

Syllabus

Semester I
21PCPS1101

Hours/ Week: 5
Credits:4

Bio-Psychology

Course Objectives

- To introduce and familiarize concepts related to biological psychology
- To provide an understanding on the biological foundations of human behaviour

Course Outcomes:

At the end of the course the student will be able to

- Comprehend the nature of biological psychology
- Appreciate the biological foundations of psychological processes

Unit-1- Introduction -The origins of biopsychology, Nature of biological psychology, Mind Brain relationship, Methods of study of research in biopsychology anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, microelectrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research

Unit-2 - Neurons and Neuronal Conduction Structure of neurons, types, functions, communication between neurons, Synaptic conduction, Neurotransmitters. The Structure and Functioning of the Nervous System Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; Prefrontal cortex

Unit-3 - Biopsychology of emotion, stress and health. Emotions as response patterns: fear, anger and aggression; Hormonal control of aggressive behaviour; Neural basis of the communication of emotion: Recognition and expression; Stress and health: The stress response, stress and gastric ulcers, psychoneuroimmunology, stress and the hippocampus; Fear conditioning: amygdala, contextual fear conditioning and the hippocampus

Unit-4 - Biopsychology of Arousal Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Physiological mechanisms of sleep and waking, disorder of sleep. Biopsychology of Motivation and Hunger theories, neural signals; Thirst neural mechanisms; Human obesity. Anorexia nervosa, Sex hormones and sexual development, neural mechanism of sexual behaviour, sexual orientations, hormones and the brain.

Unit-5- Biopsychology of Cognitive Functions Learning: Neurophysiology of learning, Synaptic plasticity; Memory: Neurological basis of memory, Brain damage and dysfunction of memory Language: Lateralization, Evolution and neurophysiology of speech. Disorders of Reading Writing: Aphasia, Alexia & Dyslexia. Biopsychology of Psychiatric Disorders, Schizophrenia, Substance abuse disorders, Major affective disorders, and Anxiety disorders

References:

1. Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston: Allyn & Bacon.
2. Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA:
3. Blackmore, S. (2003). Consciousness: An introduction. London: Hodder & Stoughton.
4. Carlson, N.R. (1999). Foundations of physiological psychology (4th. Ed.). Boston: Allyn & Bacon.
5. Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont: Wadsworth/Thomson learning.
6. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.). New York: McGrawHill.
7. Leukel, F. (1985). Introduction to physiological psychology (3rd .ed.). New Delhi: CPS Publishers.
8. Pinel, J.P.J. (2000). Biopsychology (4th .ed.). Boston: Allyn & Bacon.
9. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nd Ed.). USA: Sinauer Associates, Inc.
10. Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3rd Ed.). USA: Allyn & Bacon.

Semester I
21PCPS1102

Hours/ Week: 5
Credits: 4

Cognitive Psychology

Course Objectives:

Cognitive processes determine much of behaviour. This paper introduces students to many of the important cognitive processes from perception and memory to consciousness and language. Both the important perspectives – cognitive science and cognitive neuroscience – are focused upon. Cognitive psychology is a fast-changing field and current research and theoretical trends have been kept in mind.

Unit I:

Introduction – Definition, History and Branches of Cognitive Psychology – Theories of Intelligence.

Unit II:

Attention, Perception and Consciousness – Nature and Definition of Attention, Perception and Consciousness – Preconscious Processing – Selective and Divided Attention – Theories of attention – Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory – Theories of Perception – Top Down Vs. Bottom-Up Process – Gestalt Approach to Perception – Disruptions of Perception – Consciousness of Complex Mental Processes.

Unit III:

Memory and Language – Short Term Vs. Long Term Memory – Types of Long Term Memory – Encoding, Storage and Retrieval – Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Comprehension of Language.

Unit IV:

Problem Solving and Creativity – Types of Thinking – Well Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem Solving – Creativity – Stages of Creativity – Creativity Blocks – Sources of Creativity – Creative Production.

Unit V:

Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions – Types of Decisions – Types of Heuristics.

References

1. Ronald Kellog. Fundamentals of Cognitive Psychology
2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind
3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage.
4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley.
5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall.
6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson.
7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth.
8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.

