

Master of Arts (Applied Psychology)

Course Code	Course Title	Course Synopses	AU
MAP809	Theories and Techniques of Counselling	This course examines the nature of the counselling relationship, different approaches to counselling and the role of the counsellor working in various settings. Topics include an overview to counselling, theoretical approaches to counselling, counselling processes and methods, ethical standards and professional issues in counselling. This course is the prerequisite for MCP818 Advanced Counselling Skills.	3
MAP810	Psychological Assessment	This course provides basic assessment training for students from both the educational psychology track and the counselling psychology track. It examines theories and methods of psychological assessment in the context of education and counselling. Critical reviews and selection of standardised tests will be discussed. The course also provides guided practice in the administration of selected, commonly used tests and in the interpretation of psychological test results. This course is the pre-requisite for MEP 813 Psychological Testing.	3
MAP811	Research Methods in Applied Psychology	This course examines the rationale and processes of research in Applied Psychology. Topics include the nature and purposes of educational and social research in the helping professions, research ethics and research design, the nature and process of conducting qualitative research, the nature and process of conducting quantitative research, single-subject research designs, survey and experimental design, sampling and instrumentation, evaluation research, quantitative and qualitative methods of data collection, writing research reports and evaluating research.	3
MAP812	Statistics in Applied Psychology	This course covers the principles and techniques in the use of statistics for helping professionals. Topics include variables, data and data organisation, the normal curve and levels of measurement, central tendency and variability, probability and sampling, correlation and measures of association, hypothesis testing, techniques for analysing categorical data, the use of computers in data analysis, summarising and presenting statistical results.	3
MEP813	Psychological Testing	The pre-requisite course is MAP810 Psychological Assessment. This course provides students with knowledge relating to the theory and practice of psychological testing. It also gives intensive training in the administration of intelligence testing and personality assessment. Opportunities for hands-on experience in the administration and interpretation of selected individual and groups tests will be provided.	3

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MEP819	Psychological Disorders across the Life Span	This course provides students with the foundational knowledge of the etiology, assessment and evidence-based treatments for psychological disorders that they are likely to encounter in clinical practice. In the first 10 weeks of the course, all students will be introduced to clinical assessment practices and psychological disorders that psychologists are likely to encounter in many clinical populations. In the final 3 weeks of the course, students will be introduced to psychological disorders that are specific to their specialization, i.e. counselling psychology or educational psychology tracks.	3
MEP820	Behavioural Interventions for Special Needs	This course aims to follow a scientist-practitioner model to develop skills in constructing and implementing various behavioral interventions within applied settings such as schools, community centres, clinics and homes. It intends to follow a hands-on approach towards providing students with essential background knowledge and tools to conduct effective evidence-based interventions for the most common reasons for referrals to educational psychologists within applied settings.	3
MEP821	Cognitive Behavioural Management and Interventions	This course aims to provide students with a basic understanding of the theories, principles, procedures and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behaviour are learned and the best strategy for remediation of problem behaviour is to structure the environment to reward desirable behaviour and extinguish maladaptive behaviour. In the cognitive approach, behaviour and emotions are viewed as resulting from cognitive processes and maladaptive behaviour and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real-life issues and problems of children, adolescents, and adults.	3
MEP822	Early Intervention	This course focuses on early intervention targeted at students with disabilities and those at risk of developmental delay. With early intervention as its focus, this course would focus on children in the early years aged from birth to 8 years. This course would provide an introduction to the key principles in early intervention and their application to different groups of children at risk as well as those with developmental disabilities. Participants will be encouraged to link theoretical perspectives and empirical studies for critical examination within the local context.	3

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MEP823	Learning Disabilities	This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges. It introduces students to the nature and cause of learning disabilities, and their assessment and intervention. It will also examine the research literature on the effectiveness of various practices as well as learn about the issues and devates in the field.	3
MEP824	Multi-Tiered Systems of Support (MTSS) to Build Sucess in Literacy	The proposed course aims to equip trainee psychologists and Heads of Department with foundational knowledge of a multi-tiered system of support, which will enable schools to identify and serve students who struggle with reading and require additional support. Participants in the course will learn how to address literacy problems for all students through increasingly differentiated and intensified literacy assessment and instruction.	3
MEP825	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	3
MCP812	Group Dynamics and Counselling	This course examines the psychological processes underlying human interactions in groups. Current theories applicable to group work in counselling are considered. Students will be expected to develop a repertoire of skills and ideas and to develop communication skills essential to group counselling.	3

