دائــرة تنـــمية المجتمع
**DEPARTMENT OF COMMUNITY DEVELOPMENT**

# Professional Competency Assessment

## Public Specifications

2022

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# Introduction

In line with the vision of Department of Community Development in promoting and ensuring "A Dignified Life for All", we are constantly monitoring the social care practice in the Emirate of Abu Dhabi and are keen on ensuring that the highest quality of service is provided by competent, qualified, and licensed practitioners. Thereby, to ensure licensing of professionals against global and world class standards, we have developed competency-based assessments as part of the DCD licensing service.

These competency-based assessments were developed following a careful and extensive evaluation of the most significant skills and qualifications required for social care professions in Abu Dhabi, in collaboration with DCD stakeholders and industry experts.
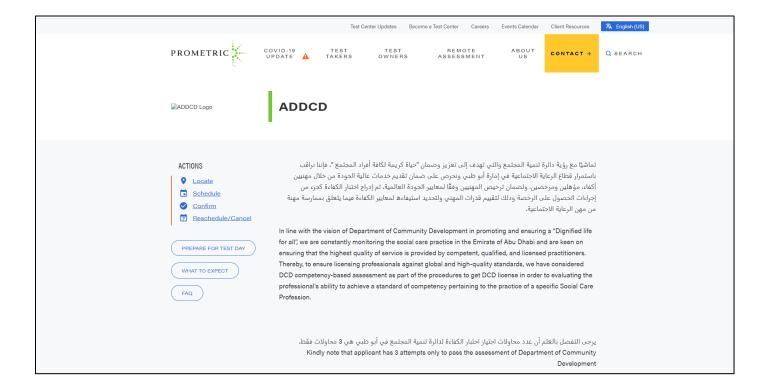
# Professions Covered by Certification Exams

The following table details the professions and qualifications required for every competency assessment in this program.
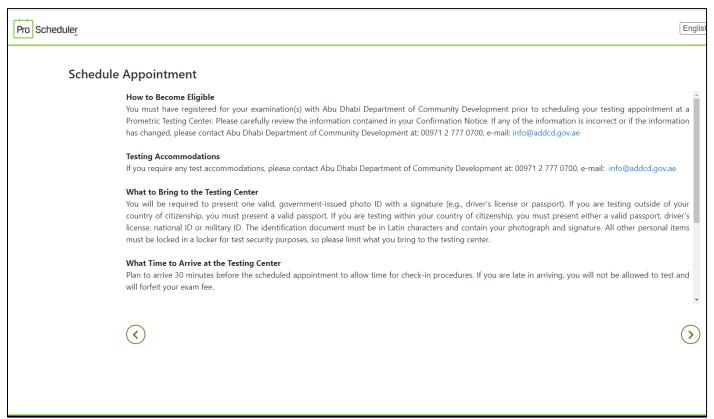
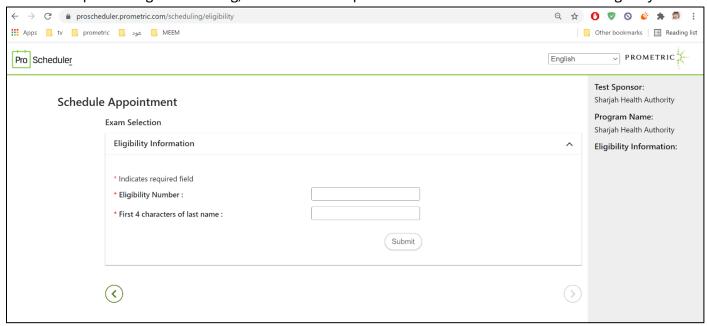| APPLIED TITLE | REQUIRED QUALIFICATION | CERTIFICATION EXAM |
|---|---|---|
| Social Worker | Bachelor's Degree in Social Work | Social Work |
| Educational/Academic Psychologist | Master's or Doctoral Degree in Educational/Academic Psychology | Educational/Academic Psychology |
| Marriage & Family Psychologist | Master's or Doctoral Degree in Marriage & Family Psychology | Marriage & Family Psychology |
| School Psychologist | Master's or Doctoral Degree in School Psychology | School Psychology |
| Counseling Psychologist | Master's or Doctoral Degree in Counseling Psychology or Psychological Counseling | Counseling Psychology |
| Forensic Psychologist | Master's or Doctoral Degree in Forensic Psychology | Forensic Psychology |
| School & Educational Counselor | Master's Degree in Counselling in School & Educational Counselling | General Counseling |
| Family & Marriage Counselor | Master's Degree in Counselling in Family & Marriage Counselling | General Counseling |
| Elderly & Geriatric Counselor | Master's Degree in Counselling in Elderly & Geriatric Counselling | General Counseling |
| Addiction & Substance Abuse Counselor | Master's Degree in Counselling in Addiction & Substance Abuse Counselling | General Counseling |
| Forensic & Judicial Counselor | Master's Degree in Counselling in Forensic & Judicial Counselling | General Counseling |
| Rehabilitation Counselor | Master's Degree in Counselling in Rehabilitation Counselling | General Counseling |
| Mental Health Counselor | Master's Degree in Counselling in Mental Health Counselling | General Counseling |
| Psychotherapist | Master's or Doctoral Degree in Psychotherapy | Psychotherapy |
| Psychotherapist (Cognitive Behavioral Therapy) | Master's or Doctoral Degree in Cognitive Behavioral Therapy | Psychotherapy |
| Psychotherapist (Behavioral Therapy) | Master's or Doctoral Degree in Behavioral Therapy | Psychotherapy |

