

# **BENGALURU CITY UNIVERSITY**

## **SYLLABUS**

### **M.SC. COUNSELLING PSYCHOLOGY 2021**

## MSC. IN COUNSELLING PSYCHOLOGY- COURSE MATRIX

Subjects	Paper	Instructi on hours per week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
Sem 1 Core Subject	101 - Theoretical Perspectives of Psychology 102 - Foundations of Professional Counselling 103 - Theories and Models of Life-Span Development 104 - Quantitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	105- Basic Skills in Counselling (Practical 1) 106- Assessment for counselling-1 (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	107 - Psychological Assessment	1x3	1x3	1x30	1x70	1x100	1x2
<b>Semester 1 Total of Credits</b>							26

Sem 2 Core Subject	201- Theoretical foundations of Individual counselling 202- Theoretical foundations of Group Counselling 203 - Social and Community Psychology 204 - Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	205- Techniques of Individual counseling (Practical 1) 206 - Process of Group Counselling (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	207 - Alternative Healing Practices	1x3	1x3	1x30	1x70	1x100	1x2
<b>Semester 2 Total of Credits</b>							26

Sem 3 Core Subject	301- Psychological Interventions and Rehabilitation 302- Educational and School Counselling-1 303 -Family & Workplace Counselling- 1	3x4	3x3	3x30	3x70	3x100	3x4
	304 - Assessment for counselling-2(Practical 1) 305 – Supervised Practicum (Practical 2)	1x8	1x6	1x30	1x70	1x100	1x4
		1x8	Report Evaluation	1x30	1x70	1x100	1x4
Open Elective	306 - Foundations and application of psychology	1x4	1x3	1x30	1x70	1x100	1x4
<b>Semester 3 Total of Credits</b>							24

Sem 4 Core Subject	401- Psychopathology 402- Educational and School Counselling-2 403- Family & Workplace Counselling- 2 404- Positive Psychology	4x4	4x4	4x30	4x70	4x100	4x4
	403 – Dissertation (Practical 1) 404 – Internship (Practical 2)	2x 8	Report evaluation and Viva Voce	2x30	2x 70	2x100	2x4
<b>Semester Total of Credits</b>							24
<b>Program Grand Total of Credits</b>							100

## **MSc. Counseling Psychology**

### **Course Objective:**

Masters Degree in Psychological Counselling is a professional course aimed at producing well trained Counsellors and it has been of great demand in the recent years. The need for psychological counselling and guidance has been recognized by all the sections of the society and there is a dearth of qualified and well trained professionals in the field.

Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of counseling specializations that would help the student to be eligible to be employed as counsellors in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, trainer and as a facilitator in organizational development process. Students would also be equipped to prepare and fare well in competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards etc.

### **Learning Outcome:**

The course is designed with papers that provide strong theoretical basis along with equal importance to practicum, internship and research components. The course enables the learners to understand and recognize a wide range of psychological issues, problems, and mental health disorders, provide assessment, diagnosis and psychotherapy for individuals, couples, families, and groups. It also aims at training the students with evidence-based counseling techniques in order to assist clients to resolve psychological problems and move toward better psychological health.

The syllabus tries to incorporate conventional, relevant and advanced areas by integrating and sequencing the courses, concepts and topics in a systematic fashion. Papers and contents within the papers are presented in such a way as to arouse and sustain the students' interest and curiosity throughout the course.



## Evaluation Criteria:

### Theory papers:

All the core theory and soft core will be 100 marks paper

- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment theory

- Internal test 10 marks
- Assignment/workshop/presentation- 10 marks
- Attendance 10 marks

Criteria for Semester end theory examination

- Five internal choice question each carrying 14 marks
- Duration 3 hours

### Practical/Project Work papers:

All the practical/ Project will be for 100 marks in first 3 semesters

- Internal assessment 30 marks
- Semester end examination 70 marks

Criteria for internal assessment practical

- Internal test 10 marks
- Assignment/Record work - 10 marks
- Attendance 10 marks

Criteria for Semester end practical examination

- Two experiments/test for 70 marks
- Duration 6 hours
- Paper involving project work- report evaluation and viva voce- 70 marks.



