Ministry of Public Health

Mental Health & Substance abuse Department

Clinical Psychology Curriculum

1. Introduction

Mental Health Department, MoPH start to implement mental health hospital project on January 2011 through European Union Fund, implemented by International Medical Corps – Afghanistan. To build and strengthen its capacity to provide quality and equitable mental health and substance misuse treatment services for the Afghans. With the fund from European Commission and under stewardship of the Afghanistan Ministry of Public Heath, this project commenced in January of 2011 with renovation of the Mental Health Hospital and Jangalak Misuse Center and has been providing assistance in many different forms up to the present date. International Medical Corps (IMC) –MHH project's major activity is to provide different trainings in order to improve clinical skills and capacity of the MHH and Jangalak staffs. These training have been provided in Clinical Psychology, Psychiatry, Mental Health Nursing, Social work, Occupational Therapy etc.

There is no clinical psychology program at the university level in Afghanistan, but the country is in dire need of psychologists who can effectively provide non-pharmacological interventions and psychotherapy services for patients. As part of her project, International Medical Corps will upgrade the MHH psychology department into a clinical psychology program. This initiative has several aspects but one of the main activities of the project is to develop and finalize the clinical psychology training curriculum and advocate with Ministry of Public Health (MoPH) for recognition and licensing of psychologists in the country.

The trainings based on this curriculum will build the capacity of MHH to serve as a teaching hospital and to play an important role in training the general psychology graduates and equip them with clinical skills required in the field of non-pharmacological patient care. Since 2012, International Medical Corps (IMC) started training MHH psychologists and the effort to formalize such training and provide psychologists with certificates in clinical psychology will continue until the end of the project. In the long run, once clinical psychology programs are established in universities, MHH can play an important role in contributing to the practical knowledge and skills of the students and graduates through field placements, job shadows, or short practical trainings/role plays for clinical psychology and/or counseling students.

The current curriculum is specifically designed to train the current MHH psychologists to become clinically competent psychologists in order to support and enhance non pharmacological interventions of the hospital. This curriculum, although short term, equips MHH psychologists with the essential competencies that enables them to perform the essential activities of a clinical psychologist in mental health hospital. This curriculum is focused on the practical needs of psychologists working in a Mental Health Hospital and offers psychologists a well-balanced curriculum in many fields. The clinical core courses and the ongoing practicum focus on the theories and models of dysfunctional behavior, and evidence-based practice of assessment, intervention, evaluation, professional standards, ethics and supervision.

This curriculum covers several out of nine major competencies that American Psychological Association (APA) proposes for accreditations of a clinical psychology programs. In this curriculum, these competencies are divided into two categories of foundational and functional competencies which describes as follows.

- **Foundational Competencies**
  - Reflective Practice/Self-Assessment
  - Scientific method
  - Ethical/Legal Standards
- **Functional Competencies**
  - Psychological Evaluation
  - Psychological Interventions
  - Supervision and Teaching

In the future, there will be a necessity for inclusion of topics in Social Psychology, Development Psychology, Neuropsychology, and especially on Research and Statistics to make this curriculum more comprehensive.

2. Core Competencies

A. Foundational Competencies

1. Reflective Practice/Self-Assessment:

Practices within the boundaries of competencies; demonstrates commitment to lifelong learning; engages with scholarship; capable of critical thinking; demonstrates a commitment to the development of the profession. Accepts and uses feedback effectively; Self-Assessment, Self-Care and Professionalism. Self-assessment and self-monitoring skills, reflective regarding professional practice; Understands importance of self-care to effective practice

Trainings provided in MHH:
- *Working as a psychologist*
- *Secondary Traumatization, Vicarious Trauma or Compassion Fatigue, Post-Traumatic Stress Disorder; Burnout*
- *Self-Care, the concept of resilience and the use of self-protective techniques*

2. Scientific method:

Demonstrates respect for scientifically derived knowledge; understands research and research methodology; understands biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development; scientific mindedness and knowledge.

Trainings provided in MHH:
- *Biology of acute Stress*
- *Neurobiology of Trauma*

3. Ethical/Legal Standards:

Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations; advocating for the profession of psychology.

