

## MASTER IN PSYCHOLOGY OF EDUCATION AND TRAINING

### Main Language of Instruction:

French ☒ English ☐ Arabic ☐

Campus Where the Program Is Offered: CSH

### OBJECTIVES

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The Master in Psychology of Education and Training aims to familiarize students with various theoretical approaches used in the assessment and intervention of children facing difficulties or academic challenges. It includes internships at various institutions, including the University Center for Psychological Support. The program also equips students with the skills necessary to conduct high-level research in the field of psychology of education.

### PROGRAM LEARNING OUTCOMES (COMPETENCIES)

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- Conduct a psychological assessment process for children and adolescents
- Implement appropriate interventions for children and adolescents presenting various disorders
- Adhere to ethical principles in professional practice
- Contribute scientifically to the advancement of psychological practice
- Acquire the necessary skills for professional practice as an educational psychologist in school settings and/or psychopedagogical institutions.

### ADMISSION REQUIREMENTS

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Candidates are selected based on their application file and an interview with a committee of three instructors from the Department of Psychology.

- Candidates holding a Bachelor's degree from FLSH must have a minimum score of 12/20 in their Bachelor in Psychology, and successfully complete the oral interview to be admitted to the Master's program.
- Candidates who earned their Bachelor Psychology from institutions other than the Saint Joseph University of Beirut will be considered for admission to the Master's program based on their application file and successful completion of the oral interview.

### COURSES/CREDITS GRANTED BY EQUIVALENCE

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Candidates must hold a Bachelor in Psychology. Holders of a master's or PhD degree in a different field may receive equivalence for certain courses, provided that the content is similar to that of the courses in our program.

### PROGRAM REQUIREMENTS

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#### Required Courses (120 credits)

Applied Statistics in Psychological Research I (3 Cr.). Applied Statistics in Psychological Research II (3 Cr.). Autism and Childhood Psychoses (3 Cr.). Challenges and Issues in Educational Professions (2 Cr.). Clinical Assessment and Psychopathology of Children (3 Cr.). Clinical Assessment of Infant Disorders (3 Cr.). Educational Integration of Children with Special Needs (3 Cr.). Ethics and Professional Conduct (3 Cr.). Internship – Master in Psychology of Education and Training I (4 Cr.). Internship – Master in Psychology of Education and Training II (6 Cr.). Juvenile Delinquency (3 Cr.). Learning and Psychopathology of Containment (3 Cr.). Learning and Transitional Phenomena (3 Cr.). Master Thesis – Psychology of Education and Training (20 Cr.). Mindfulness in Education (2 Cr.). Neuropsychology (3 Cr.). Practical Applications of Cognitive Methods in Educational Settings (3 Cr.). Psychological Assessment of Children and Adolescents (6 Cr.). Psychological Interventions in Institutional Settings (3 Cr.). Psychopathological Assessment of Children and Adolescents (3 Cr.). Psychopharmacology (3 Cr.). Psychosomatics (3 Cr.). Qualitative Research Methodology in Psychology (3 Cr.). Quantitative Research Methodology in Psychology (3 Cr.). Remediation of Neurocognitive Disorders (3 Cr.). Role and Position of the Psychologist within Institutions or Organizations (3 Cr.). Supervised Clinical Internship: University Center for Psychological Support (3 Cr.). The Rorschach: A Prototype of Projective Tests (5 Cr.). Thesis Project (3 Cr.). Trauma (3 Cr.). Unconscious Processes in Educational Settings (3 Cr.). Colloquium Preparation (2 Cr.). Trauma - Additional Training (1 Cr.).

