



Study Plan

MA in Counseling for Special Needs and Their Families / Thesis Track

General Program Information

No.	Item	Description
1	Faculty	Educational Sciences
2	Department	Master's in Counseling for Special Needs and Their Families
3	Degree Name (Arabic)	ماجستير إرشاد ذوي الفئات الخاصة وأسرهم
4	Degree Name (English)	MA in Counseling for Special Needs and Their Families
5	Track	Thesis

Credit Hours Distribution

The courses of this study plan consist of **(33) credit hours**, distributed as follows:



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Irbid National University
كلية العلوم التربوية
Faculty Educational Science
قسم إرشاد ذوي الفئات الخاصة وأسرهم
Department of Counseling for special needs and
their families



Course Code	Course Name	Credit Hours	Prerequisites / Courses	Prerequisites / Credit Hours
630104	Educational Research Methods - Advanced	3	—	—
630105	Applied Behavior Analysis - Advanced	3	—	—
630106	Field Applications in Counseling for Special Needs and Their Families	3	—	—
630107	Foundations of Counseling for Special Needs and Their Families	3	—	—
630204	Rehabilitation and Empowerment of Special Needs and Their Families	3	—	—

Course Code	Course Name	Credit Hours	Prerequisites / Courses	Prerequisites / Credit Hours
630103	Modern Theoretical Trends in Counseling	3	—	—
630110	Modern Theories in Psychology and Their Applications in Counseling	3	—	—
630202	Analytical Statistics - Advanced	3	—	—
630203	Technological Counseling for Special Needs	3	—	—
630205	Counseling Strategies and Programs for Special Needs	3	—	—



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Course Code	Course Name	Credit Hours	Prerequisites / Courses	Prerequisites / Credit Hours
630103	Modern Theoretical Trends in Counseling	3	—	—
630110	Modern Theories in Psychology and Their Applications in Counseling	3	—	—
630202	Analytical Statistics - Advanced	3	—	—
630203	Technological Counseling for Special Needs	3	—	—
630205	Counseling Strategies and Programs for Special Needs	3	—	—
630207	Counseling for Special Needs	3	—	—
630209	Effective Communication Skills with Special Needs			

Note on Thesis Hours: Thesis credit hours are compulsory. In the event that the defense does not take place after registering for the thesis hours, the student must register for zero continuation hours for the thesis in the following semester until the defense is completed.



Course Descriptions

Core (Compulsory) Courses

- **Foundations of Counseling for Special Needs and Their Families (630107) – 3 Credit Hours** This course aims to provide counseling program students with a comprehensive understanding of the theoretical, conceptual, and professional foundations underlying the field of counseling for individuals with special needs and their families. The course addresses the general principles of counseling work, counselor skills, and their roles and responsibilities in dealing with individuals with various disabilities and their families. This is delivered within a framework of respect, acceptance, psycho-social empowerment, and an understanding of the nature of special groups (sensory, mental, and physical disabilities, behavioral disorders, learning difficulties, and giftedness/talent). It also analyzes the psychological and social stresses faced by their families, methods of supporting them through individual, group, and family counseling, and introduces students to the counseling approaches and models used in this field, professional ethics, and multidisciplinary collaboration in providing holistic services.
- **Applied Behavior Analysis / Advanced (630105) – 3 Credit Hours** This course covers the design of applied behavior analysis (ABA) programs in the field of special needs through practical applications in modifying the behavior of individuals with special needs. It introduces the core principles and concepts of applied behavior analysis for special needs, its concepts, types, conditions, implementation steps, and strategies used to increase, decrease, and shape behavior. It also addresses applied behavior analysis designs for individuals with special needs.
- **Educational Research Methods / Advanced (630104) – 3 Credit Hours** This course deals with the basic concepts of scientific research, from deductive to inductive reasoning. It also covers the steps of scientific research, how to design a comprehensive research plan, and types of research methodologies—including historical, descriptive, experimental, qualitative, single-case study, mixed-methods, and content analysis studies. Furthermore, it covers the comparison between quantitative and qualitative research types, how to select samples and sampling methods for each type of research, and the tools used in data collection, tests, measurements, and other methods.
- **Field Applications in Counseling for Special Needs and Their Families (630106) – 3 Credit Hours** This course covers practical applications of the theoretical topics studied by the student across all courses. The student spends (300) training hours practicing field work in a center or institution for special needs. The field training includes: center or institutional management, technical supervision of trainers and teachers, designing curriculum units, early intervention and teaching programs, communicating with parents, designing, implementing training and counseling programs for them, holding courses and seminars in the field of special needs, and planning and implementing behavior modification programs.



