

M.Sc. COUNSELLING PSYCHOLOGY

(CHOICE BASED CREDIT SYSTEM)

REGULATIONS

1. DURATION OF THE PROGRAMME

1.1. Two years (four semesters)

1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year.

1.3. There shall be not less than 90 working 'days for each semester.

2. ELIGIBILITY FOR ADMISSION

The Minimum Educational Requirement to this course will be Under-graduation (B.A. / B.Sc.) Degree in Psychology from this University or from some other University accepted by the syndicate as equivalent thereto.

3. CREDIT REQUIREMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

3.1. A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in a College affiliated to the University for a period of not less than two academic years and passed the examinations of all the four Semesters prescribed earning a minimum of **90 credits as per the distribution given in Regulation 4** and also fulfilled such other conditions as have been prescribed thereof.

4. COURSE OF STUDY, CREDITS AND SCHEME OF EXAMINATION

4.1 The Course Components and Credit Distribution shall consist of the following (Minimum Number of Credits to be obtained):

Credit Distribution across Course Components:

Course Component	Number of Papers	Credits	Credit Allotment	Total Credits
Core	16 Subjects	4	64	69
	1 Subject	6	6	
Electives	3 Out of 6 Papers	3	9	9
Inter-Disciplinary	2 Papers	3	6	6
Soft Skills	4 Papers	2	8	8
Summer Internship	1 Course	1	1	2
LEAP (Outreach)		2	2	2
Self-Study (Optional)		2	2	2
Total Credits				96+2= 98

Credit Distribution across Semesters:

Semester	Category	Number of Papers & Credits	Credits	Total Credits
Semester-I	Core	4 Papers X 4 Credits	16	16
Semester-II	Core	4 Papers X 4 Credits	16	16
Semester-III	Core	4 Papers X 4 Credits	16	16
Semester-IV	Core	4 Papers X 4 Credits	16	22
		1 Paper X 6 Credits	06	
TOTAL CREDITS				70
Semester-I	Electives	1 Paper (Out of 2 Offered) X 3 Credits	03	06
	Inter-Disciplinary	1 Paper X 3 Credits	03	
Semester-II	Electives	1 Paper (Out of 2 Offered) X 3 Credits	03	06
	Inter-Disciplinary	1 Paper X 3 Credits	03	
Semester-III	Electives	1 Paper (Out of 2 Offered) X 3 Credits	03	03
TOTAL CREDITS				15
Semester-I	Soft Skills	1 Paper X 2 Credits	02	02
Semester-II	Soft Skills	1 Paper X 2 Credits	02	02
Semester-III	Soft Skills	1 Paper X 2 Credits	02	02
Semester-IV	Soft Skills	1 Paper X 2 Credits	02	02
TOTAL CREDITS				08
Semester-II	LEAP	1 LEAP (Outreach Activity) X 2 Credits	02	02
Semester-III	Summer Internship	1 Summer Internship X 1 Credits	01	01
Semester IV	Self-Study	1 Self Study X 2 Credits	02	02
TOTAL CREDITS				06 (4+ 2)
OVERALL CREDITS				96+2 = 98
OVERALL SUMMARY				
CATEGORY				CREDITS
Core Papers				70
Electives & Inter-Disciplinary				15
Soft Skills				08
LEAP				02
Summer Internship				01
Self-Study (OPTIONAL)				02
OVERALL SUM OF CREDITS				96+2=98

4.2. Scheme of Examinations :

S.No	Course Components/Title of the Paper	Category	Credits	Marks		Total
				INT	EXT	
SEMESTER-I						
1	Bio-Psychology	Core	4	50	50	100
2	Cognitive Psychology	Core	4	50	50	100
3	Psychopathology-I	Core	4	50	50	100
4	Theories of Counselling & Psychotherapy-I	Core	4	50	50	100
5	Educational Counselling	Electives	3	50	50	100
	Family Counselling					
6	Organisational Behaviour	Inter-Disciplinary	3	50	50	100
7	Building Relationship with Self and Others	Soft Skills	2			
Total Credits for Semester-I			24			
SEMESTER-II						
1	Counselling across Lifespan	Core	4	50	50	100
2	Counselling Skills-1	Core	4	50	50	100
3	Psychopathology-II	Core	4	50	50	100
4	Theories of Counselling & Psychotherapy-II	Core	4	50	50	100
5	Addiction Counselling	Electives	3	50	50	100
	Crisis Interventions & Trauma Counselling					
6	Computer Applications & Statistics	Inter-Disciplinary	3	50	50	100
7	Life Skills Training	Soft Skills	2	-	-	-
8	LEAP	Outreach	2	-	-	-
Total Credits for Semester-II			26			
SEMESTER-III						
1	Counselling Skills 2- Practice	Core	4	50	50	100
2	Positive Psychology	Core	4	50	50	100
3	Psychological Testing	Core	4	50	50	100
4	Research Methodology	Core	4	50	50	100
5	Medical Counselling	Electives	3	50	50	100
	Work Place Counselling					
6	Academic Writing	Soft Skills	2	-	-	-
7	Summer Internship	Record Course	1	50	-	-
Total Credits for Semester-III			22			
SEMESTER-IV						
1	Case Study cum Supervision	Core	4	50	50	100
2	Current Trends in Counselling	Core	4	50	50	100
3	Ethical & Legal Issues in Counselling	Core	4	50	50	100
4	Group Counselling & Psychotherapy	Core	4	50	50	100
5	Research Project / Thesis	Core	6	50	50	100
6	Career Development	Soft Skills	2	-	-	-
7	Self-Study (For Active Learners)		2	-	-	-
Total Credits for Semester-IV			24 + 2			
TOTAL CREDITS FOR 4 SEMESTERS			96+2=98			

5. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTERS

5.1. Eligibility: Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefor by the Syndicate from time to time.

5.2. Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)

5.3. Condonation of shortage of attendance: If a Student fails to earn the minimum attendance (Percentage stipulated), the Principals shall condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after collecting the prescribed fee of Rs.250/-each for Theory/Practical examination separately, (Theory Rs.250/- Per semester/Per Student: Practical Rs.250/- Per semester/Per Student) towards the condonation of shortage of attendance. Such fees collected and should be remitted to the University.

5.4. Non-eligibility for condonation of shortage of attendance: Students who have secured less than 65 % but more than 50 %of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such Students will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year/next semester of the program and they may be permitted to take next University examination by paying the prescribed condonation fee of Rs.250/- each for Theory/Practical separately. Such fees shall be remitted to the University. Name of such Students should be forwarded to the University along with their attendance details in the prescribed format mentioning the category (3 copies). Year wise/Branch wise/Semester wise together with the fees collected from them, so as to enable them to get permission from the University and to attend the Theory/Practical examination subsequently without any difficulty.

5.5. Detained students for want of attendance: Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by re-joining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.

5.6. Condonation of shortage of attendance for married women students: In respect of married women students undergoing PG programs, the minimum attendance for condonation (Theory/Practical) shall be relaxed and prescribed as 55% instead of 65% if they conceive during their academic career. Medical certificate from the Doctor (D.G.O) attached to the Government Hospital and the prescribed fee of Rs.250/-there for together with the attendance details shall be forwarded to the university to consider the condonation of attendance mentioning the category.

5.7. Zero Percentage (0%) Attendance: The Students, who have earned 0% of attendance, have to repeat the program (by re-joining) without proceeding to succeeding semester and they have to obtain prior permission from the University immediately to re-join the program.

5.8. Transfer of Students and Credits: The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.

5.8.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature.

Provided there is a vacancy in the respective program of Study in the Institution where the transfer is requested.

Provided the Student should have passed all the courses in the Institution from where the transfer is requested.

5.8.2. The marks obtained in the courses will be converted and grades will be assigned as per the University norms.

5.8.3. The transfer students are eligible for classification.

5.8.4. The transfer students are not eligible for Ranking, Prizes and Medals.

5.8.5. Students who want to go to foreign Universities up to two semesters or Project Work with the prior approval of the Departmental/College Committee are allowed to get transfer of credits and marks which will be converted into Grades as per the University norms and are eligible to get CGPA and Classification; they are not eligible for Ranking, Prizes and Medals.

6. EXAMINATION AND EVALUATION (Autonomous Colleges can modify these regulations and get it approval in their College Academic Council)

6.1. Students shall register their names for the First Semester Examination after the admission in PG programs.

6.2. Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination and they should **register for all the arrear courses of earlier semesters along with the current (subsequent) Semester courses.**

6.3. Marks for Internal and End semester Examinations

Category	Theory
Internal Assessment	100
End semester (University) Examination	100

6.4 Procedure for Awarding Internal Marks

Course	Particulars	Marks
Continuous Internal Assessment I	Written Test	30
	Assignments	10
	Seminars	10
	TOTAL	50
Continuous Internal Assessment II	Written Test	30
	Assignments	10
	Seminars	10
	TOTAL	50
	TOTAL	100

6.5: (i) Awarding Marks for Attendance (out of 5)

Attendance below 60%= 0 marks, 61 % to 75% = 3 marks, 76 % to 90% = 4 marks and above 91%= 5 marks

(ii) Conducting Practical and Project Viva-Voce Examination: By Internal and External Examiners.

6.6. Question Paper Pattern for End Semester (University Examination).

6.6.1. All PG Programs except Mathematics.

PART A

(100 words): Answer 4 questions out of 6 Questions
4 x 5 Marks = 20 marks

PART B

(200 words): Answer 2 questions out of 4 Questions
2 x 10 Marks = 20 marks

PART C

(1200 words): Answer 3 questions out of 6 Questions
3 x 20 Marks = 60 marks

Total = 100 Marks

6.7. PASSING MINIMUM:

6.7.1. There shall be no Passing Minimum for Internal.

6.7.2. A Student who secures not less than 50 percent marks in the External Written Examination and the aggregate (i.e. Written Examination Marks and the Internal Assessment Marks put together) respectively of each paper shall be declared to have passed the examination in that subject.

6.7.3. A Student shall be declared to have passed Project Work and Viva-Voce respectively, if he/she secures a minimum 50 percent marks in the Project Work Evaluation and the Viva Voce each.

6.7.4. A Student failing in any subject will be permitted to appear for the examinations again on a subsequent occasion without putting in any additional attendance.

6.7.5. A Student who fails in either Project Work or Viva-Voce shall be permitted to redo the Project Work for evaluation and reappear for the Viva-Voce on a subsequent occasion, if so recommended by the Examiners.

6.7.6. A Student who successfully completes the Programme and passes the examinations of all the FOUR Semesters prescribed as per Scheme of Examinations earning **90 CREDITS** shall be declared to have qualified for the Degree.