Knowledge, ethical conduct and ethical decision making: Working knowledge and understanding of the APA Ethical Principles and Code of Conduct, laws, statutes, rules, regulations; behaves ethically, Identifies ethical dilemmas effectively.

Trainings provided in MHH:
- *Client Rights*
- *Ethical issues in working with clients*
- *Psychology Department Guideline*

B. Functional Competencies

1. Psychological Evaluation:

Assessment, diagnosis and conceptualization of problems and issues of individuals, groups, and/or organizations; Diagnostic and conceptualization skills, formal assessment skills, interview, tests, measurements, report writing, communication skills; able to utilize systematic approaches of gathering data to inform clinical decision-making; awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment.

Trainings provided in MHH:

- *DSM IV - TR - Part I – VI*
- *Hospital medical records : MSE – I - II*
- *Interviewing Skills – I - II*
- *Bio Psychosocial Assessment*
- *Treatment Plan*
- *Psychology Progress Report I*
- *Risk Assessment I-III*
- *Motivational Interviewing I-II*
- *Testing for Depression*
- *IQ Test: Raven's Progressive Matrices - Age 9-18*
- *Writing Case Studies*
- *Patient assessment measures DSM-5 Assessment tools*
- *Depression DSM-5 (Severity Assessment DSM-5)*
- *Beck Depression Inventory, PHQ-9;*
- *Post-Traumatic Stress Disorder, (DSM – 5 Definition, Severity assessment)*
- *Acute Stress Disorder (DSM-5 Assessment level 2)* Severity of Acute Stress Symptoms—Adult
- *Anxiety disorders (Severity Assessment DSM-5) LEVEL 2—Anxiety—Adult (PROMIS Emotional Distress—Anxiety— Short Form)*
- *Severity Measure for Panic Disorder—Adult DSM-5*
- *Severity Measure for Generalized Anxiety Disorder—Adult DSM-5*
- *Severity Measure for Social Anxiety Disorder (Social Phobia)—Adult*
- *Sleep-Wake Disorders (Severity Assessment DSM-5) LEVEL 2—Sleep Disturbance—Adult (PROMIS—Sleep Disturbance—Short Form)*
- *Reactive Attachment Disorder (Severity Assessment DSM-5)*
- *Substance Use LEVEL 2—Substance Use—Adult (adapted from the NIDA-Modified ASSIST)*
- *Repetitive Thoughts and Behaviours—AdultLEVEL 2— (adapted from the Florida Obsessive-Compulsive Inventory [FOCI] Severity Scale*

2. **Psychological Interventions:**

Knowledge of Interventions, intervention planning, intervention implementation, progress evaluation;

knowledge of scientific, theoretical, empirical and contextual bases of intervention, including psychotherapy theories, research, and practice, able to implement evidence based interventions that take into account empirical support, clinical judgment; evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures; assesses and documents treatment progress and outcomes

Trainings provided in MHH:
- *Introduction to Training. Theories, clinical and general discussion about psychotherapy*
- *Counseling Skills Part I – VI*
- *Introduction to psychotherapy*
- *Introduction to Freudian psychotherapy*
- *Freudian theory of personality and human development*
- *Psychoanalytic psychotherapy processes - Part I and II*
- *Introduction in Analytical Psychology*
- *Introduction in Psychology of C. G. Jung*
- *Introduction in Art Therapy*
- *Drawing and painting in Therapy*
- *Picture interpretation*