Semester I
21PCPS1103

Hours/ Week: 5
Credits: 4

Psychopathology – Paper I

Course Objectives

- To provide an in-depth knowledge of psychopathological conditions as defined in the DSM.
- To enable the students to identify psychopathological conditions in persons

Course Outcomes:

At the end of the course the student will be able to

- Gain expertise on the broad spectrum of strategies for Diagnosis, Assessment and interventions programmes for psychopathology
- Identify psychopathological conditions in persons

UNIT 1: Introduction to Psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity(dimensional) versus discontinuity(categorical), and prototype models of psychopathology; DSM classifications; Problem of Labelling; Research in Abnormal Psychology

UNIT 2: Causes of Abnormal Behavior: Major theories related to clinical disorders: Psychodynamic; behavioural; cognitive; humanistic; interpersonal; biogenetic; psychosocial Socio-cultural Psychological Factors and Physical Illness: General psychological factors in Health and Disease Stress and adjustment disorder; Anxiety – based disorders

UNIT 3: Mental Retardation and Developmental Disorders; Behavioural disorders of Childhood; Adolescence; Geriatric counselling

UNIT 4: Disorders of Consciousness: Attention, motor behaviour, orientation, experience of self, speech, thought, perception, emotion, and memory.

UNIT 5: Assessment, Treatment and Prevention: Biologically based and psychologically based therapies

References

1. Mukherjee, A. (2015). A Text Book of Abnormal Psychology. New Delhi: Rajat Publication.
2. Buss, A.H. (1966). Psychopathology. NY: John Wiley and sons.
3. Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. India: Dorling Kindersley Pvt Ltd.
4. Sharma, C. (2005). Clinical Psychology, Jaipur, India: Sublime Publications.

5. Graham, C.L.D. (2008). *Clinical Psychology*. New York: Routledge Publication.
6. Waldinger, G. (1997). *Psychiatry for Medical Students* NY: American Psychiatry Publishing.
7. American Psychological Association. (1998). *Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR)*. New Delhi: Jaypee Brothers: Medical Publishers (pvt) Ltd.
8. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*. 5th edition Text Revision. Washington, DC.

Semester I
21PCPS1104

Hours / Week: 5
Credits: 4

Theories of Counselling and Psychotherapy-I

Course Objectives:

- To provide a theoretical foundation for counselling and psychotherapy practice.
- To help in conceptualizing client problems using various theories.

Course Outcomes:

At the end of the course the student will be able to

- Appreciate the need of theoretical foundations for counselling practice
- Gain knowledge on the theoretical principles related to counselling practice
- Integrate the theoretical learnings to their contextual practice situations

UNIT 1. Introduction to Counselling

Definition of Counselling and Psychotherapy, Counselling - Objectives, Principles - Historical Context - need for professional counselling, Personal characteristics of Effective Counsellors; The Counsellor's values- supervision and Issues faced by Beginning therapists.

UNIT 2. Counselling Process

The Counselling Process- Stage I, II & III. Relationship Building- Helping Skills- Communication-Empathy-Probing. Testing, Assessment and Diagnosis in counselling. Role of theories in psychotherapy.

UNIT 3. Psychodynamic Approaches

Historical Context, Theoretical Principles, Contemporary trends of theories of Freud, Jung, Adler, Erikson, Object Relations Theory, Self-Psychology, Relational analysis, Brief Psychodynamic Therapy.

UNIT 4. Humanistic -Existential Approaches

Historical Context-Key Figures (Rogers, Maslow). Theoretical Principles, Practice of Humanistic Therapy. Historical Context-Key Figures (Frankl, Yalom, Perls). Theoretical Principles. Practice of Existential Therapy. Influence of Existential on Gestalt therapy.

UNIT 5. Behavioural Approaches

Historical Context, Theoretical Principles, Therapeutic Techniques and Procedures and Contemporary trends of the theories of Watson, Pavlov, Skinner, Bandura

References

1. Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.). Monterey, CA: Brooks/Cole
2. Corey, G. (2009). Case approach to counselling and psychotherapy (4th ed.). Pacific Grove, CA: Brooks/Cole
3. Corsini, R. J. (1984). Current psychotherapies (3rd ed.). Illinois: F.E. Peacock
4. Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press
5. Jacobs, M. (1988). Psychodynamic Counselling in action. Sage: London
6. Kottler, J.A. & Shepard, D.S. (2008). Counselling theories and practices. New Delhi: Brooks/Cole
7. Nelson-Jones, R. (2000). Six key approaches to counselling and therapy. Continuum: London
8. Palmer, S. (2000). Introduction to counselling & psychotherapy. New Delhi: Sage.
9. Prochaska, J.O. & Norcross, J.C. (1994). Systems of psychotherapy (5th ed.). Pacific Grove, CA: California
10. Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention (2nd ed.). Chicago: Rand and McNally.
11. Sharf, R.S. (2012). Theories of psychotherapy and counselling: Concepts and Cases (5th ed.)
12. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Semester I
21PCPSE1105A

Hours/ Week: 4
Credits: 3

Elective: Educational Counselling

Course Objectives

- To equip the students to an introductory knowledge about School counselling
- To learn the techniques and content of School counselling.