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MCP814	Counselling: Applications across Cultures	This course examines dimensions of culture that may affect the receptivity of various populations to counselling, the effectiveness of alternative approaches to counselling, training requirements and desirable personal characteristics of counsellors working in multicultural settings. The final aim is to delineate the implications of the multi-ethnic population in Singapore for evolving effective, indigenous approaches to counselling, appropriate modes of service delivery, professional development of counsellors and research on counselling in Singapore.	3
MCP815	Family and Marital Counselling	This course covers the theoretical bases as well as practical aspects in working with couples and families. Major theories for assessment and intervention including the systems, structural and ecological framework will be discussed. Various approaches, techniques and skills in clinical work with families will be examined.	3
MCP817	Vocational Assessment and Career Counselling	This course aims at preparing the counsellor for an expanded role in career guidance. Topics include: social and economic contexts, theories of career development, the role of information, assessment of career development, career guidance programme in schools, models in career counselling and current issues in career counselling.	3
MCP818	Advanced Counselling Skills	The pre-requisite course is MAP809 Theories and Techniques of Counselling. The aim of this course is for students to master advanced counselling skills which are found in most counselling approaches. On completion of the course students should be able to demonstrate competency in a range of counselling and crisis management skills. They will also be able to apply the contextual model as a meta-theoretical model to guide their counselling, and perform feedback-informed treatments.	3
MCP819	Psychological Disorders across the Life Span	This course provides students with the foundational knowledge of the etiology, assessment and evidence-based treatments for psychological disorders that they are likely to encounter in clinical practice. In the first 10 weeks of the course, all students will be introduced to clinical assessment practices and psychological disorders that psychologists are likely to encounter in many clinical populations. In the final 3 weeks of the course, students will be introduced to psychological disorders that are specific to their specialization, i.e. counselling psychology or educational psychology tracks.	3

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MCP821	Cognitive-Behavioural Management and Interventions	<p>This course aims to provide students with a basic understanding of the theories, principles, procedure and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behavior are learned and the best strategy for remediation of problem behavior is to structure the environment to reward desirable and extinguish maladaptive behavior. In the cognitive approach processes, and maladaptive behavior and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real life issues and problems of children, adolescents, and adults.</p>	3
MCP822	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	3

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MCP823	Complex Traumatic Stress in Children and Adolescents	This course will introduce students to a range of psychological intervention for youth who have experienced complex traumatic stress and often require services in the child welfare system. Students will gain familiarity with trauma-focused CBT, residential programs, and essential support services for families. In the Skills Practice component of the course, students will be closely guided to implement an expressive therapy workshop for groups of youth in external agencies. This hands-on opportunity will provide students with an in-depth understanding about the impact of adverse childhood experiences on neurobiological and psychosocial development, as well as the opportunity to develop sensitivity and responsiveness to the emotional needs of clients. Students will also gain proficiency in using therapeutic skills to alleviate posttraumatic stress symptoms and facilitate positive developmental experiences for youth participating in the groups. Given the strong emphasis on data-based clinical decision-making, students will engage in rigorous documentation of service delivery, progress-monitoring, and outcome evaluation. Importantly, students will develop increased self-awareness through reflection and consultation with the instructor and peers. They will also learn about the impact of vicarious trauma and practice proactive self-care.	3
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 600 hours (over 2 practicums) to obtain hands-on experiences in providing school psychological services. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	6

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MEP833	Practicum in Educational Psychology II	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 600 hours (over 2 practicums) to obtain hands-on experiences in providing school psychological services. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	6
MCP832	Practicum in Counselling Psychology I	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 600 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	6
MCP833	Practicum in Counselling Psychology II	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 600 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	6