**SEMESTER – 1**

**Paper code :CP 101**

**THEORETICAL PERSPECTIVE OF PSYCHOLOGY**

Learning Objective: Students would get a historical perspective about the development of psychology as an independent body of knowledge. This paper will lay a strong foundation in different influential theories of psychology and giving a complete understanding of classical as well as modern approaches. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

**Unit 1- Psychoanalytical perspective:** History and Antecedents of Psychoanalysis, Approaches to motivation, personality, therapy and applications.

- a. Sigmund Freud's Psychoanalytical approach,
- b. Alfred Adler's Individual Psychology, Carl Jung's Analytical Psychology
- c. Neo-freudian- Eric Erikson, Karen Horney, Harry Stack Sullivan, Erik Fromm

**Unit 2 - Behaviouristic perspective:** History and Antecedents of Early and Late Behaviourism

- a. Learning- .I.P Pavlov- Classical Conditioning , E.L Thorndike's Connectionism learning theory, B.F. Skinner's Operant Conditioning,
- b. Motivation – C.L Hull's Drive and incentive theories, Miller and Dollard's S-R theory, Julian Rotter's Social learning theory, Kenneth Spence's Discrimination theory of learning and H.F Harlow's Attachment theory of Learning
- c. Personality – O.H.Mowrer's Two factor theory.

**Unit 3 - Cognitive and Social Perspectives:**

- a. Learning: E.C.Tolman's Latent learning theory
- b. Motivation: Cognitive balance and dissonance theory (Hieder, Festinger);
- c. Personality: Dissonance (Brehm), Social learning theory (Bandura); therapy and application.

**Unit 4 - Gestalt, Humanistic & Existential perspectives:**

- a. Learning: Max Wetheimer, Kohler and Koffka contribution in Gestalt school of thought
- b. Motivation : Abrahm Maslow's Self Actualization theory, Clayton P Alderfer's ERG Theory David C.McClelland's Theory of needs
- c. Personality : George Kelley's Personal construct theory, Roger's Person Centered theory Existential approaches; therapies and application.

**Unit 5 -Indian Perspective:**

- a. Vedic approach: Sankhya theory, Guna theory, Koshathoery, Karma theory; Advaita and Upanishad

- b. Jainism Approach- Ahimsa, Aarigraha, concept of jiva and ajiva
- c. Buddhism approach- Concept of self and world.

#### **Primary References:**

- Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York John Wiley and sons ( 4<sup>th</sup>edition).
- Hergenhahn B.R. and Olson M. H. ( 1998) Theories of personality, Prentice Hall
- M.MishraG, &Verma,S. (2011) Foundations of Indian Psychology, Theories and Concepts, Pearsons
- Dasgupta.S (1992). A history of Indian philosophy. New Delhi MotiLalBanarsi Das

#### **Other References:**

- Hilgard, E. R Bower G.H, Sahakian, H ( 1997) Psychology of learning. Prentice hall of India, revised edition
- Lawrence .A, Pervin and Oliver P John ( 1997) Personality: theory and research new york, John Wiley , 7<sup>th</sup> edition
- Sahakian( 1976) Introduction to psychology of learning. Chicoga: Rand McNally college publishing company.
- Weiner B ( 1985) Human Motivation, New York: Springer and Verlag



**FOUNDATIONS OF PROFESSIONAL COUNSELLING**

**Learning Objective:** This theory paper aims at introducing the theoretical basis of counselling skills, interviewing techniques, counselors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective.

**Unit 1: Introduction: (10 hours)**

- a. Meaning, Nature, Definition and Scope of counseling; Differences between Counselling and Psychotherapy. Counselling settings.
- b. Counseling psychology-Historical Context, development in the India context, current status, research and evaluation
- c. Overview of Psychological process underlying behaviour- Motivation and Emotion , Learning, Intelligence, Personality, Cognitive Processes

**Unit 2 . Qualities of counselor and Professional issues: (10 hours)**

- a. Personal and Professional characteristics of a counsellor, Multicultural Competence
- b. Ethical consideration- Referrals, issues of confidentiality, Verbatim recording and analysis, interpretation, termination, reporting and other ethical considerations.
- c. ACA and RCI guidelines, Professional issues in counseling

**Unit 3. Process of Counselling(10 hours)**

- a. Counseling process - stages of counseling interview (Ivey's Model),
- b. Pre Counselling considerations - assessment [standardized and non-standardized measures], setting goals, contracting, informed consent, formulation, conceptualization.