Course Outcomes:

At the end of the course the student will be able to

- Appreciate the need to work with stakeholders of the school milieu
- Develop and implement strategies required for school guidance and counselling

UNIT 1: Introduction to guidance and counselling: History, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century.

UNIT 2: Areas of Educational Guidance: Purpose, Functions, Guidance for Special Learners: Gifted and Creative Students, Under Achievers, Students with Learning disabilities.

UNIT 3: Counselling and management of common childhood problems: School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

UNIT 4: Strategies: Guidance Strategies for Social and Personal Problems Developing self-confidence, Assertiveness training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes: study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

UNIT 5: Process: Statutory Requirements, Implications for Counsellors, Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling; Legal concepts – Ethical standards - Government regulations - Maintaining good student records

References

1. Berki B.G. & Mukhopadhyay, B.(1989). Guidance & Counselling, Sterling Publication Pvt.Ltd.
2. Fransella, F. & Dalton, P. (1990). Personal Construct Counselling in Action. Sage Publication.
3. Kochhar, S. K. (1984). Guidance & Counselling in Colleges and University.

Starling Publications Pvt. Ltd.

4. Kochhar, S. K. (1984) Educational and Vocational Guidance in Secondary Schools, Sterling Publication Pvt. Ltd.
5. Pandey, K. P. (1985) Advanced Educational Psychology, Second Revised Edition, Konark Publication Ltd.
6. Plus, A. (1992). The Complex Aid to your Emotions and Your Health, Revised Edition, Emmaus, Pennsylvania: Rodale Press.
7. Sanderson. C. (2013). Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse. London: Jessica Kingsley Publishers.
8. Baker,S. B. &Gerler, E. R., Jr. (2004). School Counselling for the Twenty First Century. 4th Ed.,New Jersey: Pearson Education.

Semester I
21PCPSE1105B

Hours/ Week: 4
Credits: 3

Elective Paper: Family Counselling

Course Objectives

- To introduce the students to the theories and counselling strategies used in the context of Workplace and Family Therapy
- To embark the appropriate counselling models to specific cases

Course Outcomes:

At the end of the course the student will be able to

- Develop insights on the need and practice of family counselling
- Design family interventions by applying the therapeutic models

UNIT 1: Evolution: Historical evolution of the field of marriage and family therapy: Current and future trends, Foundations of family therapy, Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

UNIT 2: Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive behavioral; Recent Developments: Post modernism, Feminist critique,

UNIT 3: Possible Therapy: Solution focused therapy, Narrative therapy, Integrative models. Evaluation of family Therapy: Family therapy research, Empirical foundations and Practice implications

UNIT 4: Healing in the Family: The Genogram; Three generations; Fusion; Near; Source of the Issue; Conflict; Triangle

UNIT 5: Conflict Management: Presenting Problem; Dynamics of emotional context during birth and upbringing; cultural factors; Rituals, beliefs and images; Traditions; Marriage and family roles; generational strengths and shadow; unresolved grief; Family secrets

References

1. Bradshaw, J. (1996). Family Secrets. New York: Bantam Books.
2. Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). Meta frameworks: Transcending the models of family therapy. San Francisco: Jossey-Bass.
3. Nichols, P.M.& Schwartz, C.R. (2006). Family Therapy –concepts and methods, 7th Ed. Boston: Allyn and Bacon.

Semester I
21PCPS1106

Hours/ Week: 4

Credits: 3

Organizational Behaviour

(Interdisciplinary)

Course Objectives

- To describe the term organizational behavior, challenges and its opportunities.
- To provide knowledge relating to contemporary theories of motivation in practice.

Course Outcomes:

At the end of the course the student will be able to

- Gain knowledge on concepts related to organizational behaviour
- Imbibe and translate in action the spirit of team work and organizational culture.

UNIT-1: Introduction: Definition of organizational behaviour, value of organizational behaviour, complementing intuition with systematic study, disciplines that contribute to the organizational behaviour field, challenges and opportunities for organizational behaviour

UNIT-2: Personality & Values: Personality, the Myer Bridge Type Indicator, The Big Five Personality model, the Dark Triad, Approach – Avoidance. Traits relevant to organizational behaviour – Core Self – Evaluation, self – monitoring and proactive personality. Values, linking an individual's personality and values to the work place.