6.8. INSTANT EXAMINATION:

Instant Examinations is conducted for the students who appeared in the final semester examinations of the PG degree courses. Eligible criteria for appearing in the Instant Examinations are as follows:

6.8.1. Eligibility: A Student who is having arrear only in one theory paper in the final semester examination of the PG Degree program is eligible to appear for the Instant Examinations.

6.8.2. Non eligibility for one Arrear Paper: A Student who is having more than one arrear paper in the current appearance of Fourth Semester for PG Examinations is not eligible for appearing for the Instant Examinations.

6.8.3. Non eligibility for Arrear in other semester: Student having arrear in any other semester is not eligible and a candidate who is absent in the current appearance is also not eligible for appearing in the Instant Examinations and those Students who have arrear in Practical/Project are not eligible for the Instant Examinations.

6.8.4. Non eligibility for those completed the programme: Students who have completed their Program duration but having arrears are not eligible to appear for Instant Examinations.

6.9. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPT

6.9.1 Retotalling: PG Students not eligible for applying retotalling of their answer script.

6.9.2 Revaluation: All current batch students who have appeared for their Semester Examinations are alone eligible for Revaluation of their answer scripts; Passed out students are not eligible for Revaluation.

6.9.3 Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

7. CLASSIFICATION OF SUCCESSFUL STUDENTS

7.1 Students who secured not less than 60 % of aggregate marks (Internal + External) in the whole examination shall be declared to have passed the examination in the **First Class**. All other successful Students shall be declared to have passed in **Second Class**. Candidates who obtain 75% of the marks in the aggregate (Internal + External) shall be deemed to have passed the examination in **First Class with Distinction**, provided they pass all the examinations (theory papers, practical, project and viva-voce) prescribed for the course in the First appearance.

8. GRADING SYSTEM

8.1. Minimum Credits to be earned: For TWO year Program: **Best 91 Credits:75**

Credits (Core and Elective, 16 Credits (Soft skills and Internship, Non-major Electives and Extra Disciplinary) (Autonomous Colleges can prescribed more than the Minimum Credits)

8.2. Marks and Grades

8.2.1. The following table shows the marks, grade points, letter grades and classification to indicate the performance of the student:

RANGE OF	GRADE	LETTER	DESCRIPTI
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good

60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	4.0-4.9	U	Re-appear
ABSENT	0.0	AA	ABSENT

- * **The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme (Major, Allied and Elective courses alone) are eligible.**

9. RANKING

9.1. Students who pass all the examinations prescribed for the program in the first appearance itself are alone eligible for Ranking / Distinction, Provided in the case of candidates who pass all the examinations prescribed for the program with a break in the First Appearance due to the reasons as furnished in the Regulations under are only eligible for Classification.

10. CONCESSIONS FOR DIFFERENTLY-ABLED STUDENTS

10.1. Dyslexia students: For students who are mentally disabled, having disability and mental retardation, who are slow learners, who are mentally impaired having learning disorder and seizure disorder and students who are spastic and cerebral Palsy, the following concessions shall be granted, Provided the request is duly certified by the Medical Board of the Government Hospital/ General Hospital/ District headquarters Hospitals.:

- a. One-third of the time of paper as extra time in the examination
- b. Leniency in overlooking spelling
- c. Amanuensis for all PG programme provided the request is duly certified by the Medical Board of the Government Hospital/ General Hospital/ District Headquarters Hospitals and they shall be declared qualified for the degree if they pass the other examinations prescribed for the degree.

10.2. Visually Challenged Students

- a. Exempted from paying examination fees.
- b. A scribe shall be arranged by the college and the scribe be paid as per the college decision.

11. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

11.1. A Student who for whatever reasons is not able to complete the programme within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of programme.)

11.2. In exceptional cases like major accidents and child birth, an extension of one year be considered beyond maximum span of time (Time Span = N + 2 +1 years for the completion of programme).

11.3. Students qualifying during the extended period, shall not be eligible for RANKING.

Note: Autonomous Colleges have their freedom to modify any of the above regulations based on the UGC guidelines for Autonomous Colleges or guidelines of the Tamil Nadu State Council for Higher Education with the approval of the University.

Relationship Matrix for Course Outcomes, Programme outcomes and Programme Specific Outcomes

(Sample)

Sem I	Code 20PCPS1101	Title of the Paper Foundations of Counselling											Hours 6	Credits 5
Cos	Programme Outcomes					Programme Specific Outcomes								Mean Score of Cos
<i>CO1</i>	<i>PO1</i>	<i>PO2</i>	<i>PO3</i>	<i>PO4</i>	<i>PS 01</i>	<i>PSO 2</i>	<i>PSO 3</i>	<i>PSO 4</i>	<i>PSO 5</i>	<i>PSO 6</i>	<i>PSO 7</i>	<i>PSO 8</i>		
<i>CO2</i>														
<i>CO3</i>														
<i>CO4</i>														

Result: The Score for this Course is ...