**Unit 4. Models of Counselling(10 hours)**

- a. Carl Rogers, Truax and Carkhuff- Historical Development and Evaluation
- b. Eagan, and Ivey and Cormier- Historical Development and Evaluation

**Unit 5:Basic skills in counseling (10 hours)**

- a. Micro skills- Introduction(a) Basic Communication Skills – Attending Behavior; Questioning; Observation Skills;Reflection of Content; Reflection of Feeling, Integrating Listening Skills,
- b. Macro skills- Review, Confrontation Skills, Focusing the Interview, Reflection of Meaning, Influencing Skills, Positive asset search

**Reference Books**

- Gladding 2013; Counseling: A Comprehensive Profession 7th Edition
- Barki B.G. &Mukhyopadhyay B 2008 Guidance and counselling A Manual 10<sup>th</sup> reprint Sterling



- Corey G 2008 Theory and practice of group counselling 7<sup>th</sup> edition Stanford :Cengage Learning.
- Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing & Counselling* Thomson: Brooks/Cole
- ACA Code of Ethics
- Neukrug, E. (1999). *The World of the Counselor: An Introduction to the Counseling Profession*. Pacific Grove, CA: Brooks/Cole.
- Stephen Palmer. (2000). *Introduction to Counselling & Psychotherapy*. New Delhi: Sage.
- Carkhuff, Robert, R., (2000) *The Art of Helping in the 21st Century*. (8th Ed.) New York: HRD Press. Colin Felthman & Ian Horton. (2000) (Ed.) *Handbook of Counselling & psychotherapy*. Delhi: Sage Connor, M. (1994). *Training Counsellor: An integrative model*. London: Routledge.
- Cromier, W., H., & Cromier, L., S. (1991). *Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour*. Pacific Grove CA: Brooks/Cole.
- Egan, G. (2001). *The skilled helper: A problem management approach to helping*. (7th Ed.) Pacific Grove CA: Brooks/Cole

**THEORIES AND MODELS OF LIFE-SPAN DEVELOPMENT**

**Learning Objectives:**

This paper emphasizes on gaining conceptual understanding of healthy development and practical understanding of how to help children, adolescents, and adults by addressing the challenges they face across the lifespan from the lifespan developmental perspective. In addition to understanding developmental processes the student will also be able to learn about the role of cultural difference and commonality in the developmental process.

**Unit 1: Introduction to Life -Span Development:** (14 Hours)

- a. Introduction: Overview, Characteristics; Nature of development; Periods of development and conceptions of age; Significant facts about development, Issues Related to Lifespan Development
- b. The Evolutionary Perspective: Natural selection and Evolutionary Psychology
- c. Genetic Foundations: Genetic Process (genes, chromosomes, mitosis, meiosis, fertilization, sources of variability), Genetic Principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance),
- d. Genetic and Chromosomal Abnormalities

**Unit 2: Physical Development:** (12hours)

- a. Prenatal Development: Course of Prenatal Environment and factors influencing the same
- b. Development in Infancy: Patterns of growth, Height and weight gains, reflexes,
- c. Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones
- d. Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones
- e. Adulthood: Early, Middle and Late adulthood- Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

**Unit 3: Cognitive Development** (12 Hours)

- a. Infancy and Childhood: Piaget, Vygotsky
- b. Adolescence: Piaget, Elkind
- c. Adulthood: Postformal Development
- d. Aging and cognitive skills, Successful Aging

**Unit 4: Socio-Emotional Development: Part 1** (10 hours)

- a. Theories: Erikson, Levinson, Bronfenbrenner, Fowler

- b. Attachment-Erikson's Theory, Bowlby, Ainsworth, Attachment in adolescence; Love- Sternberg's theory, Dating and Romantic Relationships, Intimacy Relations, handling breakups ;Parenting- Parental roles, Fathers as caregivers, Parenting styles and discipline, Parent-child/ Parent-adolescent relationships, Working parents, Divorce

**Unit 5: Socio-Emotional Development: Part 2**

(12

hours)

- a. Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions. Temperament: Chess and Thomas classification, Kagan's behavioural inhibition, Rothbart and Bates' classification,
- b. Identity and Moral Development; Development of Identity: Marcia's theory; Moral Development, Contexts of moral development: Kohlberg's theory
- c. Death across Life Span and dealing with loss, End of Life.