- *Client Centered Psychotherapy I – III*
- *Behavioral therapies I-III*
- *Cognitive Therapies I –III*
- *Cognitive Behavioral Therapy I – V*
- *Working with Psychosis I-III*
- *Personality Disorders I-V*
- *Sexual Disorders I-III*
- *Working with Mental Retardation*
- *Forensic Psychology*
- *Introduction in Obsessive Compulsive Disorders*
- *OCD Treatment*
- *OCD Treatment ERP (Exposure Ritual Prevention)*
- *Family Therapy I-VI*
- *Introduction in Group Facilitating*
- *Introduction Closed Group Cycle*
- *Group Therapy session I-X*
- *Working with Addiction I-II*
- Group therapy substance use I-IV
- *War Trauma and Acute Stress Symptoms*
- *Introduction in PTSD*
- *Complex Trauma C-PTSD*
- *Trans generational Trauma*
- Trauma interventions
- *Introduction in Narrative Exposure Therapy (NET) I-III*
- *Depression I,II,*
- *Anxiety disorders I, II*
- *Depression and Anxiety* Comorbidity of Anxiety and Depression, a trans diagnostic approach
- *Attachment Theory*
- *Reactive Attachment Disorder (DSM-5)*
- *Post traumatic grief I, II*
- *Sleep-Wake Disorders I, II*

3. Supervision and Teaching:

Supervision and training of professionals

Knowledge of models and approaches; awareness of factors affecting quality of supervision, demonstrates rudimentary understanding of teaching theories, and has gained some relevant experience in teaching.

Trainings provided in MHH:
- *Training of Trainers I-III*
- *Supervision of first experience in teaching I-III*

3. Lecture Plan

Semester I: February 2012 - August 2012

Duration	Topic of the training session	Objective of the training session
2 hrs	Introduction to Training. Theories, being clinical and general discussion about psychotherapy	1st session of the training
2 hrs	Introduction to psychotherapy	to explain what psychotherapy is and generally how it's done
2 hrs	Introduction to Freudian psychotherapy	to further clear the participants understanding of psychoanalysis
2 hrs	Freudian theory of personality and human development	to increase participants understanding of personality and its functions, defense mechanisms and their use in psychotherapy
2 hrs	Psychoanalytic psychotherapy processes - Part I	to help participants to be able to effectively use psychoanalysis with their patients
2 hrs	Psychoanalytic psychotherapy processes - Part II	to help participants to be able to effectively use psychoanalysis with their patients
2 hrs	Counseling Skills - Part I	To train participants in effective counseling skills to help them build more effective rapports with their patients and increase the level of their effectiveness while working with clients
2 hrs	Counseling Skills - Part II	To train participants in effective counseling skills to help them build more effective rapports with their patients and increase the level of their effectiveness while working with clients
2 hrs	Counseling Skills - Part III	To train participants in effective counseling skills to help them build more effective rapports with their patients and increase the level of their effectiveness while working with clients
2 hrs	Counseling Skills - Part IV	To train participants in effective counseling skills to help them build more effective rapports with their patients and increase the level of their effectiveness while working with clients
2 hrs	Counseling Skills - Part V	To train participants in effective counseling skills to help them build more effective rapports with their patients and increase the level of their effectiveness while working with clients
2 hrs	Counseling Skills - Part VI	Practical session. Learning through role play and practical work
2 hrs	Client Rights	To explain and clarify clients rights to participants in order to promote best practice in the hospital