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very Poor	Poor	Moderate	High	Very High

Value Scaling:

Mean Score of Cos = Total of Values	Mean Overall Score for Cos= Total of Mean
Total No. of POs &	Total No. of Cos

*Pattern will be applied for the other course

Programme Outcomes

1. Demonstrate the knowledge of psychology in the field of counselling.
2. Analyse and apply psychological principles of counselling psychology.
3. Use psychological assessments for counselling psychology functions and emphasize the need of counselling assessments.
4. Use the subject knowledge and ethical principles to promote professionalism in the psychology field.
5. Ability to express their ideas and thoughts in order to communicate effectively to solve problems and think creatively.
6. Acquire the ability to critically analyse and think broadly with reference to the context.
7. Conduct independent research and understand the current trends and needs and apply the knowledge to improve the standards wherever they are.
8. Apply and use the knowledge, skill, attitude to practice in counselling as well as independently as a consultant.
9. Capacity to apply their competencies to solve the different issues related to counselling process.

Syllabus

Semester I
20PCPS1102

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

20PCPS1104

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 Kellogg. 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
20PCPS1103

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

Hours / Week: 5

20PCPS1101

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

Hours/ Week: 4

20PCPSE1105A

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

Hours/ Week: 4

20PCPSE1105B

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
20PCPS1106

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: Tats 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
20PCPSS1107

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
20PCPS2203

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, 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
20PCPS3301

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 b 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

Semester II
20PCPS2202

Hours/ Week: 5
Credits: 4

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-1V-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
20PCPS2201

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
- Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press
- Jacobs, M. (1988). Psychodynamic Counselling in action. Sage: London
- 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
- Palmer, S. (2000). Introduction to counselling & psychotherapy. New Delhi: Sage.
- Prochaska, J.O. & Norcross, J.C. (1994). Systems of psychotherapy (5th ed.). Pacific Grove, CA: California
- Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention (2nd ed.). Chicago: Rand and McNally.
- Sharf, R.S. (2012). Theories of psychotherapy and counselling: Concepts and Cases (5th ed.)
- Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Semester II
20PCPSE2205B

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.

Semester II
20PCPSE2205A

Hours/ Week: 4
Credits: 3

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 tradition 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
20PCPSS2206

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, I (1996). The Psychology Research Handbook: A guide for graduate students and research assistants. Delhi: Sage Publications India Pvt, Ltd.

Semester II
20PCPSS2207

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 20CPS2208

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.

Semester III
20PCPS3302

Hours/ Week: 4
Credits: 4

Counselling Skills 2 (Practice, Case Presentations & Discussions)

Course Objectives

- To guide students to learn the necessary skills and attitude to handle clients
- To develop a deeper understanding of one's own interpersonal styles in a systematic way
- To help the students to carry out one mock counselling, verbatim analysis, and case studies.

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

HANDS ON TRAINING IN PSYCHOTHERAPIES II

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. Passons, W.R. (1975). Gestalt approaches in counseling. New York: Holt.

Semester III
20PCPS3304

Hours/ Week: 5
Credits: 4

Positive Psychology

Course Objectives

- To enable the students to understand the aim and scope of positive psychology
- To apply the basic concepts from the course to analyse their own lives and personal strengths

Course Outcomes:

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

- Appreciate the use the concepts of positive psychology
- Promote health and healing across cultures

Unit 1: General introduction

Definition; Traditional psychology; positive psychology, goals and assumptions.

Looking at Psychology from a Positive Perspective.

Building human strength; going from negative to positive; Positive Psychology – assumptions, goals and definitions, conceptual organisation- the pleasant life, the engaged life and the meaningful life.

Unit 2: Meaning and Measure of Happiness

Psychology of wellbeing and happiness; Hedonistic basis of happiness, self-realization; Eudemonic basis of happiness; Comparing hedonistic and eudemonic views of happiness; Happiness and facts of life; Happiness across life span, gender; marriage and happiness

Unit 3: Positive Emotions and Well Being

Happiness and Subjective Well – being.

The meaning and measure of Happiness; Determinants of happiness; subjective well – being; Positive emotions and well – being; the principles of pleasure.

Positive emotions and health resources; Cultivating positive emotions, traits; personality and beliefs.

Unit 4: Personal goals as windows to wellbeing

The search for universal human motives; personalization of goals in self-concept; self regulation and self-control; everyday explanations for self-control and failure; goal disengagement

Unit 5: Life above Zero

Positive Traits and Resilience.

Personality, emotions and biology; Virtues and Strength of character, Wisdom and Courage; Forgiveness and Gratitude. Flow and Optimal Experiences

Positive psychology revisited; interconnections of the “good” and the “bad;” contours of positive life; meaning and means; Mindfulness and Wellbeing

References

1. Boniwell, I (2006). Positive Psychology in a Nutshell. PWBC (Personal Wellbeing Centre)
2. Carr, A (2001). Positive Psychology. N.Y: Routledge
3. Goleman, D (1996). Emotional Intelligence. N.Y: Bantman Books
4. Myer, D.G (1992). The secrets of happiness. Psychology today
5. Synder, R.S (2007), Positive Psychology: The Scientific and Practical exploration of human strengths. New Delhi: sage publications.
6. Baumgardner Steve and Crothers Marie (2015). Positive Psychology – Dorling Kindersley India Pvt.Ltd.
7. Csikszentmihalyi, M (1997). Finding Flow: The Psychology of Engagement With Everyday Life. New York: Ingram Publisher Services
8. Snyder C.R, Lopez Shane.J, Pedrotti Jane Teramoto (2015) Positive Psychology - The Scientific and Practical
9. Exploration of Human Strengths – Second Edition, (the third edition is available), Sage Publications India Pvt. Ltd.
10. Updesh Kumar, Archana, Vijay Prakash (Ed) (2015) – Positive Psychology – Applications in work, Health and Well –Being, Pearson India Education Services Pvt.Ltd.
11. Seligman Martin E.P (2013), Authentic Happiness – Atria Books.
12. Seligman Martin E.P (2011), Flourish – A New Understanding of Happiness and Well – Being – and How to Achieve Them. Nicholas Brealey Publishing, London, Boston.