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- **Rehabilitation and Empowerment of Special Needs and Their Families (630204) – 3 Credit Hours** This course covers the concept of vocational rehabilitation and the empowerment of individuals with special needs, along with their goals, justifications, and significance. It addresses in detail the stages of vocational rehabilitation and their scientific application, levels of empowerment and their practical application, vocational training venues for individuals with special needs, the characteristics of each venue, and the challenges of vocational rehabilitation and empowerment for individuals with special needs.

Elective Courses

- **Modern Theories in Psychology and Their Applications in Counseling (630110) – 3 Credit Hours** This course provides an in-depth study of the most prominent modern theories in psychology and their applications in psychological and educational counseling, specifically within counseling for special needs individuals and their families. The course focuses on analyzing contemporary theoretical approaches, such as Cognitive-Behavioral Theory, Humanistic Theory, Family Systems Theory, modern theories of intelligence and emotion, and models of psychological hardness, resilience, and adaptation. It also reviews the scientific foundations of these theories in explaining human behavior and understanding psycho-social interaction among individuals with special needs and their families.
- **Analytical Statistics - Advanced (630202) – 3 Credit Hours** This course deals with utilizing well-known statistical software to analyze educational data, such as SAS and SPSS. The course focuses on data entry, organization, analysis, and screening, utilizing descriptive, inferential, and correlational statistical methods in addition to advanced statistical techniques. This course also includes interpreting the analysis results for each statistical method and writing reports.
- **Modern Theoretical Trends in Counseling (630103) – 3 Credit Hours** This course aims to introduce students to the latest contemporary trends and theories in the field of psychological counseling, focusing on theoretical and practical developments that have emerged in the counseling process. The course provides a comprehensive critical review of counseling and reviews prominent modern theoretical trends, such as Mindfulness-Based Therapy, Cognitive Behavioral Therapy, Acceptance and Commitment Therapy (ACT), e-counseling, and Artificial Intelligence, while also exploring the effectiveness of these trends in dealing with vital issues related to individuals with special needs.
- **Technological Counseling for Special Needs (630203) – 3 Credit Hours** This course addresses the importance of leveraging artificial intelligence applications to help solve the problems of individuals with special needs. This is achieved by providing technological counseling and teaching them core skills in an effective and appropriate manner through strategies that engage them with the topic and connect it to their lives via various exercises. It also explores utilizing artificial intelligence applications and smart



counseling programs that can be deployed to serve these groups to keep pace with technological progress in a way that meets the needs of each special needs category.

- **Counseling Strategies and Programs for Special Needs (630205) – 3 Credit Hours**
This course provides a comprehensive study of the primary educational and psychological strategies and programs used in the education and rehabilitation of individuals with special needs. It focuses on designing, implementing, and evaluating individual and group educational programs that respond to the diverse developmental and educational needs of this group. The course also addresses the foundations of Individualized Educational Planning (IEP), assessment procedures, adapting the learning environment, therapeutic and behavioral intervention methods, and the utilization of assistive technology in the provided programs.
- **Effective Communication Skills with Special Needs (630209) – 3 Credit Hours**
This course focuses on developing verbal and non-verbal communication skills with individuals across various categories of special needs. It addresses communication theories, foundations of building effective interactive relationships, and strategies for behavior modification and promoting positive communication. It equips students with practical skills to handle behavioral, linguistic, and social challenges among these groups within educational and rehabilitation environments.
- **Counseling for Special Needs (630207) – 3 Credit Hours**
This course is designed to provide students with deep knowledge regarding the concepts and practices of psychological and educational counseling for individuals with special needs, focusing on their developmental, emotional, and social characteristics. It covers methods to help them achieve psychological, social, and educational adaptation, as well as counseling strategies tailored to each category of disability (hearing, visual, mental, physical, learning difficulties, behavioral and emotional disorders, and the gifted and talented). Additionally, it explores methods for enhancing motivation, developing social skills, and building self-concept. The course also discusses the roles of the counselor in school and community environments, and the importance of collaborative work with families, teachers, and multidisciplinary teams in planning and implementing effective counseling programs.