# Registration and Administration of the Exams

1. Access the TAMM platform to search for related information.
2. Go to DataFlow website to submit a primary source verification request for the required educational & experience documents.
3. If you are eligible for the applied title based on the submitted educational qualification & paratactical experience certification, you will receive a notification email with a direct access link to the exam website, and you will be provided with an eligibility number for your exam
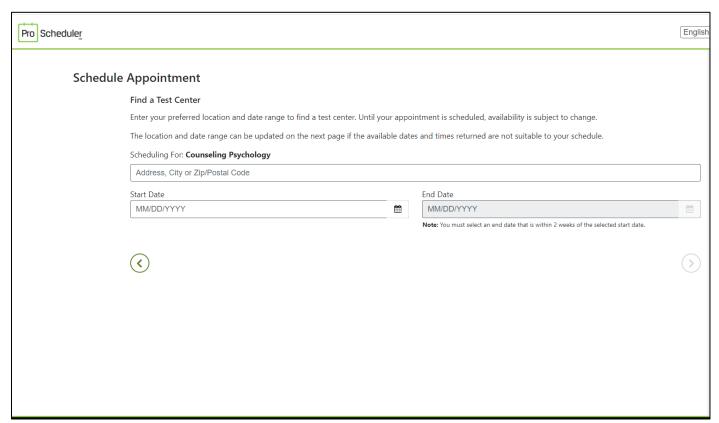4. To register for a test, visit Prometric.com/ADDCD:

5. Information about the scheduling an appt and test fee:



6. Upon clicking on scheduling, candidates will be presented with the below screen to enter eligibility ID:

7. Candidates will then search for the preferred location and date of the test:



8. After supplying the location, candidates will need to choose the preferred time for the test:

9. Candidates will see a confirmation screen for the location, date, and test:



10. Finally, the payment screen will be displayed for the candidate to supply credit card details and complete the payment.



11. After you attend and complete your exam, you will receive a notification email from DCD with a performance report of the attended exam.

# Structure and Timing of the Exams

1. **Social Work**

1.1. The Social Work exam consists of 100 questions to be completed within 2 hours (120 minutes)

2. **General Counseling**

2.1. The General Counselling exam consists of 100 questions to be completed within 2 hours (12 minutes)

3. **Psychologist and Therapist in Social Care**

3.1. Candidates for these exams will take a general Psychology section consisting of 80 questions, plus one Specialization section based on their related practice, consisting of 20 questions. All 100 questions must be completed within 2 hours.

3.2. The Psychology Specializations include the following areas, to be specified by the Licensing Team in DCD after reviewing the candidate's educational qualification and practical experiences.:

3.2.1. Counselling Psychologist

3.2.2. Educational Psychology

3.2.3. Forensic Psychology

3.2.4. Marriage and Family Psychology

3.2.5. Psychotherapist

3.2.6. School Psychology

| Exam | # Of Questions | Time Limit |
|---|---|---|
| SOCIAL WORK | 100 | 120 minutes |
| GENERAL COUNSELING | 100 | 120 minutes |
| COUNSELING PSYCHOLOGY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |
| EDUCATIONAL / ACADEMIC PSYCHOLOGY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |
| FORENSIC PSYCHOLOGY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |
| MARRIAGE AND FAMILY PSYCHOLOGY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |
| PSYCHOTHERAPY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |
| SCHOOL PSYCHOLOGY + SOME AREAS OF GENERAL PSYCHOLOGY | 100 | 120 minutes |