Psychological Testing

Course Objectives (Cos)

- To provide students with an understanding of the principles on which frameworks of assessments in Counselling psychology practice is built.
- To explore various types of assessment models and their administration and develop Competence to identify appropriate assessment tools for various client concerns.

I. Cognitive Tests (Ability & Achievement tests)

1. Bender Visual Motor Gestalt test
2. Wechsler Intelligence Scale for Children
3. Wechsler Adult Intelligence Scale
4. Binet-Kamat Test of Intelligence (adapted to the Indian context and consists of both verbal and performance components)
5. Bhatia's test of intelligence
6. Raven's Progressive Matrices – SPM and CPM
7. Wechsler Memory Scale
8. PGI Memory Scale
9. Dyslexia Screening Test (Junior)Tests of attention - Knox cube test, color / letter cancellation
10. Mini mental status examination for dementia / cognitive functions
11. NIMHANS Neuropsychological Battery
12. Tests of aptitude - Differential Aptitude Test, David's Battery of Differential Abilities

II. Personality Assessments (Objective & Projective tests)

1. Sentence completion test – can opt for either Sack's or Rotter's Sentence Completion Tests
2. Thematic apperception test (TAT)
3. Children apperception test (CAT)
4. Rosenzweig's Picture Completion Test
5. MBTI Myer Brigg's Type Indicator
6. 16pf
7. NEO-5
8. Minnesota multiphasic personality inventory (MMPI)
9. Millon Clinical Multiaxial Inventory (MCMI 2)

III. Behavioural Assessments (Inventories, Scales & Questionnaires)

1. Job Satisfaction Scale
2. Achievement Motivation Scale – Deo Mohan
3. State Trait Anger Expression Inventory
4. State Trait Anxiety Inventory
5. Beck's Anxiety Inventory
6. Beck's Depression Inventory
7. General Health Questionnaire

8. Rathus Assertiveness Scale
9. Symptom Checklist 90-R
10. Leadership skills & Qualities Checklist
11. Alfred Adler's Life Skill Inventory
12. The Perceived Stress Scale
13. Ways of Coping (Folkman & Lazarus)
14. WHO Quality of Life Scale
15. Emotion Regulation Questionnaire (ERQ),
16. Cognitive Emotion Regulation Questionnaire (CERQ)
17. . Connor-Davidson's Resilience Scale (CD-RISC)
18. Organisational Stress Index
19. Occupational Stress Index
20. Problem Behaviour Checklist
21. Tests assessing development - Vineland Social Maturity Scale (VSMS), Vineland's Adaptive Behaviour Scale
22. Career related tests – Career Factor Inventory, Holland's Career Code
23. Study Skill Questionnaire
24. Thurstone Interest Schedule

Students will learn to administer at least 15 Tests

(Evaluation will be both Formative and Summative-Subject to Testing procedures and results obtained)

References:

1. American Association for Counselling and Development. (1988). Responsibilities of users of standardized tests. Washington, DC: Author.
2. American Counselling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.
3. American Psychological Association. (1966). Standards for educational and psychological tests and manuals. Washington, DC: Author.
4. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
5. Beutler, L. E., & Groth-Marnat, G. (Eds.). (2003). Integrative assessment of adult personality (2nd ed.). New York: Guilford.
6. Groth-Marnat, G. (2006). The handbook of Psychological Assessment, John Wiley & Sons, E – Book.
7. Kaufman, A. S. (2000). Tests of intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (pp. 445–476). New York: Cambridge University Press
8. Neisser, U. (Ed.). (1998). The rising curve: Long-term gains in IQ and related measures. Washington, DC: American Psychological Association.
9. Urbina, S. (2004). Essentials of Psychological Testing. Canada: John Wiley & Sons.

Research Methodology

Course Outcomes (Cos)

- To acquire good knowledge of major concepts relevant to conducting and independent research
- To gain understanding on the nature, strength and weakness of various research design and measurement and data collection methods.

Course Outcomes:

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

- Develop necessary critical thinking skills in order to evaluate different research approaches utilized in various sector
- Apply a range of quantitative and / or quantitative research techniques to Counselling Psychology problem / issues

UNIT 1: Basic Concepts and Types of Research

Research – meaning, nature, scope, process and relevance/needs; qualities of a researcher; Types of research, selecting a topic of research, Research Problem – selection, formulation and statement; review of literature; Feasibility study; pilot study; variable and hypothesis: Meaning, types and sources.