UNIT-3: Motivation: Introduction and application of Contemporary theories of motivation to organizational behaviour. Definition of motivation, Contemporary theories- self-determination theory, job engagement, goal setting theory, self-efficacy theory, reinforcement theory, equity theory, organizational justice, and expectancy theory.

UNIT-4: Teams: Accepting work teams, power and politics: types of teams, creating effective team, training individuals into team, definition of power, causes of power, sexual harassment, definition of organizational politics, factors contributing to political behaviour.

UNIT-5: Organizational Culture: Organizational culture – Definition, Creating and satisfying cultures, employees gain knowledge of culture, creating a principled, constructive and theology and organizational culture, worldwide implication.

References:

1. Stephen -P. Robbins/Timothy A. Judge Neharika Vohra (2017) Organizational Behaviour -16e- Pearson Publication.
2. Fred Luthans (2008), Organizational Behaviour -11th Edition, McGraw Hill International Edition.
3. Newstrom J. W & Davis Keith (2002). Organizational Behaviour –New Delhi: Tata McGraw Hill Publishing Co Ltd.
4. Pareek Udai, (2011) 3rd Edition. Understanding Organizational Behaviour. India: Oxford University Press.
5. Stephen -P. Robbins/Timothy A. Judge Sangi Seema (2009) Organizational Behaviour -13e- Prentice Hall, India.
6. Jerald Greenberg & Robert A. Baron (2007) Behaviour in Organizations – Eight Editions - Prentice Hall of India.

Semester I
21PCPSS1107

Hours/ Week: 4

Credits: 2

Building Relationship with Self and Others

(Soft Skills)

Course Objectives:

- To familiarize concepts on understating self and others
- To gain insights on the importance of relationship building

Course Outcomes:

At the end of the course the student will be able to

- Express self-concept and examine self-esteem through practical exercises
- Practice interpersonal communication and relationships skills
- Identify personal and social values
- Assess conflicts and practice conflict management strategies

UNIT 1: Self-Awareness – Understanding the self and discovering it. Self-awareness. Self-image development. How to be the person I am today? Finding your real self. Importance of self-talk. Self Esteem. The journey of life.

UNIT 2: Interpersonal Communication - steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationship.

UNIT 3: Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationship.

UNIT 4: Meaning and values – Values-types of values- Personal values-Value indicators-the importance of meaning and purpose.

UNIT 5: Resolving Interpersonal Conflict – Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.

Reference:

1. Walker.V. &Brokaw, L.O. Becoming Aware, (8th ed), Hunt publishing Company.

Semester II
21PCPS2201

Hours/week:5
Credits: 4

Counselling across Lifespan

Course Objectives: -

- To introduce counselling at various life span periods
- To understand the techniques related to the issues at lifespan periods

Course Outcomes:

- Explain the importance of psychological counselling for various issues during childhood.
- Apply the knowledge acquired for providing adolescent counselling.
- Identify the conceptual frame work for counseling young adults.
- Summarize information on counseling techniques related to lifespan issues.

Unit – I:

Psychological Counselling of Children –Issues related to child neglect & abuse; single parent families; Considerations in counselling children – goals, child-counsellor relationship

Unit – II:

Counselling Adolescents: Educational Counselling, Vocational guidance and career counselling; Challenges for young people; eating disorders; Counselling strategies –use of technology when counselling young people; Adjustment

Unit – III:

Counselling Young Adults: Schlossberg’s Transition Theory – Types of Transition, Factors Influencing Transitions; Career Planning; Financial Planning; Promoting Healthy Decision Making in relationships - Romantic Relationships, problems related to marriage & divorce.

Unit – IV:

Counselling for Mid Life Issues - Relationship dynamics in the family -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause

Unit – V:

Counselling of senior citizens: Promoting Aging well in older adults - counsellor’s role - Depression and loneliness; Problems related to dementia and Alzheimer’s; The Use & Value of Stories – Reminiscence, Life Review, and Ways of Working with Narrative, Changing the Story.

