

PSYCHOTHERAPY AND COUNSELING

Semester: IV

Paper: XVI

Course Code: PSY 651-1

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

Course Description

This course introduces students to various approaches to counseling and psychotherapy, with a special emphasis on cognitive behavioral therapy and person-centered therapy. It also presents some therapies and techniques that have been adapted in Nepal.

Course Objectives

After completion of this course, students will be able to,

- Understand the therapeutic intervention and counseling process
- Learn and utilize cognitive behavior and person-centered therapy concepts, theories, and processes
- Learn and understand interventions used and adapted in Nepal.

Unit I. Psychotherapy and Counseling

(6)

1. Psychotherapy and counseling, history, and specialties
2. Therapist and client roles
3. Boundaries and ethics in the therapeutic relationship
4. Goals and stages of psychotherapy
5. Formulation in the helping profession

Unit II. Skills in Counseling and Psychotherapy

(6)

Unit III. Cognitive Behavioral Therapy

(16)

1. Principle and therapy: Overview of treatment, cognitive conceptualization, evaluation, the structure of sessions, identifying automatic thoughts and emotions evaluating and responding to automatic thoughts, identifying and modifying intermediate beliefs and core beliefs, additional cognitive and behavioral techniques: homework, behavioral activation, relaxation, and problem-solving
2. Cognitive case write-up

Unit IV. Person-Centered Therapy

(12)

1. Historical context and development of the person-centered approach
2. Key concepts, theoretical principles, and therapeutic process

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3. Person-centered approach and four paradigms of counseling psychology
4. Application of therapeutic techniques and procedures
5. Practice of person-centered therapy

UNIT V. Other Therapies

(8)

1. Behavioral therapy
2. Psychodynamic therapy
3. Group therapy
4. Solution-focused therapy
5. Eclectic and integrative therapy
6. Low-intensity intervention and other psychological interventions adapted in Nepal

Teaching Methods: Lecture, role play, class discussion, audiovisual.

Internal Evaluation

Headings	Marks
Attendance	5
Role play and demonstration	5
Interaction in class participation and presentation	5
Assignments	5
Psychological intervention report	10
Performance in the term-end examination	10
Total marks	40

Note: There will be training to cover skills in counseling and psychotherapy (Unit II). The total number of training hours would be 24.

Recommended Readings

Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond*. Guilford Publications.

Capuzzi, D. & Stauffer, M.D. (2016). *Counseling and psychotherapy theories and interventions*. American Counseling Association.

Conte, C. (2009). *Advanced techniques for counseling and psychotherapy*. Springer.

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage.

Rose-Clarke, K., Pradhan, I., Shrestha, P., BK, P., Magar, J., Luitel, N. P., ... & Verdeli, H.

(2020). Culturally and developmentally adapting group interpersonal therapy for adolescents with depression in rural Nepal. *BMC Psychology*, 8, 1-15.

Shakya, S. (2024). *Cognitive behavior therapy: Resource in Nepali*. Mama Bhanja Radium

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Short, F. & Thomas, P. (2015). *Core approaches in counselling and psychotherapy*.
Routledge Taylor & Francis.

van't Hof, E., Sangraula, M., Luitel, N. P., Turner, E. L., Marahatta, K., Van Ommeren, M.,
... & Jordans, M. J. (2020). Effectiveness of group problem management plus
(Group-PM+) for adults affected by humanitarian crises in Nepal: study protocol for
a cluster randomized controlled trial. *Trials*, 21, 1-16.

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DISASTER MANAGEMENT

Semester: IV
 Paper: XVII
 Course Code: PSY 652-1
 Credit Hours.:3

Teaching Hrs. 48
 Internal Evaluation: 40
 External Evaluation: 60

Course Description

This course focuses on the psychological effects of disasters, crises, and emergencies on the victims. This course provides guidelines on how to use trauma-informed practices, psychological first aid, and crisis response methods while examining Nepal's disaster response system and culture. Different case scenarios, simulations, and practical assignments will be used to teach how to assist populations in need during emergencies as well as participate in disaster preparedness, response, and recovery activities.

Course Objectives

After completion of this course, the students will be able to,

- Analyze Nepal's disaster management framework and its application in crises and emergencies
- Understand the psychological aspects of disasters, crises, and emergencies
- Apply psychological first aid and trauma-informed approaches for emergency response
- Develop culturally sensitive strategies for resilience, recovery, and preparedness.

