapy*. New York: Routledge Taylor & Francis Group.
- Stroebe, M. S., Hansson, R. O., Stroebe, W. & Schut, H. (Eds.). (2004). *Handbook of bereavement research: consequences, coping and care*. Washington, DC: American Psychological Association.
- Sue, D. W. & Sue, D. (1990). *Counselling the Culturally Different: Theory and Practice*. New York: Wiley.
- Tabachnick, B. G. and Fidell, L. S. (2006). *Using multivariate statistics* (5th ed.). New York: Prentice Hall.
- Thompson, C. L., Rudolph, L. B., & Henderson, D. (2010). *Counselling children*. (8th ed.). Belmont, CA: Brooks/Cole.
- Thompson, R. A. (2012). *Professional school counselling: Best practices for working in the schools* (3rd ed.). New York: Routledge.
- Van Beek, A. (1996). *Cross-cultural counselling*. Minneapolis: Fortress.
- Vernon, A. (2004). *Counselling children and adolescents* (3rd ed.). Denver, CO: Love Publishing.
- Wango, G. M. (2015). *Counselling Psychology in Kenya: A Contemporary Review of the Developing World*. Nairobi: Kenya Literature Bureau.
- Wango, G. M. and Mungai, E. K. (2007). *Counselling in the School: A Handbook for Teachers*. Nairobi: Phoenix Publishers.
- Wango, G. M., Kimani, P. W., Osaka, J., Githinji, S. N. and Amayo, R. A. (2015). *Early Childhood Development Education Guidance and Counselling*. Nairobi: Kenya Literature Bureau.

- Waters, D. B., & Lawrence, E. C. (1993). *Competence, courage, and change: An approach to family therapy*. New York: W.W. Norton & Co.
- Webb, N.B. (2004). The Impact of Traumatic Stress and Loss on Children and Families. In N.B. Webb (Ed.), *Mass Trauma and Violence: Helping Families and Children Cope (Social Work Practice with Children and Families)*. New York: Guilford Press, 3-22.
- Wilson, J. & Lindy, J. (2010). *Trauma and culture*. New York, NY: Routledge.
- Wilson, J. P. & Keane, T. M. (Eds.) (2004). *Assessing Psychological Trauma and PTSD* (2nd Ed.). New York: Guilford Press, 513-537.
- Winslade, J. & Monk, G. (1999). *Narrative counselling in schools: Powerful & brief*. Thousand Oaks, CA: Corwin Press, Inc.
- Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (Eds.). (2010). *Handbook of Counselling Psychology*. Sage Publications Ltd.
- Worden, J. W. (2008). *Grief counselling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York, NY: Springer.
- Worden, J. W. (2009). *Grief counselling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York: Springer Publishing.
- World Health Organization (2016). *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. NY: Harper Collins Publishers.
- Yule, W., Perrin, S. & Smith, P. (1999). Post-Traumatic Stress Disorders in Children and Adolescents. In W. Yule (Ed.), *Post-Traumatic Stress Disorders: Concepts and Therapy*. Baffins Lane, Chichester: John Wiley & Sons Ltd., 25-50.