Reference:

- 1) Murray, T. (1990). *Counselling and life span development*, Sage Publications
- 2) Donald, C., & Atkinson, R. D. (2002). *Counselling across life span*, Sage Publications
- 3) Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Children*, Sage Publications

- 4) Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Adolescents*, Sage Publications
- 5) Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counselling Adults in Transition – Linking Theory with Practice*, Springer Publishing Company
- 6) Orbach, A. (2003). *Counselling Older People*, Sage Publications
- 7) Steve Scrutton (1999). *Counselling Older people*, 2nd Ed., Gower Publishing, Ltd
- 8) Beverly Hughes (2000). *Older people and community care – critical theory and practice*. McGraw-Hill Education (UK).
- 9) Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). *Handbook of counselling psychology*. 3rd Ed Sage publication

Semester II
21PCPS3302

Hours/ Week:5
Credits: 4

Counselling Skills 1

Course Objectives

- To provide an overview of the effective helping skills required for a professional Counsellor
- To develop a deeper understanding of one's own interpersonal styles in a systematic way

Course Outcomes:

At the end of the course the student will be able to

- Gain knowledge on the various helping skills required for counselling practice
- Apply the skills in the context of Counselling the Clients

UNIT 1: Introduction: The Basic concepts of the Human-Relations-Training; D-Needs; B-Needs and M-Needs; Interpersonal values, Motivation and Responsibility; The contract; an Overview of the Human Relations-Training Model

UNIT 2: The skills of self-disclosure and Communication

The skill of Self-disclosure; Concreteness in communication; the Expression of Feeling and emotion; Feelings difficult to Face; Exercises in the Expression of Feelings and Emotion

UNIT 3: The Skills of Listening and Responding

Attending and listening; Social Intelligence; the communication of Accurate empathic Understanding; Creating a Climate of Support; the Primary Level–Attentive Listening, Accurate empathic Understanding

UNIT 4: The Skills of Challenging

Feedbacks on Strengths Challenging Skills and Relationship-Building; Advanced Accurate empathy; Many forms of advanced Empathy; confrontation; the manner of confronting; the right to confront; Exercises in confrontation; Immediacy: Direct, Mutual Talk

UNIT 5: The skills of Effective Group Participation

Group specific skills; Using Self-disclosure skills in a group setting; Using Responding and Leadership skills in a group setting; the Open Group: Dealing Constructively with flight Behaviour; Changing Interpersonal Behaviour within the Group

Practice Skills:

SELF–REFLECTION:

- a) Explores event using ‘Sense, Reason, Imagine, and Feel’
- b) Identifies **patterns** in interpersonal style
- c) **Plan** a skilled response in a specific relationship

ATTENDING:

- a) SOLER – Communicates **presence** to Discloser

b) **Facial Responsiveness** (psychological attending)

PARAPHRASING:

- a) Responds with a **frequency** that maintains connection
- b) Paraphrases **briefly**
- c) Selectively paraphrases the **core**

SELF-DISCLOSURE:

- a) Discloses with **reasonable risk**
- b) Discloses with **clear goals**
- c) Discloses in the **here and now**

EMPATHY:

- a) Identifies **feelings in the past**
- b) Identifies **present feelings**
- c) Connects **feelings to context** or meaning
- d) Is a **brief** with basic empathy

EMOTION:

- a) **Identifies feelings** in self
- b) Non-verbally **expresses feelings** in self
- c) Verbally **expresses feelings** in self

INTEGRATION:

- a) Is **genuine** (inside is congruent with outside)
- b) Explores and **discloses self in response** to another's initiative

OWNING

- a) Uses **"I" Language**
- b) Concretely **differentiate:** other's behaviour / own feelings
- c) Discloses **historical roots** of own feelings
- d) Discloses **own patterns of behaviour** in the relationship
- e) Explores and discloses **interplay between judgments and feelings**

IMMEDIACY

- a) **Invites direct mutual talk** in the relationship
- b) Discloses **of concrete experiences**
- c) Discloses **pattern and meanings** related to the past
- d) Discloses **current feelings related to the past**
- e) Discloses **feelings regarding current experience**
- f) Responds by **exploring** the relationship

INTUITIVE EMPATHY

- a) Is **tentative** ("just my perspective")

- b) Grounds observations in **concrete data**
- c) Is **specific and brief** with the hunch
- d) Responds with **paraphrasing and self-exploration**

CONFLICT

- a) Discloses the **perception of differences** and invites **mutuality**
- b) Concretely describes **own point of view**
- c) Responds to disclosure with **paraphrasing and empathy**
- d) Is **open to influence**
- e) Finds **common ground** and / or **agrees to differ**

HANDS ON TRAINING IN PSYCHOTHERAPIES I

Techniques of

(i) Psychoanalysis, Behaviour Modification, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Solution Focussed Brief Therapy

(ii) Gestalt Therapy, Transactional Analysis, NLP, Clinical Hypnotherapy, Expressive Arts Therapy, Logotherapy

(iii) Other therapies in current trend (like Acceptance & Commitment Therapy, Imago therapy etc)