## SUGGESTED STUDY PLAN

### Semester 1

Code	Course Name	Credits
011PSSTM1	Applied Statistics in Psychological Research I	3
011PODEM2	Ethics and Professional Conduct	3
011PSATM1	Learning and Transitional Phenomena	3
011PSN1M1	Neuropsychology	3
011PEMCM1	Practical Applications of Cognitive Methods in Educational Settings	3
011PCEPM1	Psychopathological Assessment of Children and Adolescents	3
011PCPPM1	Psychopharmacology	3
011PSM2M4	Qualitative Research Methodology in Psychology	3
011PTRPM3	Role and Position of the Psychologist within Institutions or Organizations	3
011PSSSM1	Supervised Clinical Internship: University Center for Psychological Support	3
	<b>Total</b>	<b>30</b>

### Semester 2

Code	Course Name	Credits
011PSSTM2	Applied Statistics in Psychological Research II	3
011PEEHM2	Educational Integration of Children with Special Needs	3
011PESTM2	Internship – Master in Psychology of Education and Training I	4
011PEAPM2	Learning and Psychopathology of Containment	3
011PCEEM1	Psychological Assessment of Children and Adolescents	6
011PSM1M2	Quantitative Research Methodology in Psychology	3
011PCRPM2	The Rorschach: A Prototype of Projective Tests	5
011PEIEM2	Unconscious Processes in Educational Settings	3
	<b>Total</b>	<b>30</b>

### Semester 3

Code	Course Name	Credits
070DEEEM1	Challenges and Issues in Educational Professions	2
011PCCPM3	Clinical Assessment and Psychopathology of Children	3
011PCTNM3	Clinical Assessment of Infant Disorders	3
011PSPQM3	Colloquium Preparation	2
011PES6M3	Internship – Master in Psychology of Education and Training II	6
011PCIJM3	Juvenile Delinquency	3
070MDFEM1	Mindfulness in Education	2
011PCPSM3	Psychosomatics	3
011PERTM3	Remediation of Neurocognitive Disorders	3
011PSPMM3	Thesis Project	3
	<b>Total</b>	<b>30</b>

#### Semester 4

Code	Course Name	Credits
011PSA3M4	Autism and Childhood Psychoses	3
011POTMM4	Trauma	3
011POT1M2	Trauma – Additional Training	1
011PEIPM4	Psychological Interventions in Institutional Settings	3
011PEMPM4	Master Thesis – Psychology of Education and Training	20
	<b>Total</b>	<b>30</b>

#### COURSE DESCRIPTION

<b>011PSSTM1</b>	<b>Applied Statistics in Psychological Research I</b>	<b>3 Cr.</b>
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This course introduces students to the basics of statistical terminology and general concepts. It covers fundamental statistical vocabulary and the representation of qualitative data (tables and charts), discrete quantitative data (tables and charts), and continuous quantitative data (tables and charts).

<b>011PSSTM2</b>	<b>Applied Statistics in Psychological Research II</b>	<b>3 Cr.</b>
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This course is designed for Master students in Psychology. It focuses on two main areas: developing research proposals and the scientific writing of statistical results in psychology. Students will learn the key data processing techniques and apply them directly using SPSS software. The results analyzed through the various techniques taught in this course are systematically discussed and presented in reports or presentations. Through psychology case studies, students will learn to use appropriate parametric and non-parametric statistical tests to test their research hypotheses.

<b>011PSA3M4</b>	<b>Autism and Childhood Psychoses</b>	<b>3 Cr.</b>
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This course is designed for Master students in Clinical and Pathological Psychology and in Psychology of Education and Training, as well as in Clinical and Pathological Psychology: Cognitive Behavioral Therapy. It focuses on current knowledge of Autism Spectrum Disorder (ASD), which is evolving across all relevant disciplines. Acquiring this knowledge is key to improving diagnosis and treatment modalities for professionals working with children. This course aims to equip students with the following skills:

1. Develop a scientifically recognized and shared foundation based on a recent and multidisciplinary body of knowledge about autism, including the epidemiology of ASD, the specific functioning of individuals with ASD, the underlying pathophysiological and psychopathological mechanisms, diagnostic tools and tracking, educational and therapeutic techniques, and the different approaches to supporting individuals with ASD and their families.
2. Conduct an analysis of the level of validation of various approaches and integrate care plans within a multidisciplinary framework.

<b>070DEEEM1</b>	<b>Challenges and Issues in Educational Professions</b>	<b>2 Cr.</b>
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This course is offered across all programs in the Faculty of Education. Students will design and implement strategies that address the challenges and issues faced by the educational sector, particularly in Lebanon. This course focuses on teaching practices, educational governance, and the management of the education system, preparing future professionals to navigate the complexities of the field.