**REF E REN CES**

- Santrock, John. W. (2011). Life-span Development (13th Ed), Tata – McGraw Hill, New Delhi.
- Berk, L. E. (2006). Child Development (7th Ed). Pearson Education.
- Cavanaugh, J. C (2002). Adult Development and Aging (4th Ed). Wadsworth & Thomson Learning. Hall, E. ( 1992). Adult Development and Aging (2nd Ed). John Wiley & Sons, Inc, New York.
- Hoyer, W. J. & Roodin, A. (2003). Adult Development and Aging (5th Ed), McGraw – Hill higher Education, Boston.
- Papalia, Diane. E., Wendkos, S. O. And Dushkin, R. F (2005). Human Development. Tata- McGraw Hill, New Delhi.
- Wenar, C. (1994). Developmental Psychopathology- From infancy through Adolescence (3rd Ed). McGraw –Hill Inc., New York



**Paper Code: CP104**  
**QUANTITATIVE RESEARCH METHODS**

**Learning objectives:** Psychology being a science subject measurement and quantification is of great importance. Undertaking an empirical study, Testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

**Unit 1 - Research Process (12 hours)**

- a. Definitions of research, science and scientific methods, limitations of scientific research, Ethical issues for research.
- b. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
- c. Research problem- source, selection criteria, defining; Review of Literature-sources, criteria, Variables-types IV, DV, control and extraneous variables.

**Unit 2- Probability and Hypothesis testing (14 hours)**

- a. Hypothesis- definition, characteristics, types; Hypothesis testing
- b. Concept of Probability, Normal Probability Curve, Characteristics of the Curve,:
- c. Probabilistic estimation and limitations (Type I& type II errors).
- d. Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

**Unit 3 Sampling and Data Collection (10 hours)**

- a. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
- b. Data collection methods: Observation: naturalistic, laboratory, participant and non- participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

**Unit 4- Research designs (16 hours)**

- a. Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),
- b. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)
- c. Part C: Non-experimental (Observational, survey, correlational) ,
- d. Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

## **Unit 5- IT applications for Psychology and Report Writing (8 hours)**

- a. Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing
- b. Report Writing in APA format: The Mechanics of Style, Displaying Results, Crediting Sources; References in APA format; different types of citations- in-text and reference section. Avoiding plagiarism, Organizing information, Publication Process and guidelines. IT applications for Psychology- Microsoft Excel and SPSS

### **References:**

- Best, J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India.(9th ed, EEE).
- Bordens, K.S. & Abbot, B.B. (2002) Research designs and methods: A process approach. McGraw-Hill(5th ed).
- Cozby, P.C. (1997) Methods in behavioral research. Mayfield Publishing company.(6th ed).
- Creswell, J.W. (2007) Qualitative inquiry & research design. Sage publications (2nd ed)
- Compilation of articles for qualitative research.
- Heppner, P.P, Wampold, B.E. & Kivlighan, D.M. (2008). Counseling research. Brooks- Cole.
- Kothari, C.R. (2003) Research methodology: Methods and techniques. WishwaPrakashan(2nd ed).
- McBurney, D.H. (2001) Research methods. Thomson Wadsworth (5th ed).
- Publication Manual of the American Psychological Association (6<sup>th</sup>ed).2013



## PRACTICALS

Paper Code: CP 105

### PRACTICAL 1: BASIC SKILLS IN COUNSELLING

This practical is followed in imparting counseling skills to students. At the successful completion of the course, the student should have the following competencies:

#### A. Knowledge of Micro skills

- Introduction
- Basic Communication Skills –
  - Attending Behavior
  - Questioning
  - Observation Skills
  - Reflection of Content
  - Reflection of Feeling
  - Integrating Listening Skills

#### B. Knowledge of Macro skills

- Introduction
- Review
- Confrontation Skills
- Focusing the Interview
- Reflection of Meaning
- Influencing Skills
- Positive asset search

#### C. Skill Integration; Integrating Micro skills with Theory

#### D. Determining Personal Style & Future Theoretical/ Practical Integration.

#### References

- Ivey, Allen E. & Ivey, Mary B. (2007). Intentional Interviewing and Counseling. Thomson: Brooks/Cole.
- Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.
- Nelson-Jones, Richard (2008). Basic Counseling Skills: A Helper's Manual. New Delhi: Sage Publications.