References

1. Egan, G. (1975). The Skilled helper. Brooks/Cole.
2. Egan, G.(1976). Interpersonal Living. Belmont: Wadsworth Company, Inc.
3. Ivey, A. (1971). Microcounselling: Innovations in interview training. Springfield, IL: Charles C Thomas.
4. Maslow, A. (1970). A. Motivation and Personality. New York:Harper and Ros.
5. Passions' W.R. (1975). Gestalt approaches in counselling. New York: Holt

Psychopathology - Paper II

Course Objectives

- To identify the various psychological disorders as defined in the DSM.
- To initiate the students into the Process of Psychiatry for Mental Health professionals

Course Outcomes:

At the end of the course the student will be able to

- Able to undertake clinical Diagnosis & Assessment of psychiatric disorders
- Design psychological interventions for psychopathology.

UNIT 1: Psychological Disorders: Classification of disorders; Neurotic disorders; Anxiety disorders; Phobic disorders; somatoform disorders; Dissociative disorders; Schizophrenic disorders and paranoid disorders;

UNIT 2: Mood Disorders; Organic mental disorders; Acute organic syndromes; Chronic organic syndromes.

UNIT 3: Personality Disorders: Obsessive Compulsive personality disorder, Borderline Personality disorder; Multiple personality disorder, antisocial personality disorder

UNIT 4: Addictions: Drug and alcohol dependence- Causes, Diagnosis, Assessment and Treatment; Sexual dysfunctions.

UNIT 5: Special Population: Childhood and adolescent mental disorders; Marital and family problems due to mental disorders; Geriatric disorders.

References

1. Mukherjee, A. (2015). A Text Book of Abnormal Psychology. New Delhi: Rajat Publication.
2. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR). New Delhi: Jaypee Brothers: Medical Publishers (Pvt) Ltd.
3. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th ed. Text Revision. Washington, DC.
4. Buss A.H., (1966). Psychopathology. NY: John Wiley and sons.
5. Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology. 13th ed. India: Dorling Kindersley Pvt Ltd.
6. Sharma, C. (2005). Clinical Psychology. Jaipur, India: Sublime Publications.
7. Graham.C.L.D. (2008). Clinical Psychology. New York: Routledge Publication.
8. Waldinger, R. J. (1977). Psychiatry for Medical Students, NY: New York University Medical Center.

Semester II
21PCPS2204

Hours/Week:5
Credits: 4

Theories of Counselling and Psychotherapy-II

Course Objectives:

- To provide a theoretical foundation for counselling and psychotherapy practice.
- To help in conceptualizing client problems using various theories.

Course Outcomes:

At the end of the course the student will be able to

- Appreciate the need of theoretical foundations for counselling practice
- Gain knowledge on the theoretical principles related to counselling practice
- Integrate the theoretical learnings to their contextual practice situations

Unit 1. Behavioural Approaches

Behaviour therapy-overview-key concepts, Therapeutic process. Applied behavioural analysis. Mindfulness Integrated into Cognitive Behaviour Therapies –Dialectical Behaviour Therapy, Acceptance and Commitment Therapy and Mindfulness Based Cognitive Therapy.

Unit 2. Cognitive Approaches

Forms of Cognitive Theory and Therapy of Beck and Ellis. Theoretical Principles. Practice of Cognitive Therapy, Forms of Cognitive Theory and Therapy of Michenbaum and Rhyle; Theoretical Principles. Practice of Cognitive Therapy.

Unit 3. Family Therapy Approaches

Introduction-Overview, Key Figures and Historical Context, Multigenerational Family Therapy, Strategic Family Therapy, Structural Family Therapy-Theoretical Principles and practice of Family Therapy

Unit 4. Other Approaches

Feminist Therapy- Key principles and Practice. The expressive Arts Therapy- Concepts, Therapeutic approaches. Narrative Therapy-Overview, Therapeutic Process. Theoretical Overview of Solution Focused Brief Therapy & Reality Therapy

Unit 5. Integrative Approaches

Integrative Approach to Counselling, Pathways to psychotherapy integration, Multi-theoretical Psychotherapy, Case Conceptualization, Goal Setting, Treatment Planning.

References

- Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.).
Monterey, CA: Brooks/Cole
- Corey, G. (2009). Case approach to counselling and psychotherapy (4th ed.). Pacific Grove,
CA: Brooks/Cole
- Corsini, R. J. (1984). Current psychotherapies (3rd ed.). Illinois: F.E. Peacock
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- Kottler, J.A. & Shepard, D.S. (2008). Counselling theories and practices. New Delhi:
Brooks/Cole
- Nelson-Jones, R. (2000). Six key approaches to counselling and therapy. Continuum:
London
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CA: California
- Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention
(2nd ed.). Chicago: Rand and McNally.
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- Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd
Edition, Singapore, Sage Publications.