2 hrs	Ethical issues in working with clients	To introduce to participants the ethical issues while working with clients in order to promote best practice in the hospital
2 hrs	Client Centered Psychotherapy I	To train participants in CCP by Carl Rogers-Theories, the process of psychotherapy, competencies and etc.
2 hrs	Client Centered Psychotherapy II	To train participants in CCP by Carl Rogers-Theories, the process of psychotherapy, competencies and etc.
2 hrs	Client Centered Psychotherapy II	To train participants in CCP by Carl Rogers-Theories, the process of psychotherapy, competencies and etc.
2 hrs	Behavioral therapies I	to train participants on practical techniques of behavioral therapy such as relaxation, assertiveness, desensitization and sexual arousal
2 hrs	Behavioral therapies II	to train participants on practical techniques of behavioral therapy such as relaxation, assertiveness, desensitization and sexual arousal
2 hrs	Behavioral therapies III - Sexual disorders and therapies	to train participants specifically on sexual disorders and their therapies
2 hrs	Cognitive Therapies I	To train Participants on cognitive therapies of Aaron Beck and Albert Ellis. Their theories, the process of psychotherapy, core skills, rational and irrational thoughts, negative and automatic thoughts and their use in practice
2 hrs	Cognitive Therapies II	To train Participants on cognitive therapies of Aaron Beck and Albert Ellis. Their theories, the process of psychotherapy, core skills, rational and irrational thoughts, negative and automatic thoughts and their use in practice
2 hrs	Cognitive Therapies III	To train Participants on cognitive therapies of Aaron Beck and Albert Ellis. Their theories, the process of psychotherapy, core skills, rational and irrational thoughts, negative and automatic thoughts and their use in practice
2 hrs	Cognitive Behavioral Therapy (CBT) - I	To Train participants on basic concepts of CBT, core skills, behavioral and cognitive modification skills and techniques, behavioral activation, shaping, and etc. to be used with their patients in MHH and Jangalak
2 hrs	Cognitive Behavioral Therapy (CBT) - II	To Train participants on basic concepts of CBT, core skills, behavioral and cognitive modification skills and techniques, behavioral activation, shaping, and etc. to be used with their patients in MHH and Jangalak
2 hrs	Cognitive Behavioral Therapy (CBT) - III	To Train participants on basic concepts of CBT, core skills, behavioral and cognitive modification skills and techniques, behavioral activation, shaping, and etc. to be used with their patients in MHH and Jangalak

Duration	Topic of the training session	Objective of the training session
2 hrs	Cognitive Behavioral Therapy (CBT) - IV	To Train participants on basic concepts of CBT, core skills, behavioral and cognitive modification skills and techniques, behavioral activation, shaping, and etc. to be used with their patients in MHH and Jangalak
2 hrs	Cognitive Behavioral Therapy (CBT) - V	To Train participants on basic concepts of CBT, core skills, behavioral and cognitive modification skills and techniques, behavioral activation, shaping, and etc. to be used with their patients in MHH and Jangalak
2 hrs	How to DSM IV - TR - Part I	To help participants to be able to use DSM IV - TR in a more effective way and make better diagnosis and also to increase their ability in more accurate differential diagnosis
2 hrs	How to DSM IV - TR - Part II	To help participants to be able to use DSM IV - TR in a more effective way and make better diagnosis and also to increase their ability in more accurate differential diagnosis
2 hrs	How to DSM IV - TR - Part III	To help participants to be able to use DSM IV - TR in a more effective way and make better diagnosis and also to increase their ability in more accurate differential diagnosis
2 hrs	How to DSM IV - TR - Part IV	To help participants to be able to use DSM IV - TR in a more effective way and make better diagnosis and also to increase their ability in more accurate differential diagnosis
2 hrs	Question and Answer I	Final session to answer any questions that participants might have or clarify any points which is not explained enough in order to prepare them for final examination
2 hrs	Question and Answer II	Final session to answer any questions that participants might have or clarify any points which is not explained enough in order to prepare them for final examination
2 hrs	Question and Answer III	Final session to answer any questions that participants might have or clarify any points which is not explained enough in order to prepare them for final examination

Semester II: September 2012 - March 2013

Duration	Topic of the training session	Objective of the training session
2 hrs	1st session of the training	Brainstorming session regarding the new project training.- class schedule agreed with participants
2 hrs	Review previous and the new training	To explain what has been done during the previous semester and what is coming in the new training (introducing the new curriculum)