Course Contents

Unit I. Introduction

1. Understanding disasters, crises, and emergencies
2. Disaster management framework in Nepal

(8)

Unit II. Psychological Impacts of Disasters, Crises, and Emergencies (Practical)

1. Immediate psychological impacts of crises and emergencies
2. Long-term psychological effects
3. Burnout, secondary traumatization, and compassion fatigue

(10)

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4. Vulnerable populations
5. The other side of the crisis
6. Cultural and religious considerations

Unit III. Crisis Intervention and Psychological First Aid (Practical) (10)

1. Introduction to crisis and emergency intervention
2. Psychological first aid (PFA)
3. Trauma-informed emergency response
4. Role of mental health professionals, NGOs, and community stakeholders in crisis intervention

Unit IV. Preparedness for Crises and Building Community Resilience (8)

1. Psychological preparedness for crises and emergencies
2. Building resilience in crisis-prone communities

Unit V. Recovery, Rehabilitation, and Long-Term Mental Health Support (12)

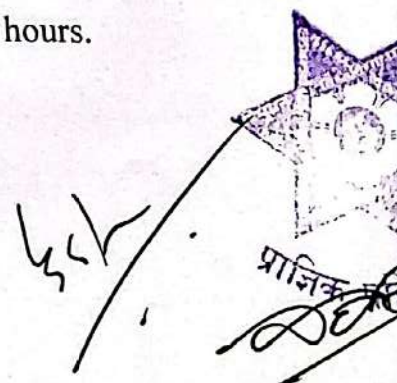
1. Post-crisis recovery and rehabilitation
2. Mental health policies for recovery in Nepal
3. Case studies

Internal Evaluation

Headings	Marks
Attendance	5
Interaction, class participation	5
Presentation	5
Case study of disaster recovery	15
End term evaluation	10
Total marks	40

Note: Practical (Chapters II and III) is accompanied by crisis intervention, PFA, and other relevant training. The total duration of the training would be 24 hours.

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Webb, N. B. (2011). *Helping bereaved children: A handbook for practitioners* (3rd ed.).
Guilford Press.

(Relevant guidelines, manuals, and other documents)

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PROJECT MANAGEMENT

Semester: IV
 Paper: XVIII
 Course Code: PSY 653-1
 Credit Hours: 3

Teaching Hrs. 48
 Internal Evaluation: 40
 External Evaluation: 60

Course Description

This course focuses on project management principles tailored to the mental health sector in humanitarian and development contexts. It emphasizes designing, implementing, monitoring, and evaluating projects related to humanitarian settings and development sectors. The course also provides skills to manage projects addressing mental health challenges in crisis-affected and development-oriented settings, with attention to cultural sensitivity, sustainability, and stakeholder engagement.

Course Objectives

After completion of this course, the students will be able to:

- Understand project management frameworks for mental health interventions in humanitarian and development settings
- Learn to design and manage mental health projects that address immediate and long-term needs
- Develop practical skills for stakeholder coordination, resource mobilization, and monitoring & evaluation specific to mental health
- Analyze real-world mental health projects to identify challenges and propose effective, culturally appropriate solutions.

Course Contents

Unit I. Introduction to Project Management

(8)

1. Definition and scope: Humanitarian and development
2. Project life cycle
3. Stakeholders and partnerships: governments, NGOs, UN agencies, donors, and communities
4. Ethics, accountability, and power dynamics in projects

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Unit II. Project Planning and Design**(10)**

1. Needs assessment: Tools and techniques, participatory project design
2. Logical framework approach (LFA) and theory of change
3. Budgeting and resource mobilization
4. Risk assessment and mitigation strategies
5. Cross-cutting issues: Gender equality and social inclusion (GESI), disability inclusion, and environmental sustainability

Unit III. Implementation and Operational Management**(10)**

1. Detailed implementation plan (DIP) and Gantt charts in project implementation
2. Coordination mechanisms: Inter-agency collaboration
3. Managing resources: Human, financial, physical assets, and local resources mobilization
4. Community engagement in development and humanitarian projects
5. Challenges in implementation: Conflict sensitivity, logistics, and security