# Content Tested in the Exams

1. **Tested Domains**

    1.1. All questions in the exams target a specific Domain of knowledge and practice, defined by DCD as below:

| | |
|---|---|
| **Professional Knowledge** | The knowledge and understanding required of the profession and the ability to apply this knowledge safely and effectively |
| **Values, Ethics and Legality** | The ability to uphold the values of the profession within the legal and ethical boundaries |
| **Fitness to Practice** | The need to maintain their physical and mental wellbeing, and to build resilience and effective coping mechanisms into their everyday practice |
| **Professional Assessments** | The ability to apply their knowledge and skills to assess a situation and apply their professional judgement effectively |
| **Critical Thinking and Interventions** | The ability to apply appropriate profession-related methods and theories to identify interventions and develop plans with the Beneficiary or client to achieve their objectives and goals |
| **Equality, Diversity and Inclusion** | The ability to understand and recognize the impact that socio-economic status, culture, traditions and religion may have, be inclusive of these and adapt their practice accordingly |
| **Confidentiality** | The ability to maintain confidentiality and recognize situations where this should be waived |
| **Communication** | The ability to communicate appropriately and effectively in a given situation |
| **Records Management** | The ability to maintain clear and accurate records |
| **Self-Evaluation** | The ability to self-evaluate one's own practice |
| **Practice Management** | The ability to establish and maintain a safe and effective practice environment |
| **Professional Relationships** | The ability to maintain effective professional relationships |

## 2. Question Domains

2.1. The questions within each exam are grouped into Domains and Sub-Domains according to the areas of practice they relate to. Below is the distribution of questions in each Domain and Sub-Domain on each exam:

### Social Work

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Fitness to Practice | Fitness to Practice | 5 |
| Leadership and Management | Practice Management | 8 |
| | Records Management | 5 |
| Professional Assessment and Interventions | Professional Assessment | 8 |
| | Interventions | 6 |
| Professional Knowledge and Theories | Professional Knowledge | 22 |
| | Theories | 4 |
| | Human Behavior and Social Environment | 2 |
| Professional Skills | Communication | 9 |
| | Critical Thinking | 4 |
| | Professional Relationships | 7 |
| | Self-evaluation | 2 |
| Values | Confidentiality | 5 |
| | Equality, Diversity and Inclusion | 6 |
| | Values, Ethics and Legality | 7 |
| | **Total:** | **100** |

### General Counseling

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 7 |
| Fitness to Practice | Fitness to Practice | 1 |
| Interpersonal Skills | Communication | 15 |
| | Practice Management | 7 |
| Professional Assessment | Critical Thinking | 4 |
| | Interventions | 9 |
| | Professional Assessment | 8 |
| Professional Ethics and Legality | Confidentiality | 5 |
| | Professional Relationships | 7 |
| | Records Management | 5 |
| | Values | 9 |
| Professional Knowledge | Professional Knowledge | 19 |
| | Self-evaluation | 4 |
| | **Total:** | **100** |

## Counseling Psychology

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 8 |
| Fitness to Practice | Fitness to Practice | 4 |
| Interpersonal Skills | Communication | 15 |
| | Practice Management | 4 |
| Professional Assessment | Critical Thinking | 7 |
| | Interventions | 7 |
| | Professional Assessment | 14 |
| Professional Ethics and Legality | Professional Relationships | 6 |
| | Confidentiality | 5 |
| | Records Management | 3 |
| | Values | 7 |
| Professional Knowledge | Professional Knowledge | 18 |
| | Self-evaluation | 2 |
| | Total: | 100 |

## Educational Psychology

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 9 |
| Fitness to Practice | Fitness to Practice | 4 |
| Interpersonal Skills | Communication | 9 |
| | Practice Management | 4 |
| Professional Assessment | Critical Thinking | 7 |
| | Interventions | 6 |
| | Professional Assessment | 14 |
| Professional Ethics and Legality | Confidentiality | 5 |
| | Professional Relationships | 4 |
| | Records Management | 3 |
| | Values | 7 |
| Professional Knowledge | Professional Knowledge | 23 |
| | Self-evaluation | 5 |
| | Total: | 100 |