2 hrs	working as a psychologist	1- To clear and distinguish the role of Psychologists in Mental Health Hospital. 2- Challenges Psychologists face 3- What does it mean to be a psychologist
2 hrs	Ward Round Presentation and Morning Handover - I	1- What is ward round (Multidisciplinary team - MDT) and its purpose 2- Increase participants ability and knowledge to present Patients in Hospital Ward Rounds and morning handovers 3- What to present and what not to present
2 hrs	Ward Round Presentation and Morning Handover - II	Practice and role play the "two minutes "presentation of the patients to the ward round team (Similar to elevator talk) participants learn how to report the most important information and not all of them
2 hrs	Hospital medical records : MSE - I	1- Importance of recording data and documenting 2- What is MSE and Mini MSE 3- Role play and Practice
2 hrs	Hospital medical records : MSE - II	1- How to run an effective MSE 2- How t run a Mini Mental Status examination 3- How to document and MSE 4- Role Play and Practice
2 hrs	Interviewing Skills - I	1- what are communications skills 2- what are counseling skills (clinical skills) 3- Role play and practice
2 hrs	Interviewing Skills - II	to thoroughly explain and exhibit the counseling skills in practice
2 hrs	Psychology Department Guideline	1- To introduce the psychology department guideline to the participants and explain ways to more effectively use the guideline in their daily activities in the hospital. 2- the guideline includes group therapy, individual therapy, principles of psychology, MSE & MMSE and documentation
2 hrs	Bio-Psycho-Social Assessment	1- How to run a full Bio psychosocial assessment 2- role play - session 1 with Hypochondriasis client
2 hrs	Treatment Plan	1- How to develop treatment plan for client in association with other professions 2- How to develop psychological treatment plan in association with clients 3- Practical work: develop a treatment plan for the role play client in 3 teams
2 hrs	Psychology Progress Report I	1- How to write a progress report for a psychotherapy session 2- Role play - session 2 with Hypochondriasis client

2 hrs	Psychology Progress Report II	1- How to write a progress report for a psychotherapy session with focus on writing MSE/MMSE 2- Role play - session 3 with Hypochondriasis client
2 hrs	Risk Assessment I	1- Introducing risk - what is risk? 2- How to assess for risk in MHH using the existing tool 3- Introducing Historical, Clinical and Risk - 20 Items (HCR-20) as a internationally renowned tool for risk assessment
2 hrs	Termination and discharge	1- How to prepare client for termination 2- Role play - Last session with Hypochondriasis client
2 hrs	Risk Assessment II	Introduction, explanation and practical work on the 10 historical items of the HCR-20
2 hrs	Risk Assessment III	Introduction, explanation and practical work on the 5 Clinical and 5 Risk items of the HCR-20
2 hrs	Motivational Interviewing I	1- Introduction to MI - History and effectiveness 2- Introduction to the stages of change model by Prochaska
2 hrs	Motivational Interviewing II	1- Definition of MI 2- Principles of MI 3- warning to therapists: traps to avoid falling into!!!
2 hrs	working with Addiction I	1- What is Relapse and how to prevent future incidents of drug use 2- How to develop a relapse prevention plan
2 hrs	working with Addiction II	1- Ten facts about addiction 2- Coping skills training (interpersonal and Intrapersonal)
2 hrs	working with Psychosis I	1- What is psychosis 2- is it really that bad? 3- Are non pharmacological interventions possible with Psychotic clients? 3- the four main principles of working with psychosis
2 hrs	working with Psychosis II	1- Anthony's eight principles of working with psychosis 2- whole-person model in working with psychosis 3-reality testing and self boundaries!!!
2 hrs	working with Psychosis III	1- Psychotherapy with psychosis 2- working with hallucinations and delusions 3- thoughts and feelings!!! The difference ... Challenging beliefs, etc.
2 hrs	Personality Disorders I	1- What is personality 2- What is personality Disorder 3- types of PD - Clusters A, B, and C
2 hrs	Personality Disorders II	1- Borderline Personality Disorder: the most difficult one 2- Dialectical Behavioral Therapy (DBT) for BPD 3- DBT: Mindfulness, What and How skills

Duration	Topic of the training session	Objective of the training session
2 hrs	Personality Disorders III	DBT: Distress Tolerance and Emotion Regulation Techniques
2 hrs	Personality Disorders IV	DBT: Emotion Regulation techniques
2 hrs	Personality Disorders V	DBT: Interpersonal Effectiveness techniques
2 hrs	sexual Disorders I (MHH)	1- Introduction to sexual disorder 2- DSM IV-TR diagnosis of the 11 sexual disorders 3- Sexual Identity disorder and Paraphilia
2 hrs	sexual Disorders II (MHH)	1- pharmacotherapy for sexual disorders 2- techniques for male sexual disorders (stop-start and Squeezing)
2 hrs	sexual Disorders III	techniques for male sexual disorders (stop-start and Squeezing)
2 hrs	Question and Answer	Final session to answer any questions that participants might have or clarify any points which is not explained enough in order to prepare them for final examination