Unit IV. Monitoring, Evaluation, Accountability, and Learning (MEAL)**(12)**

1. MEAL frameworks in humanitarian and development projects
2. Indicators for success: Output, outcomes, and impacts
3. Data collection and analysis for decision-making
4. Adaptive management: Learning and adjusting projects
5. Sustainability plan and handover
6. Reporting and accountability to donors, governments, and communities
7. Project evaluation: Sustainability, impact measurement, outcome harvesting, participatory evaluation

Unit V. Policies, Strategies, Conventions and other relevant documents**(8)**

1. Mental Health Strategy and Action Plan 2020 (or latest revisions)
2. Public Health Act, 2075 (or latest revisions)
3. National health policy, 2074 (or latest revisions)
4. Act on the Rights of Persons with Disabilities, 2074 (or latest revisions)
5. Regulation on Rights of Persons with Disabilities 2077 (or latest revisions)
6. WHO Quality Rights Toolkit
7. United Nations Convention on the Rights of Persons with Disabilities
8. United Nations Convention on the Rights of the Child

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Headings	Marks
Attendance	5
Interaction, class participation	5
Presentation	5
Needs assessment fieldwork	15
End term evaluation	10
Total marks	40

Note: Each student will conduct a needs assessment in a disaster-prone community and prepare and present the report with recommendations for mental health interventions.

Recommended Readings

- Alam, M. D., & Gühl, U. F. (2016). *Project-management in practice*. Springer.
- Alam, D., & Gühl, U. (2022). *Project management for practice*. Springer.
- Badiru, A. B. (2022). *Project management for scholarly researchers*. CRC Press.
- Flick, M., & Flick, M. (2023). *Understanding practical project management*. Haufe-Lexware GmbH & Co.
- Hartley, S. (2018). *Project management: A practical guide to planning and managing projects* (4th ed.). Allen & Unwin.
- Heagney, J. (2022). *Fundamentals of project management* (6th ed.). HarperCollins.
- Horine, G. M. (2022). *Project management absolute beginner's guide* (5th ed.). Pearson Education.
- Howard, J. L. (2024). *Project management for everyday life*. John L. Howard.
- Igberaese, D. A. (2023). *Introduction to project management*. Routledge.
- Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling* (12th ed.). John Wiley & Sons.
- Kogon, K., & Blakemore, S. (2020). *Project management for the unofficial project manager*. BenBella Books.
- Meredith, J. R., & Shafer, S. M. (2014). *Project management in practice*. Wiley.
- <https://lccn.loc.gov/2020020106>
- Newton, R. (2016). *Project management: Step by step: How to plan and manage a highly successful project*. Pearson UK.

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Pasian, B., & Turner, R. (2024). *Design methods and practices for research of project management*. Routledge.

PM4NGOs. (2020). *Project DPro guide: Project management for development professionals (PMD Pro)* (2nd ed.). Author.

<https://pm4ngos.org/download/128/english/19367127/project-dpro-guide-pmd-pro-2nd-edition.pdf>

Portny, J. L., & Portny, S. E. (2022). *Project management for dummies* (6th ed.). John Wiley & Sons.

Sampietro, M. (2022). *Project management: Integrating methodologies and behavior*. Bocconi University Press.

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INTERNSHIP: CLINICAL SETTING

Semester: IV

Paper: XIX

Course Code: PSY 654-1-1

Credit Hours: 3

Teaching Hours: 48

Practical Evaluation: 100

Course Description

This course is designed to familiarize students with the theory and practice of the scientist-practitioner approach. It helps students translate what they have learned into practice and document their tasks from inception to termination in a standard scientific manner.

Course Objectives

After completion of the course, the students will be able to,

- To familiarize students with the theory and practice of disaster management, project management, and internship
- Equip students with the skills to plan, implement, and document psychological interventions in different settings
- To provide practical exposure and a real-life learning environment.