## Forensic Psychology

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 9 |
| Fitness to Practice | Fitness to Practice | 6 |
| Interpersonal Skills | Communication | 11 |
| | Practice Management | 6 |
| Professional Assessment | Critical Thinking | 9 |
| | Interventions | 6 |
| | Professional Assessment | 11 |
| Professional Ethics and Legality | Confidentiality | 5 |
| | Professional Relationships | 5 |
| | Records Management | 3 |
| | Values | 8 |
| Professional Knowledge | Professional Knowledge | 18 |
| | Self-evaluation | 3 |
| | Total: | 100 |

## Marriage and Family Psychology

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 9 |
| Fitness to Practice | Fitness to Practice | 6 |
| Interpersonal Skills | Communication | 10 |
| | Practice Management | 5 |
| Professional Assessment | Critical Thinking | 6 |
| | Interventions | 8 |
| | Professional Assessment | 10 |
| Professional Ethics and Legality | Confidentiality | 6 |
| | Professional Relationships | 4 |
| | Records Management | 3 |
| | Values | 9 |
| Professional Knowledge | Professional Knowledge | 18 |
| | Self-evaluation | 6 |
| | Total: | 100 |

## Psychotherapist

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 7 |
| Fitness to Practice | Fitness to Practice | 5 |
| Interpersonal Skills | Communication | 14 |
| | Practice Management | 5 |
| Professional Assessment | Critical Thinking | 8 |
| | Interventions | 8 |
| | Professional Assessment | 11 |
| Professional Ethics and Legality | Confidentiality | 5 |
| | Professional Relationships | 6 |
| | Records Management | 3 |
| | Values | 7 |
| Professional Knowledge | Professional Knowledge | 19 |
| | Self-evaluation | 2 |
| | **Total:** | **100** |

## School Psychology

| Domain | Sub-Domain | Questions on Exam |
|---|---|---|
| Cultural Diversity | Equality, Inclusiveness and Client and Practice Culture | 10 |
| Fitness to Practice | Fitness to Practice | 4 |
| Interpersonal Skills | Communication | 10 |
| | Practice Management | 5 |
| Professional Assessment | Critical Thinking | 6 |
| | Interventions | 10 |
| | Professional Assessment | 11 |
| Professional Ethics and Legality | Confidentiality | 5 |
| | Professional Relationships | 4 |
| | Records Management | 3 |
| | Values | 9 |
| Professional Knowledge | Professional Knowledge | 19 |
| | Self-evaluation | 4 |
| | **Total:** | **100** |

# Question Types and Sample Questions

1. All questions on all exams have the format of 4-choice multiple choice.
2. All questions have equal value in calculating the final score.
3. There are two primary question types: Knowledge and Scenario.

    3.1. Knowledge items assess candidates' factual knowledge and understanding of concepts critical to their field.

    3.2. **Example of a Knowledge item:**

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**In psychotherapy, what term is used to describe an individual's self-perpetuating cycle of interpersonal representations when responding to difficulties in the therapeutic relationship?**

    a. Relational matrix

    b. Relational configuration

    c. Interpersonal object orientation

    d. Interpersonal schema

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    3.3. Scenario items assess candidates' judgment in specific concrete situations likely to be encountered in professional practice, and their understanding of how to apply their professional knowledge.

    3.4. **Example of a Scenario item:**

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**You are working with a mother of an infant who cannot bear to put her child down even for a second. The mother fears that harm will happen to the child. Which theoretical concept would be most relevant to apply in this case?**

    a. Facilitating environment: This might help alleviate the mother's anxiety around separation from her child.

    b. Denial: There is a child care issue, so you might use some regression techniques to loosen this bond.

    c. Fixation: You might try free associating meaning around motherhood and care.

    d. Representation: You might ask the mother to outline her fears of what will happen to the child and explore aspects of her active imagination.

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## Exam Results

The result of the attended exam will be shared by Department of Community Development through a report showing your exam performance as pass/fail. The report will present your performance in the previously specified domains.