Semester II
21PCPSE2205A

Hours/ Week: 4
Credits: 3

Elective Paper: Addiction Counselling

Course Objectives:

- To familiarize the students with the skills required to assess the prevailing situations and presenting problems
- To provide psychological intervention for persons suffering with various addictions

Course Outcomes:

At the end of the course the student will be able to

- To identify treatment issues for special populations.
- To recognize wraparound services with persons experiencing stressors resulting from addictive behaviors.

UNIT 1: Introduction: Clinical characteristics, etiology, models of addiction, assessment in addictions.

UNIT 2: Presenting Problem: Understanding use, abuse and dependence. Early Identification (Risk and protective factors) Social Media, Alcohol & Types of drugs.

UNIT 3: Assessment: Assessing and planning intervention counselling in Motivation

UNIT 4: Strategies: Counselling individual and families including children

UNIT 5: Process: Recovery and Relapse (Refusal skills) Types of treatment intervention; De- addiction procedure; Psycho social care -rehabilitation, After care measures.

Reference

1. Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.).New York: Kluwer Academic publishers.
2. Dana, R.Q.& Blevins A. G.(2011). Substance Abuse Counselling, 4thEd.Belmont, USA: Brooks/Cole.
3. Juhnke, G. A., & Hagedorn, W. B. (2006). Counseling addicted families: A sequential assessment & treatment model. New York, NY: Brunner-Routledge.
4. May, G. (1992). Addiction & grace. San Francisco, CA: Harper.
5. Nakken, C. (1996). The Addictive personality: Understanding the addictive process and compulsive behavior. Center City, MN: Hazelden.

Elective Paper - Crisis Intervention and Trauma Counselling

Course Objectives

- To learn to encounter unexpected death, impending marital break-up, substance abuse issues, potential suicide, family conflict, unexpected health concerns and the like.
- To learn a range of skillful responses different from those appropriate in more traditional forms of counselling

Course Outcomes:

At the end of the course the student will be able to

- Develop insights on crises and its psychological implications
- Gain expertise on the theory and practice of crisis counselling

UNIT 1: Introduction: Understanding Trauma: Post Traumatic Stress Disorder symptomatology and assessment measures, PTSD risk factors, development, and course. Biological Basis and Psychopharmacology of PTSD.

UNIT 2: Trauma and Development: Developmental impact of trauma and overview of Complex PTSD. Trauma and Loss; Traumatic grief and associated conditions

UNIT 3: Crisis Intervention and PTSD Treatment: Disaster Mental Health and Acute Stress Reactions, Cognitive-Behavioural Therapies for Trauma-related Conditions, Evidence-based Treatments for PTSD, Introduction to exposure-based treatments for PTSD, Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth

UNIT 4: Suicide

Precipitating events, specific plan, number of attempts, Do's and Don'ts, Hospitalization; Legal recourse; Treatment and social support; Post intervention

UNIT 5: Crisis intervention Model: Plan and conduct a thorough biopsychosocial and lethality/ imminent danger assessment; Making psychological contact; Crisis precipitants; exploration of feelings and emotions; New coping strategies; Restoration; Booster Sessions.

References

1. Roberts, A. R. & Ottens, A. J. (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution. New Jersey.
2. Cloitre, M. et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity.
3. Gilliland, B. E. & James, R. K. (2013). Crisis Intervention Strategies, 7th Ed. Belmont, CA: Brooks/Cole.
4. Ponnudurai, R. (2015). Suicide in India – changing trends and challenges ahead. Indian J Psychiatry. Oct-Dec; 57(4): 348–354.

Semester II
21PCPSS2206

Hours/ Week: 4
Credits: 3

Computer Applications and Statistics

Course Objectives:

- To learn Various operating systems using a computer
- To prepare students on the application of computers for their professional work

Course Outcomes:

At the end of the course, students will be able to

- Operate the MS Office programme and effectively use it in writing their assignments.
- Able to use SPSS.

Using MS Office: Understanding the features of and using any one Word Processing Software, a Slide Development software, and Spreadsheets.