Course Content

Unit I. Disaster Management

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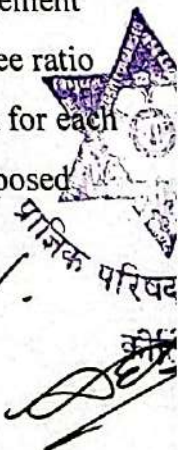
Assessment of disaster preparedness

Students will assess the community's preparedness to address mental health in disasters. They will be engaged in a supervised visit to a community identified as disaster-prone (e.g., flood zones or areas with earthquake vulnerability). They will conduct surveys or interviews with community members to evaluate awareness of psychological preparedness and coping mechanisms. Analyze gaps in mental health readiness and suggest practical interventions to improve resilience. There will be a 12-hour workshop to prepare for the disaster management fieldwork. There will be 24 hours of supervised fieldwork, and the supervisor-supervisee ratio will be 1:7. Supervisors will carry out six hours of orientation classes during fieldwork for each group of students. Students will have to prepare a report highlighting findings and proposed interventions, a reflection of theories and techniques.

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Unit II. Project Management

(12)

Development of a Project Proposal

Draft a project proposal based on need assessment using the Logical Framework Approach (LFA). A 6-hour workshop will be conducted by an expert in project management to prepare students for the fieldwork. Students must submit the project proposal, including goals, objectives, activities, indicators, budget, and timeline.

Unit III. Internship: Clinical Psychology

(24)

Students will work in a clinical setting for at least 250 hours. During that period, they must observe cases and plan the intervention. The students will work under supervision at a ratio of 1:7 (supervisor-to-supervisee ratio), and five hours of clinical work require one hour of supervision. Supervision can be conducted in individual or group settings. The minimum client observation and contact hours will be 130, and preparation and documentation hours will be 70. Students must submit the duly signed log of these records, which the respective supervisor should verify. Additionally, students should participate in case conferences for a minimum of 50 hours. Students should submit internship reports and other required reports for evaluation.

Evaluation

The practical marks for disaster management and project management will be 25 each. The practical marks for the clinical internship will be 50. The practical examination of each subject will be held on separate days. Students must pass each practical. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks for disaster management and project management. For the clinical internship, the clinical supervisor will evaluate against 10 marks, the external evaluator will assess against 15 marks, and the internal evaluator will evaluate against 25 marks. Students must sit in for supervision for clinical work (for specified hours), and the clinical supervisor will be different from the internal evaluator.

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Teaching Methods: Lectures, audiovisual, case discussion, role play, simulation, classroom discussion, field visit.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term end examination	10
Total	40

Recommended Readings

- Ackert, L. F., & Deaves, R. (2010). *Behavioral finance: Psychology, decision-making, and markets*. South-Western Cengage Learning.
- Ariely, D. (2008). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*. Harper Collins.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47 (2), 263–291.
- Shefrin, H. (2002). *Beyond greed and fear: Understanding behavioral finance and the psychology of investing*. Oxford University Press.
- Shefrin, H. (2007a). *Behavioral corporate finance: Decisions that create value* (1st ed.). McGraw-Hill/Irwin.
- Shefrin, H. (2007b). *Behavioral corporate finance: Decisions that create value* (2nd ed.). McGraw-Hill Education.
- Shiller, R. J. (2003). From efficient markets theory to behavioral finance. *Journal of Economic Perspectives*, 17 (1), 83–104.
- Thaler, R. H. (1999). Mental accounting matters. *Journal of Behavioral Decision Making*, 12 (2), 183–206.

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CONSUMER BEHAVIOR AND ORGANIZATIONAL DYNAMICS

Semester: IV

Paper: XVIII

Course Code: PSY 653-2

Credit Hours: 3

Teaching Hours: 48

Internal Evaluation: 40

External Evaluation: 60

Course Description

This course builds on organizational behavior concepts by examining consumer behavior dynamics and organizational conflict, providing students with practical insights and analytical tools to understand how psychology, decision-making, market trends, and conflict resolution intersect in professional environments.

Course Objectives

Upon successful completion of this course, students will be able to:

- Understand consumer behavior
- Analyze applications of consumer behavior
- Explore organizational conflict
- Understand the conflict process
- Develop conflict management and negotiation skills
- Apply knowledge through case studies.