# Preparation Guide and Useful Materials

In addition to official DCD published material, candidates may also find the books and articles listed below to be useful in preparing for specific exams:

| | Social Work |
|---|---|
| 1 | Parker, J. (2007) Social work practice: assessment, planning, intervention and review, Learning Matters. Exeter |
| 2 | Trevithick, Pamela (2012). Social Work Skills And Knowledge: A Practice Handbook. 3rd ed. NY: Open University Press, McGraw Hill Education |
| 3 | Vourlekis, B 2017. Social work case management. Routledge: London |
| 4 | Millstein, K 2000, 'Confidentiality in Direct Social-Work Practice: Inevitable Challenges and Ethical Dilemmas', Families in Society: The Journal of Contemporary Social Services, Volume: 81 issue: 3, pp. 270-282 |
| 5 | Poulin, John, PhD, MSW, and Selina, PhD, LCSW Matis. Social Work Practice : A Competency-Based Approach, Springer Publishing Company, 2019. |
| 6 | Bailey, M 2014. Mastering communication in social work: from understanding to doing. Kingsley Publisher: London |
| 7 | Beckett, C 2013, Values and ethics in social work, SAGE: London |
| 8 | Zastrow/Kirst-Ashman (2010). Human Behavior and the Social Environment: An Introduction 8th Edition .Cengage Learning. |
| 9 | Reamer, Frederic G. Social Work Values and Ethics. New York: Columbia University Press, 2018. |
| 10 | Zastrow, C. (2010). Introduction to Social Work and Social Welfare: Empowering People. Belmont, CA: Brooks/Cole |
| 11 | Bogo, M & Vayda, E, 1998 The Practice of Field Instruction in Social Work, University of Toronto Press: Canada |
| 12 | Cooper, F. (2012) Professional Boundaries in Social Work and Social Care: A Practical Guide to Understanding, Maintaining and Managing your Professional Boundaries: London: Jessica Kingsley Publishers |
| 13 | Gambrill, E. (2013) Social Work Practice: A Critical Thinker's Guide. Oxford:Oxford University Press |
| 14 | Okitikpi, T. & Aymer, C. 2010. Key Concepts in Anti-Discriminatory Social Work. Sage: UK |
| 15 | Spray, Carolyn., and Beverley. Jowett. Social Work Practice with Children and Families. Los Angeles, [Calif.] ;: SAGE, 2012. |
| 16 | Teater, B (2010). An introduction to applying social work theories and methods. Maidenhead: Open University Press |

| | General Counseling |
|---|---|
| 1 | Ivey, A., Ivey, MB., Zalaquett, C. (2018). Intentional Interviewing and Counseling: Facilitating client development in a multicultural world. Boston, MA: Cengage Learning |
| 2 | Van der Molen, T., Lang, G., Trower, P., and Look, R. (2014) Psychological Communication : Theories, Roles and Skills for Counsellors |
| 3 | Mazzula, S., and Vecchi, P. (2018) Ethics for Professional Counsellors: Integrating Counselling and Psychology Standards. Springer. NY |
| 4 | Gehart, D. (2016). Theory and treatment planning in counseling and psychotherapy, 2nd ed. Cengage Learning |
| 5 | Gladding, S., & Newsome, D. (2018). Clincial mental health counseling in community and agency settings. Pearson |
| 6 | Stout, C. (2004) Getting Started in Private Practice: the complete guide to building your mental health practice. John Wiley and sons. |
| 7 | Barnett, Jeffrey E., and W. Brad Johnson. Ethics Desk Reference for Counselors, American Counseling Association, 2014. |
| 8 | Gallardo, M., Yeh, C., Trimble, J. and Parham, T. (2011) Culturally Adaptive Counselling skills: Demonstrations of Evidence Based Practice. Sage. Introductory chapter |
| 9 | Hough, Margaret. Counselling Skills and Theory. London: Hodder Education Group, 2014. Print. |
| 10 | Royse, D., Thyer, B., & Padgett, D. (2015). Program evaluation: An introduction to an evidence-based approach, 6th ed. Boston, MA: Cengage Learning. |
| 11 | Alis, N., Jaafar, W. and Mohd Ayub, A., 2018. Promoting Counseling Competence using Self-Reflection. MATEC Web of Conferences |
| 12 | Prout, Tracy A, and Melanie J Wadkins. Essential Interviewing and Counseling Skills: An Integrated Approach to Practice. New York: Springer Publishing Company, 2014. Print. |
| 13 | Pelling, Nadine J, and Philip Armstrong. The Practice of Counselling and Clinical Supervision. Bowen Hills: Australian Academic Press, 2017. Print. |
| 14 | Kanal, K. (2015). A guide to crisis intervention, 5th ed. Cengage. |
| 15 | Wing-Sue, D. (2018). Counseling the Culturally Diverse: Theory and Practice, 8 ed., Wiley. |
| 16 | Cottone, R. (2017). Theories of counseling and psychotherapy. Springer |