Semester III: April 2013 - October 2013

Duration	Topic of the training session	Objective of the training session
2 hrs	Working with Mental Retardation I	1- What is intelligence? 2- What is considered retardation? 3- Ways to diagnose MR - DSM Criteria 4- Psychometrics (testing) for MR
2 hrs	Testing for Depression	1- What is depression? 2- Introducing Beck Depression Inventory (BDI) 21 Items 3- How to run the test and scoring system 4- Practical testing in the class among participants and scoring
2 hrs	Family Therapy I	1- What is family therapy 2- History and early researches of Family therapy 3- Introduction to Systems Theory 4- Introduction to 4 major schools in family therapy (Bell, Bowen, Ackerman and Jackson & Haley)
2 hrs	Family Therapy II	Bowen Family System Therapy: 8 main principles
2 hrs	Family Therapy III	1- Explanation of Psychology Services Outcome Measurement 2- Bowenian Family Systems Therapy-explaining the principles

Duration	Topic	Objective
2 hrs	Family Therapy IV	1- How to create a Genogram 2- Symbols used in a Genogram
2 hrs	Family Therapy V	1- Techniques in Bowenian Family Systems Therapy 2- Techniques of couples therapy in Bowenian therapy
2 hrs	Family Therapy VI	1- Techniques in family therapy - Con'd 2- Dealing with Triangulations (transference and counter transference 3- How to do couple therapy with only one member present
2 hrs	Question and Answer - Family Therapy	Final session of Family Therapy to answer any questions that participants might have or clarify any family therapy concepts which are not explained enough.
2 hrs	IQ Test: Raven's Progressive Matrices - Age 9-18	1- Explaining IQ Tests 2- Explaining the culture free tests 3- Explanation of Raven't progressive IQ test for ages 9-18 4- Practical running of the test 5- in class grading and interpreting
2 hrs	Focus group Discussion and Forensic Psychology	1- Dr. Inka discussed with psychologists about the future project and their impression of the current training 2- Introduction to forensic psychology
2 hrs	forensic Psychology I	1- historical background of forensic psychology 2- most important historical cases (e.g. JFK assassin) 3- basic concepts in forensic psychology
2 hrs	forensic Psychology II	
2 hrs		
2 hrs		
2 hrs		
2 hrs		
2 hrs		

Semester IV: September 2014 – March 2015

Duration	Topic of the training session	Objective of the training session
2 hrs	Training Case Study	How to write a professional Case Study
2 hrs	Introduction in Obsessive Compulsive Disorders	Definition and Diagnosis of OCD in DSM-5 ; assessment tool DSM-5 LEVEL 2—Repetitive Thoughts and Behaviors—Adult
2 hrs	OCD Treatment	Treatment methods of OCD