Course Contents

Unit I. Consumer Behaviour and Market Dynamics

(8)

1. Concept of consumer behavior and its application as a psychologist
2. The consumer decision-making process
3. Overview of consumer-related policies: The consumer protection act, 2075 (Nepal), United Nations guidelines for consumer protection
4. Market segmentation and its types: Lifestyle, psychographic, usage, and benefit segmentation

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Unit II. Applications of Consumer Behaviour

(8)

1. Psychographic characteristics, consumer behavior and marketing implications (relating with different life stages) of the youth subculture, Asian subculture and elder subculture
2. Social class, social class nature and consumer behavior
3. Psychological core of consumer behavior: Motivation, learning, perception, attitude
4. Product positioning and perceptual mapping
5. Advertising intelligence and the role of prompting in consumer engagement

Unit III. Organizational Conflict

(8)

1. Concept and types of organizational conflict
2. Intrapersonal, interpersonal, and organizational-level tensions
3. Historical perspective
4. Organizational conflict, the rise of the factory system, and bureaucratic theory
5. Sources of conflict in organizational settings

Unit IV. Conflict Process

(8)

1. Conflict process in organization and stages
2. Conflict analysis: Pondy's model, multiple level conflict analysis model
3. Consequences of conflict: Individual, group and system levels

Unit V. Conflict Management and Negotiation

(8)

1. Management of conflict- resolution, evaluation, intervention, negotiation, mediation, facilitation, reconciliation, collaboration
2. Foundations of negotiation theory: BATNA, ZOPA, interests vs positions, distributive vs. integrative negotiation
3. Styles and stages of negotiation
4. Negotiation techniques,
5. Common barriers to successful negotiation
6. Issues in negotiation

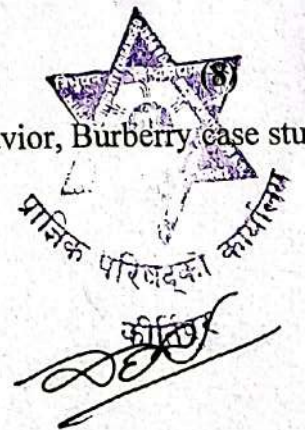
Unit VI. Case Analysis

1. Consumer behavior cases: IKEA: An audit of consumer behavior, Burberry case study on consumer behavior

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2. Organizational Conflict Cases: Health circles – federal association of company health insurance funds (BKK), Germany, industrial conflict and collective labor relations: A Case of Toyota Kirloskar, India (2001–2006), Labor unrest at Manesar plant of Maruti Suzuki, 2012

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments (at least 5)	5
Case / Report	10
Interaction in class participation and presentation	10
Performance in the term end examination	10
Total	40

Recommended Readings

- Cary, L., & Campbell, J. (2009). *International Handbook of Work and Health Psychology*, (3rd ed.) John Wiley and Sons.
- Curtis P. H., Paul M. H., & Frank R. K. (2008). *Handbook of Consumer Psychology*. Lawrence Erlbaum Associates. E-book
- De Dreu, C. K. W., & Gelfand, M. J. (Eds.). (2008). *The psychology of conflict and conflict management in organizations*. Lawrence Erlbaum Associates
- Houdmont, J., Leka, S. (2010). *Occupational Health Psychology*. Chichester: Blackwell Publishing.
- Kumar, I. (2020). *Case studies in consumer behaviour* (1st ed.). Pearson Education India.
- Loudon, D. L. & Della Bitta, A. J. (2013). *Consumer Behavior* (4th ed). Tata McGraw-Hill Education.
- Marian Nastase (2007). *Types of Organizational Conflict*. *Revista de Management Comparat International*, Volum 8, Numar 4, Decembrie.
- Melton, E. K. (2014). The consequences of conflict: An evaluation of racial disparity and organizational performance. *Public Organization Review*, 14(3), 267-284.

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Miles Hewstone & Katy Greenland (2000). Intergroup Conflict. *International Journal of Psychology*. 35 (2). 136-144

Stephen P. R. & Timothy A. J. (2013). *Organizational Behavior* (15th ed). Pearson.

Vilas Boas, A. A. (Ed.). (2018). *Organizational conflict*. IntechOpen.

<https://doi.org/10.5772/intechopen.69420>

Wolfgang Stroebe et. al. (Editors) (1988). *The Social Psychology of Intergroup Conflict: Theory, Research and Applications*. Springer-Verlag Berlin Heidelberg.

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ORGANIZATIONAL PROJECT MANAGEMENT

Semester: IV
 Paper: XIX
 Course Code: PSY 654-2
 Credit Hours: 3

Teaching Hours: 48
 Internal Evaluation: 40
 External Evaluation: 60

Course Description

This syllabus is designed to provide organizational psychology students with a foundation in project management, tailored to their understanding of human behavior, team dynamics, and organizational systems. The course emphasizes the psychological aspects of project management, focusing on effective communication, leadership, and change management.