<b>011PCCPM3</b>	<b>Clinical Assessment and Psychopathology of Children</b>	<b>3 Cr.</b>
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This course provides students with essential knowledge of childhood and adolescent psychopathological disorders. Students explore the rapidly evolving field of child and adolescent psychopathology, integrating clinical cases from the University Center for Psychological Support to enhance both learning and practical understanding.

<b>011PCTNM3</b>	<b>Clinical Assessment of Infant Disorders</b>	<b>3 Cr.</b>
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This course is designed for Master students Clinical and Pathological Psychology and in Psychology of Education and Training. It aims to deepen clinical and theoretical knowledge related to the psychopathology of very young children and the parenting process. Students will gain a better understanding of the semiology and therapeutic approaches within the field of infant psychopathology and parent-baby interactions. This course also focuses on establishing a framework for consultations or care for young children and working within a multidisciplinary perspective, addressing diagnosis, care, and prevention.

<b>011PSPQM3</b>	<b>Colloquium Preparation</b>	<b>2 Cr.</b>
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This course prepares students for the official colloquium exam organized by the Lebanese Ministry of Education and Higher Education.

<b>011PEEHM2</b>	<b>Educational Integration of Children with Special Needs</b>	<b>3 Cr.</b>
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This course aims to familiarize students with the field of disability and the realities of educational institutions. It allows them to delve deeper into the concept of integration and the conditions necessary for its implementation while encouraging them to consider a strategic approach to action.

<b>011PODEM2</b>	<b>Ethics and Professional Conduct</b>	<b>3 Cr.</b>
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This course responds to a specific recommendation from the European Federation of Psychologists' Associations to integrate ethics training into psychology programs. Students will explore the core values of the ethical codes adopted by these associations, which emphasize respect for individuals. This course guides students through the application of these guidelines across various psychological disciplines and practice areas. By engaging with these ethical standards, students will learn to balance their professional responsibilities with their independence, ensuring their actions align with the highest ethical principles in their practice.

<b>011PES6M3</b>	<b>Internship – Master in Psychology of Education and Training II</b>	<b>6 Cr.</b>
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This internship involves monitoring the work of students undertaking an internship in a school or educational institution, or beginning psychopedagogical support for children facing learning difficulties. It emphasizes fieldwork that must be supported by theoretical research.

<b>011PESTM2</b>	<b>Internship – Master in Psychology of Education and Training I</b>	<b>4 Cr.</b>
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This M2 internship (250 hours on-site) aims to familiarize students with institutional settings and the multidisciplinary nature of tasks within schools and specialized centers. It focuses on identifying learning difficulties and academic challenges, equipping students with problem-solving strategies to address specific cases of learning difficulties with parental consent and school support. The internship also emphasizes providing psychopedagogical support throughout the academic year, culminating in 250 hours of validated practical experience. Students will select the facility (a psychiatry department) from a provided list. In collaboration with the instructor, students will set observation and participation criteria, which will be further enriched through their theoretical readings on chosen topics. During group sessions at the Faculty, students will record their observations, presentations, and critical reflections in a logbook. By the end of this internship, students will submit a written report compiling all these elements for final evaluation.

<b>011PCIJM3</b>	<b>Juvenile Delinquency</b>	<b>3 Cr.</b>
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This course familiarizes students with the issues surrounding juvenile delinquency and its psycho-social-educational components.

<b>011PEAPM2</b>	<b>Learning and Psychopathology of Containment</b>	<b>3 Cr.</b>
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This course examines how psychological disorders, which often lead to learning difficulties, arise from an individual's inability to make sense of unresolved thought content due to disturbances in cognitive processes. By exploring these disruptions, students will identify their impact on learning and differentiate the appropriate pedagogical strategies to address them effectively.

<b>011PSATM1</b>	<b>Learning and Transitional Phenomena</b>	<b>3 Cr.</b>
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This course explores the relationship between a child's learning process and their attachment strategies, autonomy, ability to be alone, and capacity to create and symbolize. Students will analyze learning abilities in connection with a "transitional space," made possible through constructive separations within a supportive and nurturing environment.