2 hrs	OCD Treatment ERP	the techniques of "Exposure Ritual Prevention" TherapyERP
2 hrs	Patient assessment measures DSM-5 Assessment tools	Introduction in the Cross Cutting Symptom Level I and Level II, and Specific severity assessment measures
2 hrs	Introduction in Group Facilitating	Healing Aspects of Group Counseling, the Pyramid of Recovery: the theoretical model of Judith Herman
2 hrs	War Trauma and Acute Stress Symptoms	What is trauma? Effects of war trauma Definition: Acute Stress Disorder (DSM-5 308.3)
2 hrs	Introduction closed Group Cycle	Introduction in the Group cycle for patients with PTSD (War Trauma, traumatic grief, loss, or rape)
2 hrs	Group Therapy session 1	Group cycle preparation for patients with PTSD, War Trauma, traumatic grief, loss, or rape
2 hrs	Introduction in PTSD	Post Traumatic Stress Disorder, DSM – 5 Definition, Severity assessment
2 hrs	Group Therapy session 2 and 3	Group cycle preparation for patients with PTSD, War Trauma, traumatic grief, loss, or rape
2 hrs	Complex Trauma	Introduction in Complex Trauma and Trans generational Trauma; Impact of Childhood Trauma on Functioning
2 hrs	Group Therapy session 4 and 5	Group cycle preparation for patients with PTSD, War Trauma, traumatic grief, loss, or rape
2 hrs	Group Therapy session 6, 7, 8	Group cycle preparation for patients with PTSD, War Trauma, traumatic grief, loss, or rape
2 hrs	Trauma intervention	Trauma Intervention and post traumatic growth
2 hrs	Group Therapy session 9, 10	Group cycle preparation for patients with PTSD, War Trauma, traumatic grief, loss, or rape
2 hrs	Biology of Trauma	Trauma and the Brain; The Neurobiology of Trauma
2 hrs	Training of Trainers	To provide the skills to plan and conduct a training Introduction to icebreakers, warm-ups, and energizers
2 hrs	Training of Trainers	To gain knowledge of effective methods to prepare trainings Motivational tools and techniques
2 hrs	Training of Trainers	To develop skills for an interactive training Before, during and after the training; feedback
2 hrs	Introduction in NET	Introduction in Narrative Exposure Therapy
2 hrs	Narrative exposure Therapy	The 'Lifeline' Concept: Demonstration NET Demonstration (Positive and negative Event), Discussion
2 hrs	Narrative exposure Therapy	NET Demonstrations and exercises

2 hrs	Depression	Depression, Definition (Severity Assessment DSM-5) Causes
2 hrs	Depression Treatment	Beck Depression Inventory, PHQ-9; biological, psychological, social factors; specific cognitive behavior therapy techniques
2 hrs	Anxiety	DSM - 5 Anxiety disorders , Definition(Severity Assessment DSM-5)
2 hrs	Anxiety Treatment	Underlying Causes; Treatment; Eclectic approaches
2 hrs	Anxiety and Depression	Comorbidity of Anxiety and Depression, a trans diagnostic approach
2 hrs	Attachment Theory	History of the Attachment Theory, the founder John Bolwby The Trilogy of Attachment and Loss (1969–82)
2 hrs	Reactive Attachment Disorder	Mary Ainsworth's "Secure Base" and "the Strange Situation"; Cultural variations and their influences on attachment patterns, DSM – 5 Severity Measure for Separation Anxiety Disorder
2 hrs	Post traumatic grief	The grief process; the 5 Stages of Loss and Grief
2 hrs	Post traumatic grief	Symptoms and complications of the 5 Stages; personal and collective aspects of the of mourning rituals
2 hrs	Sleep-Wake Disorders	Sleep-Wake Disorders, Definition and assessment tools DSM-5, LEVEL 2—Sleep Disturbance—Adult (PROMIS—Sleep Disturbance)
2 hrs	Sleep-Wake Disorders	Sleep Hygiene, Primary Insomnia, Stages of Sleep, S R T
2 hrs	Group therapy substance use	Introduction in Group Therapy with substance use clients
2 hrs	Group therapy substance use	Traditional Models for Understanding Addictions; Becoming addicted
2 hrs	Group therapy substance use	Personal Pathways to Change, Successful recovery from addictions. How Do People Change?
2 hrs	Group therapy substance use	Reasons for Relapse; Regression, Relapse and Recycling through the Stages; Key Issues In Prevention
2 hrs	Introduction in Analytical Psychology	Freud and Jung; word association test and psychological complexes, psychological types, the Red Book, the Symbolic of Mandala
2 hrs	Psychology of C.G.Jung	The collective and personal unconscious, Archetypes, persona, shadow, anima and animus, Dynamics of the Psyche, Individuation
2 hrs	Introduction in Art Therapy	Articulating affective states through Image-making in Psychotherapy; Images as bridges to the Unconscious

2 hrs	Drawing and painting in Therapy	Why painting during a therapeutic process? finding the Symbol
2 hrs	Picture interpretation	Tools for interpretation: associations and amplification, material aspects, formal aspects, space symbolism
2 hrs	Secondary Traumatization	Secondary Traumatic Stress, Vicarious Trauma or Compassion Fatigue and Post-Traumatic Stress Disorder; Burnout
2 hrs	Self-Care	To be able to reinforce stress management techniques; the concept of resilience and the use of self-protective techniques

4. Evaluation

In future lecture plans, at least 35 Training sessions (70 Training hours) per semester (140 lectures totally) should be provided.