UNIT 2: Research Design and Data collection

Pilot Study and Pre-testing; Research Design – meaning, types and interdependence of design; Data collection – primary methods: observation, interview, questionnaire and survey (meaning, steps, advantages and disadvantages), Secondary methods: Books, documents (published and unpublished) survey reports, biographies

UNIT 3: Sampling techniques and scaling

Sampling techniques – population, universe; sampling – meaning, need basis advantage, disadvantage, types: probability sampling – simple random, stratified, systematic, cluster; non probability sampling – quota, convenience, purposive, judgment, sampling frame, sample units and sample size, sampling errors; Scaling techniques – important, reliability, validity and construction; attitude scales – meaning, importance and types (Liker scale and Semantic differential scale)

UNIT 4: Data processing and analysis

Data processing- editing, coding, classification and tabulation, difference between classification and tabulation; Data analysis – Frequency distribution; Measure of central tendency – mean median and mode; Measure of dispersion -quartiles, mean and standard deviation; Measures of association – Correlation, Rank correlation and regression analysis; Test of Hypothesis- parametric test; student's 't' test and analysis of variance (one way classification) and non parametric test (chi-square test), diagrammatic & graphic presentation – significance and types (bar – charts and pie charts).Applications of SPSS software in the computer lab.

UNIT 5: Data interpretation and report writing

Interpretation of data – meaning, importance and interpretation; Report writing – outline of a research report, content of research report, types of research report and guide line for writing a standard research report and oral report presentation.

References

1. Ahuja, R. (2003). Research Methods. Jaipur: Rawat Publication.
2. Dooley, D. (1997). Social Research Methods. Delhi: Prentice Hall.
3. Kothar, C.R. (2000). Research Methodology, Mumbai: Viswa Prakasan.
4. Kumar, R. (2002). Methodology & Social Research, Jaipur: Book Enclave.
5. Schweigert, W. A. (2017). Research Methods in Psychology, 3rdEd.Delhi: Vinod Kumar Jain limited.
6. Young, P. V. (2002). Scientific Social Surveys and Research. New Delhi: Macmillan Publication.

Semester III
20PCPS3305B

Hours/ Week: 4
Credits: 3

Elective Paper: Medical Counselling

Course Outcomes (Cos)

- To introduce the students to the concept of medical psychology and related aspects
- To inform the students about the psychological implications of illness and disability

Course Outcomes:

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

- Appreciate the hospital as formal organization
- Apply the skills required for counselling in a medical setting

UNIT 1: Medical Counselling

Definition, concept, objectives, nature, need and scope; theoretical functions of a medical counselor; practice of medical counselling in hospital settings

UNIT 2: Psycho- social and economic implications of illness and disability

Patient and family; concept of patient as a person; psychosomatic approach; multidisciplinary framework

UNIT 3: The Hospital as a formal organization

Goals, technology, structure and functions; departments; administrative procedures; implications of hospitalization for the patient and the family

UNIT 4: Impairment, disability and Handicap

Causes; types and classification of physical handicaps; orthopedic disability; visual handicap; aural impairment and speech disability

UNIT 5: Specific needs and problems of patient and family

Role of medical counselor in the following settings: Outpatient unit; intensive care unit; pediatric ward; maternity ward; abortion clinic and family planning centre

References

1. Cannon, I (1952). On the social frontier of medicine: Pioneering in medical social service. Harvard University Press
2. Codey and Carol H (1951). Social aspects of illness. London: W.B. Saunders Com
3. Field, M (1967). Patients are People. A Medical Social approach to prolonged illness
4. Hamilton, K.W (1950). Counselling the handicapped and their rehabilitation.
5. Pattison, H.A., ed (2012). The handicapped and their rehabilitation. Literary Licensing, LLC

Semester III
20PCPS3305A

Hours/ Week: 4
Credits: 3

Elective Paper: Work Place Counselling

Course Outcomes (Cos)

- To enable the students to understand the importance of work place relationship
- To have an insight into the various kinds of statutory and non-statutory welfare Measures for employees in different organizational set up

Course Outcomes:

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

- Understand the emerging issues in Industrial relations and Global HR practices.
- Apply skills of workplace counselling in the setting

UNIT I: Need for workplace counselling: The work place today; Need for workplace Counselling; History of workplace counselling, the many faces of work place counselling; Criticism of workplace counselling

UNIT II: Social Security and Welfare: Meaning of social security-major social security Provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits.

UNIT III: Emerging Issues in Industrial Relations: Issues relating diverse and cross Cultural workforce; Knowledge workers, workers in service sectors; Global HR Practices.

UNIT IV: Corporate Social Responsibilities: Quality of work life and work life balance; Sexual harassment at workplace: prevention and legislation

UNIT V: Models of Workplace Counselling: Brief therapy models, Problem focused models: Work oriented models.

References

1. Carroll M. (1996). Workplace Counselling: A Systematic Approach to Employee Care. London: Sage publishers
2. Cascio, W. (2015). Managing Human Resources. Productivity, Quality of Work life, Profits. 10th Ed. Singapore: McGraw-Hill Education.
3. Rao, S. (1997). Essentials of HRM and Industrial Relations. New Delhi: Himalayan Publishing House.

4. Sinha & Sinha, S. (2006). Industrial Relations, Trade Unions and Labour Legislations. 1stEd. New Delhi: Pearson Publishers.
5. Srivastava, S.C. (2000). Industrial Relations and Labour Laws. New Delhi: Vikas Publishing House.