<b>011PEMPM4</b>	<b>Master Thesis – Psychology of Education and Training</b>	<b>20 Cr.</b>
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The thesis represents the culmination of research where students must demonstrate their abilities in analysis, synthesis, and structuring of ideas. In some disciplines, the research work revolves around a field experience. In such cases, the candidate reports on the progress of work carried out with an individual, a group, or a specific situation, showcasing the nature and relevance of their intervention, followed by a theoretical interpretation of the completed work.

<b>070MDFEM1</b>	<b>Mindfulness in Education</b>	<b>2 Cr.</b>
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This course serves as an introduction to the discipline and techniques of mindfulness. It aims to transform automatic mental habits within participants, enhance their conscious awareness, and cultivate non-judgmental observation through various activities and training exercises included in the course. Through this course, participants will learn to manage their emotions and feelings more effectively, promoting self-awareness for improved well-being and encouraging a sustainable approach to healthy living.

<b>011PSN1M1</b>	<b>Neuropsychology</b>	<b>3 Cr.</b>
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This course builds on cognitive and neuroscientific knowledge to apply it to clinical research. It focuses on a case study examined through debates, aiming to highlight the importance of incorporating research approaches and brain knowledge into clinical practice.

<b>011PEMCM1</b>	<b>Practical Applications of Cognitive Methods in Educational Settings</b>	<b>3 Cr.</b>
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This course equips students to navigate the practical challenges faced by school psychologists. Initially, it identifies the difficulties encountered and the distress signals from both teachers and students, emphasizing the need for attentive listening and specialized clinical observation. Subsequently, this course encourages the development of cognitive methods and techniques designed to resolve conflicts that may hinder the learning process. While not intended to provide therapy in schools, the focus remains on establishing a mediator role, bridging effective in-school support with appropriate referrals for private therapeutic care when necessary.

<b>011PCEEM1</b>	<b>Psychological Assessment of Children and Adolescents</b>	<b>6 Cr.</b>
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This course aims to familiarize students with the practice of clinical testing, focusing on understanding the psychic organization of children. Students will learn to write psychological assessment reports based on the analysis of data from various tests. They will analyze and interpret psychological evaluations that include intelligence tests and projective tests, engaging directly in these exercises. By studying different clinical cases, students will contribute to the rigor of psychological assessments while maintaining necessary flexibility. Additionally, they will gain an understanding of the patient's psychic functioning through a psychoanalytic lens, emphasizing the connections between cognitive and psychic processes.

<b>011PEIPM4</b>	<b>Psychological Interventions in Institutional Settings</b>	<b>3 Cr.</b>
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This course aims to familiarize students with the challenges faced by patients, particularly children and their parents who seek help in institutional settings. It introduces them to the types of support that patients can receive within these institutions.

<b>011PCEPM1</b>	<b>Psychopathological Assessment of Children and Adolescents</b>	<b>3 Cr.</b>
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This course introduces students to the various tools used in the assessment of disorders encountered in educational settings, aiming to appreciate the challenges faced by learners in the learning process.

<b>011PCPPM1</b>	<b>Psychopharmacology</b>	<b>3 Cr.</b>
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This course reviews the semiology and pathophysiology of major psychiatric disorders and their pharmacological and biological treatments, including mood disorders, psychotic disorders, anxiety disorders, and substance abuse. It also introduces major classes of psychotropics: antidepressants, antipsychotics, mood stabilizers, anxiolytics, hypnotics, stimulants, and others. Clinical case presentations illustrate the various pathologies discussed.

<b>011PCPSM3</b>	<b>Psychosomatics</b>	<b>3 Cr.</b>
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This course helps students explore how somatic pathology prompts reflection on the processes of organization and disorganization throughout an individual's life, from birth to death. Students will understand the psychic functioning of patients facing somatic disorganization through various psychosomatic theories and will consider appropriate forms of care for these patients.

<b>011PSM2M4</b>	<b>Qualitative Research Methodology in Psychology</b>	<b>3 Cr.</b>
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This course familiarizes students with the various stages of qualitative research, from formulating the research question to presenting the findings, while covering data collection, analysis, and interpretation. It also explores different data collection methods such as participant observation, semi-structured interviews, and document analysis. Students will learn the principles and techniques of qualitative data analysis, including coding, categorization, content analysis, and thematic analysis. The ethical considerations in qualitative research, such as research ethics, confidentiality, and the researcher-participant relationship, are also addressed.