Program Goals & Outcomes

I. Program Educational Objectives (PEOs)

The Master's program in Counseling for Special Needs and Their Families aims to prepare specialized professionals possessing the knowledge, professional skills, and research competencies necessary to provide advanced, holistic counseling services to individuals with disabilities and their families by achieving the following objectives:



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1. Prepare scientifically and professionally qualified counselors capable of understanding the characteristics of special groups and their psychological, social, and educational needs, and delivering effective counseling services to them and their families.
2. Develop students' scientific research and advanced statistical analysis skills to produce applied research that contributes to developing counseling practices in the field of special education.
3. Empower graduates to design, implement, and evaluate counseling and educational programs that accommodate individual differences and are grounded in modern scientific and theoretical foundations.
4. Enhance effective communication skills and ethical, professional engagement with individuals with disabilities, their families, and educational and psychological service providers.
5. Develop the capacity to work within multidisciplinary teams in the fields of counseling, rehabilitation, family, and community support.
6. Prepare leaders and innovators in family counseling and special education who contribute to promoting a culture of acceptance, inclusion, and empowerment of individuals with disabilities in Jordanian and Arab societies.
7. Promote the use of modern technology in counseling and rehabilitation to improve the services provided to individuals with special needs and their families.

II. Program Learning Outcomes (PLOs)

A. Knowledge Outcomes

- **PLO1:** Interpret modern concepts and theories in psychological and educational counseling and their relationship to individuals with special needs and their families.
- **PLO2:** Analyze advanced theoretical trends in psychological and educational counseling within the framework of modern directions in psychology.
- **PLO3:** Describe the educational, psychological, and social foundations upon which the counseling and rehabilitation of individuals with special needs are built.
- **PLO4:** Explain the principles and foundations of Applied Behavior Analysis (ABA) and its applications in behavior modification for special groups.
- **PLO5:** Identify the foundations for designing and implementing effective counseling intervention programs for individuals with various disabilities and their families.
- **PLO6:** Interpret advanced research and statistical methodologies used in studying counseling and special education issues.

B. Skills Outcomes

- **PLO7:** Employ quantitative and qualitative research tools and methods to study problems in counseling and special education.



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- **PLO8:** Develop counseling plans and programs based on the individual needs analysis of persons with disabilities and their families.
- **PLO9:** Apply applied behavior analysis strategies to modify maladaptive behaviors in educational and family environments.
- **PLO10:** Use effective communication skills and technological counseling when working with individuals with disabilities and their families.
- **PLO11:** Plan and execute field applications that reflect professional competencies in assessment, intervention, and counseling follow-up.
- **PLO12:** Analyze advanced research and statistical data to derive practical results and recommendations that serve family and educational counseling.

C. Competence / Values Outcomes

- **PLO13:** Demonstrate a commitment to ethical and professional standards when dealing with individuals with disabilities and their families, and when preparing counseling reports.
- **PLO14:** Work effectively within a multidisciplinary team to provide holistic counseling services to individuals and families.
- **PLO15:** Appreciate the importance of inclusion, social acceptance, and the psychological and educational empowerment of special groups in society.
- **PLO16:** Contribute to raising community awareness and education regarding disability and family issues through research and initiatives.
- **PLO17:** Take the initiative for continuous professional self-development by following current research, participating in training, and adopting evidence-based practices.

Vision

To be a leading program and a distinguished academic and research reference at both national and Arab levels in preparing professional cadres capable of empowering individuals with disabilities and their families, and improving their quality of life.