Semester III
20PCPS3306

Hours/ Week: 4
Credits: 2

Academic Writing
(Soft Skills)

Course Objectives:

- To learn the styles and process of academic writing
- To develop abilities for formal academic writing

Course Outcomes (Cos):

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

- Describe the need and importance of academic writing
- Use the structure and formats of academic writing
- Review academic literature

Unit-1: Introduction to Academic Writing:

Concept-types-style of academic writing-modes of writing

Unit-2: The Process of Writing

Stages of writing-Guidelines for drafting-mechanics of writing

Unit- 3: Formats of Academic Writing

Meaning-Purpose-Types. Steps in Literature reviews

Unit-4: Review Guidelines and Formats

Meaning & Purpose of Reviews-Review Guidelines-Formats in use

Unit-5: Referencing

Meaning-Purpose-Styles of Referencing-Citation Patterns-Ethical Considerations-Plagiarism-Copyright Act

References:

- Davis,L., & McKay, s (1999) Structures and Strategies- An introduction to academic writing, University Press, Hyderabad.
- Gibaldi, J, (2000) MLA Handbook for Writers of Research Papers (Fifth Edition) Affiliated East-West Press (P), Ltd. New Delhi.

Semester III
20PCPS3307

Hours/ Week: 8
Credits: 1

Summer Internship

Course Outcomes (Cos)

- To bring to bear within counselling structure, awareness of personality theories, relational and social contextual perspectives and their link to healing
- To offer critique of prevailing attitudes and assumptions as contributors to human distress, personal and relational breakdown
- To refine the use of self, empathy and relational engagement as primary assessment and intervention vehicles

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counselling under the supervised guidance of qualified counsellors. The supervised practicum should be carried out in collaboration with any of the identified competent institutions /organizations/ Counselling centers / Educational institutions/ mental health organizations.

Formative assessment will be based on the Visit to competent institutions authorized by the Department; maintenance of records of Client-Counsellor sessions, Supervisor's interventions, assessment and report; presentations in the assessment group and feedback.

The Supervisor/Guide at the site of the Internship and the Lecturer who is in charge of the Student's internship will give marks for a total of 100.

Semester IV
20PCPS4404

Hours/ Week: 5
Credits: 4

Supervision cum Case study

This course seeks to provide students an opportunity for praxis growth as counsellors. Attention is given to the application of learned theory and skills in the context of counselling relationship with particular attention being paid to the beginning of therapeutic relationships and the process of counselling. Supervision is an individual-in-group model. This course offers students the opportunity to integrate theoretical insights with practical issues of assessment, diagnosis and response strategies for individuals and families. Any model of counselling can be used in this effort as a strong commitment to various dimensions of assessment and response.

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counseling under the supervised guidance of qualified counselors. The supervised practicum counseling should be carried out in collaboration with any of the identified competent institutions /organizations/ Counselling centers / Educational institutions/ mental health organizations.

Formative assessment will be based on the Supervisor's evaluation, Supervisee's self-progress report and group assessment, using standard formats. Total marks would be 100.

Semester IV
20PCPS4402

Hours/ Week: 4
Credits: 4

Current Trends in Counselling

Course Objectives:

- To enable students to be in touch with the Counselling profession all over the world.
- To help the students reflect on the challenges the Counselling profession is facing now.

Course Outcomes:

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

- Appreciate the trends in counselling
- Become effective helpers in spite of the challenges.

UNIT 1: Introduction: The challenges the Counselling profession has had from the very beginning; How it emerged victorious by becoming relevant to the times; The effects of Social media and online counselling; Counselling many people (families and groups) through a paid app such as Zoom.

UNIT 2: CACREP: Becoming conversant with the standards of CAREP in a Counsellor program; Understanding the spirit behind the standards; ACA Code of ethics; Graduate counselling programs' right to set standards.

UNIT 3: Consensus Definition of Counselling: Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Innovations in counselling practice.

UNIT 4: Multicultural Counselling. Understanding diversity; Understanding personal biases and prejudices; Preparing personally and professionally to counsel diverse populations; Becoming aware of the LGBTQ needs and issues; Preparing to go beyond personal limitations.

UNIT 5: A Vision for the Future of Counselling. A vision for the effectiveness of counselling; A personal vision for the self-development of student-counsellor; A vision for the profession based on the signs of the times and the needs of people.

References

1. Hurlihy, B. & Dufrene, R. L. (2011). Current and Emerging Ethical Issues in Counseling: A Delphi Study of Expert Opinions. <https://doi.org/10.1002/j.2161-007X.2011.tb01028.x>
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.
3. Frankle, V. E. (2006). Man's search for meaning. Boston, MA: Beacon Press.

Semester IV
20PCPS4403

Hours/ Week: 5
Credits: 4

Ethical and Legal Issues in Counselling

Course Outcomes (Cos)

- To establish minimum standards of ethical practice for counselling psychologists.
- To practice Positive ethics that strives to achieve the highest ethical standards in the profession

Course Outcomes:

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

- Introspect one's own belief systems that lay the foundation for ethics
- Establish a professional relationship

UNIT 1: Ethical Issues in Counselling Practice

Meaning of Ethics; Putting the Clients' Needs before your own; Informed Consent; Ethical Decision Making; Some Basic Rights of clients; Dimensions of confidentiality; The Contract; Therapist competence, Education and Training

UNIT 2: Personal and Professional boundaries: Maintaining Boundaries; Professional Ability; Competence; Personal Problems; Maintaining Confidentiality; Respecting Patient Differences; Getting the Authorities Involved; Maintain Their Role; Dual Relationships; Maintaining Therapy; Providing proper testimony; Monitoring other therapists; Counsellor reviews.

