**Course Description** **Practice and Treatment of Forensic Populations,**is a third-year course for third year students. This course deals with the theory and practice of individual (one to one) and group (one vs. two or more clients) counselling. It discusses the personal characteristics and values of the effective counsellor in addition to the professional and ethical demands for practice.  Selected counselling theories such as, Cognitive Behavioural Therapy, Trauma-focused CBT, Solution Focused Therapy, Strengths-Based perspective, group work and family therapy theories is taught and applied in role play scenarios.  Aspects of counselling and counselling techniques are taught for a spectrum of social problems with a wide array of clients in a variety of settings.

The course is a 3-credit course with a two-hour lecture and one hour tutorial. The course is split into two parts for grading, 40% coursework and 60% examination.

**Student Profile**
The typical student who takes this course are third year students who have already taken developmental psychology and an abnormal psychology courses as the pre-requisites. For students with a social work major, this course is required. For students majoring in psychology, management or any other major, this course is an elective.

The Social work students, had prior field experience because it is a requirement to take one-year practicum in various social service agencies (e.g., hospital, school) prior to taking this course. Students from the other majors had no prior field experience. The differences in students’ exposure to counselling impacts the course design because I must begin the course with the fundamentals of the counselling relationship and characteristics of the counsellor.  I, however cannot spend a lot of time on this subject because half of the class is already familiar with this material.
The typical student is of Trinidadian decent or they are from Tobago or the surrounding islands. This impacts my course design because I tend to use local terms and provide local case studies to apply concepts with real world situations. This term I have two students, one is from Germany and the other is from Wisconsin, USA. This has impacted my course design because I not only use local terms but generalizable global terms. I also spend more time explaining local terms and situations.

**Student capabilities**
As a third-year student, the student are aware of the basic concepts of human behaviour, have a good understanding of psychoanalytic and human behaviour theories. They should be able to apply theories to real work experiences. The student should be able to think critically about clients and their issues. Critical thinking is essential to be successful in this class because there is a lot of case studies and role play exercises and students have to figure out ways to identify the problem, assess the case and identify missing information and create a viable intervention to help the client.

**Student learning styles.**
The four learning styles are concrete experience which is a personal involvement with people in everyday situations. To reach students who learn best with concrete experience role play exercises will be performed but the students with case scenarios. For students with a reflective observation learning style which is to understand ideas and situations from different points of view which requires careful judgement. Case studies and role play scenarios will be reviewed in class, and the students will work together to solve the cases. This will be a repetitive exercise that will help the students observe other students approach to problem solving. Other students who learn best with abstract conceptualization which is learning using logic and ideas rather than feelings. Students whose learn best with active experimentation which is active form experimenting or changing situations.  Again, to help these students will learn best by case student and problem-solving learning.

**Learning environments**
Overall the course set up with be will with PowerPoints, case students, room for role play scenarios. The students will have the opportunity to model counsellors from previous case studies.