During the 4 Semesters from 2012-2015 there were totally 132 Training Lectures provided:

- Semester I: 35 Training sessions (70 Training hours)
- Semester II: 34 Training sessions (68 Training hours)
- Semester III: 18 Training sessions (36 Training hours)
- Semester IV: 45 Training sessions (90 Training hours)

Responsible for the Training during 2012 to 2013: Mohammad Zaman Rajabi (Semester I, II, and III)

Responsible for the training during 2014 to 2015: Dr Angela Karin Keller (Semester IV)

Pre-Post Assessment Model

To assess the Psychologists learning outcomes, Pre and Post Tests were provided for most of the Training Sessions. Pre-Posttests serve several purposes: knowledge of the current status of the psychologists may provide guidance for future activities as well as the basis of comparison for a post-test results; Knowledge gain from Pre to Post Test should reach at least 75%.

Documentation

Presence lists for every session will control the continuous participation of the Psychologists in the training sessions during the 4 Semesters.

All material handed out to the participants during the Semester (assessment tools, handouts, Pre and Posttest, Feedback sheet and Evaluation etc.) are documented and stored in MHH office. MHH

psychology department maintains records in such a way as to preserve the confidentiality of these documents and to protect the physical and electronic record from inadvertent or unauthorized disclosure

Clinical Supervision

The clinical supervisor meets regularly with the psychologists to discuss case work and group therapy in a structured way. The purpose is to assist the trainees to learn from his or her experience and progress in expertise, as well as to ensure good service to the patient and group participants.

Each trainee receives at least 5 supervision sessions per Semester.

Training of Trainers (ToT)

All hospital psychologists received Training of Trainers (ToT) in order to gain knowledge and skills and become competent in supervise the clinical activities of the possible future psychologists of MHH; they will pass the knowledge and skills to prospective psychologists of MHH and help psychology, counseling, social work students and volunteers with their practical skills.

As part of this training, the psychologists receive 3 ToT Sessions and 2 follow up Supervision sessions.

5. Conclusions

During the previous EC funded project, International Medical Corps started training MHH psychologists. The focus is now on formalizing this training and to provide psychologists with certificates in clinical psychology.

To meet requirements for APA accreditation of the Clinical Psychology program, students are required to take courses that provide a "broad and general coverage of the foundational theories and methods in:

1. History of Ideas in Psychology
2. Clinical neuropsychology
3. Cognitive Behavior Therapy
4. Social Psychology
5. Developmental Psychology
6. Psychopathology, adult and child
7. Clinical assessments, Tests and Measurements
8. Introduction to Clinical Ethics and Problems in Scientific & Professional Psychology
9. Research and Statistics

The MHH 4 semester lecture program is focused on the practical needs of psychologists working in a Mental Health Hospital and offers psychologists a well-balanced curriculum in many fields. The clinical core courses and the ongoing practicum focus on the theories and models of dysfunctional

behavior, and evidence-based practice of assessment, intervention, evaluation, professional standards, ethics and supervision.

The topics of the lectures focus mainly on psychopathology, diagnosis and clinical interventions, a short introduction in history of ideas in Psychology, counseling skills, cognitive behavior therapy, client centered psychotherapy, knowledge of clinical assessment, and measurements, techniques of group, family and individual therapy, especially knowledge in closed group therapy with traumatized and drug addicted clients, forensic psychology, specific interventions in PTSD, war trauma, anxiety and depression therapy, and art therapy approaches.

In future there might be necessity for more lectures in Social Psychology, Development Psychology, Neuropsychology, and especially on Research and Statistics. Research is a core activity of Clinical Psychology and utilizes knowledge of methodology, including experimental, correlation and epidemiological methods; knowledge of statistics including parametric, nonparametric and multivariate approaches. In future program plans research and statistics should be included.