| | All Psychology Specializations |
|---|---|
| 1 | American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, amended effective June 1, 2010, and January 1, 2017). http://www.apa.org/ethics/code/index.html |
| 2 | Seligman, Linda, and Lourie W. Reichenberg. Selecting Effective Treatments : A Comprehensive, Systematic Guide to Treating Mental Disorders, John Wiley & Sons, Incorporated, 2016. |
| 3 | Prout, Tracy A, and Melanie J Wadkins. Essential Interviewing and Counseling Skills: An Integrated Approach to Practice. New York: Springer Publishing Company, 2014. Print. |
| 4 | Reichenberg, Lourie W., and Linda Seligman. Selecting Effective Treatments : A Comprehensive, Systematic Guide to Treating Mental Disorders, John Wiley & Sons, Incorporated, 2016. |
| 5 | Eppp Fundamentals : Review for the Examination for Professional Practice in Psychology : Review for the Examination for Professional Practice in Psychology, edited by Bret A. Moore, and Anne L. Klee, Springer Publishing Company, 2013. |
| 6 | Sturmey, Peter, and Michel Hersen. Handbook of Evidence-Based Practice in Clinical Psychology, Child and Adolescent Disorders, John Wiley & Sons, Incorporated, 2012. |
| 7 | American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality.  http://www.apa.org/about/policy/multicultural-guidelines.pdf |
| 8 | Rathus, S. A. (2007). Holt psychology: Principles in practice. Holt, Rinehart and Winston. |
| 9 | Mellish, L., Morris, S., & Do, M. (n.d.). Psychology Interviewing Skills: Interviewing Skills for Psychology Undergraduate Students. https://groups.psychology.org.au/Assets/Files/InterviewingSkillGuideFinal.pdf. |
| 10 | Sturm, D. C. (2012, February). Record keeping for practitioners. Monitor on Psychology. https://www.apa.org/monitor/2012/02/ce-corner. |
| 11 | Brabender, Virginia M., et al. Essentials of Group Therapy, John Wiley & Sons, Incorporated, 2004. |

| | Counseling Psychologist specialization |
|---|---|
| 1 | Gehart, D. (2016). Theory and treatments planning in counseling and psychotherapy, 2nd ed.  Cengage Learning. |
| 2 | British Psychological Society. (2019) Accreditation Handbook for Doctorate in Counselling Psychology Programs   https://www.bps.org.uk/sites/www.bps.org.uk/files/Accreditation/Counselling%20 Accreditation%20Handbook%202019.pdf |
| 3 | Ivey, A., Ivey, MB., Zalaquett, C. (2018). Intentional Interviewing and Counseling: Facilitating client development in a multicultural world. Boston, MA: Cengage Learning |
| 4 | Gladding, S. & Newsome, D. (2018). Clinical mental health counseling  in community and agency settings, 5th ed. Pearson. |
| 5 | Moorey, S., and Lavender, A. (2018). The Therapeutic Relationship in Cognitive Behavioural Therapy. Sage. |
| 6 | Motschnig, R., and Nykl, L. (2014) Person Centered Communication: theory, skills and practice. McGraw Hill. |
| 7 | Royse, D., Thyer, B., & Padgett, D. (2015). Program evaluation: An introduction to an evidence-based approach, 6th ed. Boston, MA: Cengage Learning. |


| | Educational Psychology specialization |
|---|---|
| 1 | Santrock, J. W. (2018). Educational Psychology, 6th Edition (6th ed.) . MC GRAW HILL. |
| 2 | Eggen, P & Kauchak, D. (2013). Educational Psychology: Windows on Classroom. New York: Pearson Education Inc |
| 3 | Kalat, J. W. (2016). Introduction to Psychology (11th ed.) Cengage Learning. |
| 4 | Salkind, N. J., & Rasmussen, K. (2008). Encyclopedia of Educational Psychology (1st ed.) SAGE Publications, Inc. |
| 5 | Goldstein, S., & Naglieri, J. A. (2009). Practitioner's Guide to Assessing Intelligence and Achievement (11th ed.) Wiley. |
| 6 | Kirschner, P., & Hendrick, C. (2020). How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice (1st ed.) . Routledge. |
| 7 | Najdowski, A. C. (2017). Flexible and Focused: Teaching Executive Function Skills to Individuals with Autism and Attention Disorders (Critical Specialties in Treating Autism and other Behavioral Challenges) (1st ed.)  Academic Press. |