UNIT 3: Special Issues: Ragging, Social Media; Cybercrimes; Child abuse, rape, Separation, Divorce, Miscarriage & Abortion; Euthanasia; Mercy Killing; Suicide; Homicide; Genocide

UNIT 4: Special Population: Ethical issues regarding School Counselling; Adolescents & Adults; Family Counselling; Industrial counselling; Medical counselling

UNIT 5: Current and Emerging Ethical Issues for Counselling Psychology: Gender Issues, Equality; Online counselling, Computer and its nuances in counselling, Termination and post-termination ethical issues

References

1. Corey,G. (1998), Issues and Ethics in the Helping Profession . Brooks / Cole Publishing Company.
2. Bhola, P. & Raguram, A. (Eds). (2016). Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line .Springer.
3. Doherty, W. (1995). Soul Searching, Basic Books.
4. Pederson, P. (Ed). (1999). Multiculturalism as a Fourth Force. New York: Hamilton Printing Company.
5. Sue, D. & Sue, D.W. (1990). Counselling the culturally different: theory and practice. New York: John Wiley & Sons, Inc.

Semester IV
20PCPS4401

Hours/ Week: 5
Credits: 4

Group Counselling and Psychotherapy

Course Objectives

- To explore various group therapies that have emerged
- To learn appropriate styles and techniques for Group Therapy

Course Outcomes:

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

- Apply Counselling skills and techniques with the experimental groups
- Master the skills and understand how to modify them to fit specialized groups

UNIT 1: The Therapeutic Factors

Instillation of Hope; Universality; Imparting information; Altruism; The Correlative Recapitulation of the Primary Family Group; Development of Socializing Techniques; Imitative Behaviour.

UNIT 2: Interpersonal learning

The Importance of Interpersonal Relationship; The Corrective Emotional Experience; The Group as Social Microcosm; The Social Microcosm-A dynamic Interaction; Transference and Insight

UNIT 3: The Therapeutic Factors

Therapist's Basic Tasks; Creation and maintenance of the Group; Transference & Transparency; How does the leader shape norms? Working in the Here-and-now; Definition of Process; Process focus; Helping patients to accept a Process orientation; The use of the Past

UNIT 4: Creation of the Group:

Place, time, size and Preparation; Sub-grouping; Conflict in the Therapy Group; Self-Disclosure; Termination; Problem Patients; Dreams; Audiovisual Technology; Written Summaries; Structured exercises

UNIT 4: The Specialized Therapy Group:

Clinical situations-Basic Steps; Antecedents and Evolution of the Encounter Group; The Effectiveness of the Encounter Groups; observation of Experienced Clinicians; Supervision

References

1. Barbara & Newman, P. (1999). Development through Life. Boston: Brooks/Cole.
2. Edwards, J. E. (1988). Group Counselling: Strategies and Skills. Brooks/Cole Publishing Company.
3. Gurian, M. (1998). A Fine Young man. New York: Jeremy P.Tarcher/Putnam.
4. Seligman, L. (1986). Diagnosis and Treatment Planning in Counselling. Human sciences Press.
5. Yalom D.I. (1995). The Theory and practice of Group Psychotherapy. 4th Ed. Basic Books.

Semester IV
20PCPS4405

Hours/ Week: 6
Credits: 6

Research Project /Thesis

The M.Sc. Project or Thesis Group provides the student with the opportunity to synthesize his or her didactic and clinical earnings of the past two years, which include the psychological,

personal and professional dimensions of the students' overall experience. Believing that learning has transpired and that personal synthesis has accompanied the student's journey into the professional counselling community, the project should exemplify the steps taken along the way. The facilitated the preparation, writing and presentation of the Integration Project or Thesis, the student participates in this group. The process of class is built upon a consultation model, with the faculty leader available to advise the students on the development of their projects.

The guide who helps the student to write the project or thesis and the examiner who evaluates during a Viva will both give marks for a total of 100.

Semester IV
20PCPS4406

Hours/ Week: 5
Credits: 2

Career Development
(Soft Skills)

Course Objectives:

- To know the nuances of career counselling
- To integrate the art of counselling people for designing their career

Course Outcomes (Cos)

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

- Know about one's career choices
- Gain experience in preparing resume and face interviews
- Imbibe qualities for personal effectiveness at workplace

Unit 1: Introduction to career search and job market – what is a career and how to find a meaningful career, learning to excel in job search.

Unit 2: Introduction to selection and recruitment – preparation of resume, techniques in applying for a job, preparing to face interviews.

Unit 3: Facing an interview- use of micro skills, importance of manners and etiquettes, managing difficult situations.

Unit 4: Group discussion – use of micro skills, expectations of employers, importance of manners and etiquettes relevant to group discussion.

Unit 5: Adapting to the career – importance of personal qualities, interpersonal effectiveness, use of morals and principles, organizational Roles, Effectiveness through role.

Reference:

1. Christopher, E. M. & Smith, L.E. (1999). Managing Recruitment Training and Development, Viva Books, New Delhi.
2. Pareek, U. (2000). Making Organizational Roles Effective, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

Semester IV
20PCPS4407

Hours/ Week: 5
Credits: 2

Self-Study (for active Learners)

The self-study paper is designed to provide active learners opportunities to acquire credits more than the minimum required to complete their programme. The student can choose a faculty from the department and in consultation with the faculty, based on the area of interest a syllabus is frames and approved. The student does a self-study and is assessed by the faculty for gaining the credit.