This course also delves into the rapidly evolving field of qualitative research, transformed by advancements in information technology. Students will engage with a variety of data forms, including texts, sounds, images, and videos, learning to navigate and analyze these diverse inputs effectively.

It emphasizes the exploratory and interpretative nature of qualitative research methods, contrasting with the hypothesis-deductive approach of quantitative research. Students will understand how qualitative research avoids strict experimental frameworks, focusing instead on nuanced, non-experimental approaches.

A significant aspect of this course is exploring how ICT has revolutionized data handling. Students will examine how technologies facilitate new processing techniques, such as automatic recoding and direct coding of multimedia data, which streamline the analysis of extensive and varied data sources.

Students will learn to handle qualitative data, which includes complex observations and contextual interactions that cannot be immediately quantified. This course guides students through the process of transforming this data into meaningful insights using various analytical procedures. By the end of this course, students will be adept at producing clear, comprehensive, and innovative analyses that reflect the richness of qualitative data.

<b>011PSM1M2</b>	<b>Quantitative Research Methodology in Psychology</b>	<b>3 Cr.</b>
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This course is designed for first-year Master students in Psychology. It covers the fundamental concepts of quantitative research methods used in psychology. Students will explore the basics of experimental, quasi-experimental, and non-experimental methods.

<b>011PERTM3</b>	<b>Remediation of Neurocognitive Disorders</b>	<b>3 Cr.</b>
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This course aims to familiarize students with the tools and protocols used in the diagnostic assessment and treatment of cognitive disorders encountered in various neuropsychological conditions in children, adolescents, and adults.

<b>011PTRPM3</b>	<b>Role and Position of the Psychologist within Institutions or Organizations</b>	<b>3 Cr.</b>
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This course introduces students to the role of a psychologist for staff, whether in an institution or a private company. It covers the various activities associated with this role, including the work environment, professional posture, and positioning. Students will gain insight into the function of psychologists in employee support, aiding them in career orientation and understanding the professional activity.

<b>011PSSSM1</b>	<b>Supervised Clinical Internship: University Center for Psychological Support</b>	<b>3 Cr.</b>
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This internship focuses on the assessment and intervention of clinical cases. During this internship, students will manage patients under the supervision of an instructor from the Department of Psychology. Clinical situations are presented in group settings, and supervision occurs on a weekly basis.



<b>011PCRPM2</b>	<b>The Rorschach: A Prototype of Projective Tests</b>	<b>5 Cr.</b>
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This course introduces students to the Rorschach projective test by presenting its theoretical foundations and clinical interpretation from the most current dynamic and psychoanalytic perspectives. The main objectives are practical learning in scoring and analyzing Rorschach protocols using clinical examples. This course concludes with an in-depth study of several Rorschach protocols.

<b>011PSPMM3</b>	<b>Thesis Project</b>	<b>3 Cr.</b>
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This course is required for Master students in Clinical and Pathological Psychology, and in Psychology of Education and Training. It guides them in the development of their Master thesis research topic. This course explores, based on the theoretical and methodological knowledge acquired throughout previous studies, how to practically design psychological research. Students will question the innovative aspects of their research topic, formulate the questions that intrigue them, and determine the research plan necessary to test their hypotheses.

<b>011POTMM4</b>	<b>Trauma</b>	<b>3 Cr.</b>
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This course addresses the daily violence faced by Lebanese society, including war, terrorism, physical assaults, and abuse. It helps students understand the concept of trauma and become familiar with techniques for care and therapeutic follow-up. Concrete examples of interventions, actions, and psychological support are presented throughout this course.

<b>011PEIEM2</b>	<b>Unconscious Processes in Educational Settings</b>	<b>3 Cr.</b>
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This course is designed for Master students in Psychology. It aims to develop essential skills, such as understanding why and how to motivate teachers and school administrators to engage with the discoveries of psychoanalysis. Additionally, this course focuses on fostering a mutually enriching collaboration between psychoanalysis and pedagogy.