| | Forensic Psychology specialization |
|---|---|
| 1 | Brown, J., Shell, Y., & Cole, T. (2015). Forensic Psychology: Theory, Research, Policy and Practice. Sage Publishing. AND Introduction to Forensic and Criminal Psychology, 6th ed (2018), by Howitt, D. |
| 2 | Brown, S., & Sleath, E. (2016). Research Methods for Forensic Psychologists: A guide to completing your research project. Routledge. ISBN 9780415732475. |
| 3 | Bonta, J., & Andrews, D. A. (2007). Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation 2007-06. Public Safety Canada. https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ rsk-nd-rspnsvty/rsk-nd-rspnsvty-eng.pdf |
| 4 | Introduction to Forensic and Criminal Psychology, 6th ed (2018), by Howitt, D. |
| 5 | New Oxford Textbook of Psychiatry, 3rd edition (2020), edited by Geddes, J. R., Andreasen, N. C., and Goodwin, G. M. |
| 6 | Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients. Psychological Assessment, 4(3), 268-271. https://doi.org/10.1037/1040-3590.4.3.268 |

| | Marriage and Family Psychology specialization |
|---|---|
| 1 | Florence W. Kaslow and Louise Maxfield (2007). Handbook of EMDR and Family Therapy Processes. Edited by Francine Shapiro.  John Wiley & Sons, Inc. |
| 2 | Daniel J. Wiener, Laurie Pels-Roulier (2005). Action Methods in Marriage and Family Therapy: A Review. Journal of Group Psychotherapy Psychodrama & Sociometry 58(2):86-104 |
| 3 | DiVirgilio, Nikki. (2018).  Therapist, Know Thyself: Self-Reflective Practice through Autoethnography. Retrieved from Sophia, the St. Catherine  University repository website:  https://sophia.stkate.edu/ msw_papers/840 |
| 4 | Pearce, E. Mulzac, A. (2021). Strategies for Working with Culturally Diverse Couples in the Hope Focused Couples Approach: Regent University Hope Research Project |

| | Psychotherapy specialization |
|---|---|
| 1 | Lanyado, M., and Horne, A. (2009) The Handbook of Child and Adolescent Psychotherapy. Taylor and Francis |
| 2 | O'Donahue, W., Cummings, N., and Cummings, L. (2006) Clinical Stratagies for becoming a Master Psychotherapist. Elsevier Science and Technology |
| 3 | Cabaniss, D., Cherry, S., Douglas, C., and Scwartz, A. (2017) Psychodynamic Psychotherapy: A Clinical Manual. John Wiley and Sons Inc. |
| 4 | Woldt, A., and Toman, S. (2005). Gestalt Therapy: History, Theory and Practice. |
| 5 | Bateman, A., and Fonagy, F. (2016) Mentalisation based treatment for Personality Disorders: a Practical Guide. Oxford University books |
| 6 | Wallin, D. (2007) Attachment in Psychotherapy. Guilford Publications. |
| 7 | Norcross, J.C., & Guy, J. D. (2007). Leaving it at the office: A guide to psychotherapist self-care. The Guilford Press. |

| | School Psychology specialization |
|---|---|
| 1 | Steele, R.G. & Roberts, M.C. (eds). (2005). Handbook of Mental Health Services for Children, Adolescents and Families. NY: Kluwer Academic/Plenum Publishers |
| 2 | Margaret M. Plack and Larrie Greenberg. (2005) The Reflective Practitioner: Reaching for Excellence in Practice. Pediatrics: 116: 1546-1552 |
| 3 | Gonzalez-DeHass, A.R. & Willems, P.P. (2013). Theories in Educational Psychology: Concise Guide to Meaning and Practice. Maryland, USA: Rowan & Littlefield Publishers, Inc. |
| 4 | Susan M. Sheridan & Terry B. Gutkin (2000) The Ecology of School Psychology: Examining and Changing Our Paradigm for the 21st Century, School Psychology Review, 29:4, 485-502 |
| 5 | Daniel J. Reschly (2000) The Present and Future Status of School Psychology in the United States. School Psychology Review, 29:4, 507-522 |