Descriptive Statistics: Calculating Mean, Standard Deviation, Median and Quartile Deviation

Correlational Statistics: Pearson's Product Moment Correlation and Spearman's Rank Order Correlation, and Chi-square using a statistical package such as SPSS

Inferential Statistics: Testing for normality and homogeneity of variances using a statistical package such as SPSS t tests (paired and independent), ANOVA, and Chi-square using a statistical package such as SPSS

References:

- Anastasi. A and S. Urbina. (1997) Psychological testing.7th Edition (Indian reprint) Pearson education. Delhi.
- Black, T. R (1998) Quantitative research designs for social sciences. Thousand Oaks, Sage.
- Broota, K. D (1992). Experimental designs in behavioural research. New Delhi, Wiley Eastern.
- Edwards, A.K (1976). Experimental designs in psychological research. New York, Holt
- Kerlinger, N. (1996). Foundations of behavioural research. Prentice Hall of India.
- Garrett, H. E. Statistics in Psychology and Education. Vakils Pfeffer and Sons.
- Jones, R. A. (1985). Research methods in the social and behavioural sciences. Sunderland. Mass, Sinauer Association.
- Leong, F. T. & Austin, 1(1996). The Psychology Research Handbook: A guide for graduate students and research assistants. Delhi: Sage Publications India Pvt, Ltd.

Semester II
21PCPSS2207

Hours/ Week: 4
Credits: 2

Life Skills Training
(Soft Skills)

Course Outcomes

At the end of the course the student will be able to

- Know oneself better (Physical and Intellectual wellness)
- Become emotionally matured and socially committed
- Become aware of a Power understood or experienced beyond them
- Practice personal and professional ethics
- Adapt community oriented sustainable lifestyle

Unit 1: A) Physical Wellness: Myths, misconceptions and facts on Physical Health – Lifestyle Challenges: Loneliness, Stress, Habitual Patterns- Health& Hygiene – Life Issues (Love, Sex, Marriage)

B) Intellectual Wellness: Art of Questioning and Reasoning- Schooling the mind - Sharpening the intellect

Unit 2: Emotional and Social Wellness: Coping Skills, Cognitive Behavior Therapy – Categories - Behavioral Technique and elements, Operant and Classical Conditioning - Learning and Behavioral changes - Win-Win Strategy - Interpersonal Relationship – Transactional Analysis

Unit 3: Spiritual Wellness: Human Existence, Limitations, Fate and Destiny: Experience of God - Freedom of Consciousness - Rise of Fundamentalism, Interfaith dialogue, Secular Spirituality

Unit 4: Professional Wellness: Communication – Group Dynamics: Managing Group Conflict - Building Trust - Leadership Effectiveness – Non-positional Leadership – Ethics

Unit 5: Environmental Consciousness (Wellness): Environmental Ethics (SDG)– Climate Change– International Summits and Conventions - GLOCAL Issues with Case Studies and Climate Activism

References:

- Development of Life Skills and Professional Practice. Verma, S. Vikas Publishing House Pvt. Ltd. (2014).
- Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own. [Tina Pestalozzi](#), Stonewood Publications, 2011. 5th Edition
- Life Skills: 8 Simple Ways to build Stronger Relationships, Communicate more clearly, and Improve your Health. Williams, R., & Williams, V., Harmony. (2010).
- Reaching Your Potential: Personal and Professional Development. Throop, R. K., & Castellucci, M. B. Cengage Learning. (2010).
- Personal Development for Life and Work. Masters, A., & Wallace, H. R. Cengage Learning. (2010).
- The Leadership Experience. Daft, R. L., & Lane, P. G. South-Western Cengage Learning. (2011).

Semester II
IDC 21CPS2208

Hours/ Week:4
Credits:2

LEAP (Outreach)

Department of Service Learning (Outreach) was established in the year 2001-2002 with the Ignatian pedagogy of neighbourhood development by Rev. Dr. V. Joseph Xavier S.J. This programme aims at forming men and women for others for a better society. Outreach is the third dimension of higher education in Loyola College and endeavours training the college students for their attitudinal change. It is a novel step in the Jesuit higher education for promoting a value-based, fraternity, equality, justice and a violence free society. Every student is made to critically understand the society and develop critical consciousness which motivates them to serve mankind. Seasoning of the heart, Spiritual blending of the mind, pro-poor are the key areas of invisible change to be created among the student community.

Objectives

- To raise the social awareness of students of this college and motivate them and their teachers to transfer the knowledge and skills they have to rural communities.
- To expose the students to rural and urban realities that will result in a personal transformation
- To help them serve the masses of this country
- To empower rural communities so that they can take up developmental projects for their own welfare.

Outreach programme is meant to arouse in the students a sense of social justice, an interest, responsibility, compassion and concern for and sensitivity to the plight of the underprivileged through exposure to the actual living conditions in the slums and villages and by meaningful community service. In short, through this complex process inbuilt in the curriculum, the students.