Course Objectives

This course aims at familiarizing students with the significance of project management and its important aspects so that they can acquire the knowledge and skills of project management.

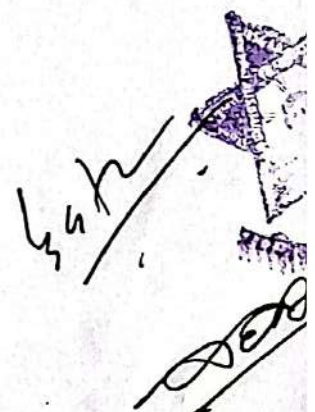
- Understand the principles and processes of project management and their relevance in organizational settings
- Analyze the role of psychology in project planning, leadership, communication, and conflict resolution
- Apply project management tools and techniques in combination with psychological insights to improve team performance
- Explore challenges in managing people, change, and risks in projects
- Develop strategies to enhance collaboration, motivation, and decision-making in project teams.

Course Contents

Unit I. Introduction to Project Management

1. Concept and importance of project management
2. Characteristics of projects vs. operations
3. Project life cycle stages
4. Relevance of psychology in project management
5. Roles of a project manager

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(10)

Unit II. Communication and Project Planning

1. Importance of Communication in Project Success
2. Communication models and channels
3. Stakeholder engagement strategies
4. Overcoming psychological barriers to effective communication
5. Handling difficult conversations and feedback
6. Importance of planning in project success
7. Setting clear goals (SMART Objectives)
8. Work breakdown structure (WBS) and task assignment
9. Estimation techniques (PERT, three-point estimates)
10. Behavioral aspects of planning: procrastination, overconfidence

Unit III. Project Leadership and Team Management

1. Leadership styles in projects (transformational, situational, servant leadership)
2. Emotional intelligence in leadership
3. Managing multicultural and diverse teams
4. Building trust in project teams
5. Leadership challenges in virtual and hybrid teams
6. Stages of team development (Tuckman's Model)
7. Role assignment and accountability (Belbin's Team Roles)
8. Psychological safety in teams
9. Conflict resolution strategies (Thomas-Kilmann Model)
10. Enhancing team cohesion and motivation (Self-Determination Theory)

Unit IV. Time and Resource Management

1. Scheduling Tools: gantt charts, critical path method (CPM), program evaluation and technique
2. Resource allocation and optimization
3. Psychology of time management: procrastination, multitasking myths
4. Managing resource conflicts

Unit V. Change and Risk Management

1. Understanding the psychology of change
2. Change management models (Kotter's 8 Steps, ADKAR Model)

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3. Overcoming resistance to change
4. Engaging stakeholders in change processes
5. Psychological strategies for successful change implementation
6. Identifying and categorizing risks
7. Risk assessment techniques (qualitative and quantitative)
8. Decision-making under uncertainty
9. Psychological biases in risk perception (overconfidence, loss aversion)
10. Developing risk mitigation strategies

Unit VI. Project Closure and Evaluation

(8)

1. Closing projects effectively
2. Deliverables handover and acceptance
3. Post-Implementation reviews (PIR)
4. Identifying and documenting lessons learned
5. Psychological factors in evaluating success and failures

Teaching Methods: Lectures, audiovisual, case discussion, role play, simulation, classroom discussion.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments	5
Class participation and reflection	5
Class presentation	5
Case report	10
Performance in the term end examination	10
Total	40

Recommended Readings

- Cameron, E., & Green, M. (2020). *Making Sense of Change Management* (5th ed.). Kogan Page
- Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (13th ed.). Wiley.

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- Lewin, K. (1947). *Frontiers in Group Dynamics: Concept, Method, and Reality in Social Science*. *Human Relations*, 1 (1), 5-41. . <https://doi.org/10.1177/001872674700100102>
- PMI. (2021). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (7th ed.). Project Management Institute.
- Schwalbe, K. (2021). *Information Technology Project Management* (9th ed.). Cengage Learning.
- Turner, J. R. (2016). *Gower Handbook of Project Management* (5th ed.). Routledge.

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