Paper Code: CP 106

**PRACTICAL 2 - ASSESSMENT FOR COUNSELLING**

**Any 10 suitable assessments to be chosen.**

**I. Assessment of Cognitive Abilities**

- a. Intelligence
- b. Attention and Concentration
- c. Learning and Memory

**II Assessment of Aptitude and Interest**

1. Aptitude Assessments
2. Interest and Vocational assessment

**III. Personality Assessment :**

- a. Self-Report Methods
- b. Projective Methods

Any 10 to be chosen from the above 3 domains .

Examination: 2 tests to be administered, scored and interpreted from the list of 10.

**Soft Core**  
**Paper code: CP 107**  
**PSYCHOLOGICAL ASSESSMENT**

**Course Overview:** The purpose of this course is to introduce the student to concepts of psychological measurement so as to gain a comprehensive understanding of the issues in measurement, assessment and psychological testing. The coursework would further enable the student to gain an understanding about the properties of psychometric tests, ethics in psychological testing and applications of testing.

**Unit I: Introduction to Testing and Measurement (12 hours)**

- a. Definition and Nature of assessment and testing, Origins of Psychological Testing
- b. Levels of measurement scales, Types of psychological tests and assessments.
- c. Uses and Limitations of Psychological Tests, Ethical Issues in Psychological Testing, Contemporary trends in Psychological Testing

**Unit II: Properties of Psychological assessment tools (12 hours)**

- a. Reliability, Reliability: Meaning, types, and sources of unreliability; Generalizability Theory.
- b. Validity: meaning, types, and factors affecting validity.
- c. Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within- Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.

**Unit III: Application of Tests Part-1 (12 hours)**

- a. Applications of testing: Need for testing and its application in different settings: in clinical, organizational, educational, counselling, military and career guidance settings.
- b. Assessment of Personality-Inventories, Checklists, Rating Scales, Projective Techniques; Merits and Demerits.

**Unit IV: Application of Tests Part-2 (12 hours)**

- a. Methods of assessing Attention, Concentration and Memory- .Clinical and Diagnostic indications of Dysfunction in Cognition
- b. Assessment of Intelligence and Intellectual deteriorations -Different Approaches, Need for Assessment of Clinical and Diagnostic Applications
- c. Assessment of Aptitude and Interests-Different methods, merits and demerits

**Unit V: Test Construction- Part 1 (12 hours)**

- a. Overview of the general steps in Test Construction
- b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats

- c. Item Analysis- Meaning and functions, Item Difficulty, Item Discrimination - techniques. Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization.
- d. Establishing Norms and Standardization process of the test.

**References:**

- Anastasi, A. (1988). Psychological testing. (6th Ed.). New York: McMillan.
- Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.
- Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.
- Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.
- Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).
- Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden (Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

Recommended websites:

1. <http://www.apa.org/science/programs/testing/test-security.aspx>
2. [psycnet.apa.org/record/1988-18854-001](http://psycnet.apa.org/record/1988-18854-001)
3. <https://thepsychologist.bps.org.uk/volume-21/edition-3/methods>



## SEMESTER - 2

Paper Code: CP 201

### **THEORETICAL FOUNDATIONS OF INDIVIDUAL COUNSELLING**

#### **Learning objectives**

The purpose of this paper is to lay the theoretical foundation for counselling. The focus is on providing an historical perspective about the development of counselling psychology as an independent body of knowledge. They provide a framework used to describe and understand thoughts, emotions, and behaviors. Each of these theories will have their own tools and techniques. Some simply focus on the thoughts affecting the behaviour, behavior modification, some focus on resolving past conflicts, others focus on what a person is experiencing in the here and now. Overall the unit aims to help the trainee counsellors to choose / learn appropriate techniques from the theories for a particular case.

#### **Unit 1 -An overview of theories and techniques of Counselling :10 hours**

- a. Introduction to Counselling, Counselling and Psychotherapy, Historical Context. Scope of Counselling and Psychotherapy.
- b. Overview of the models of Counselling, Integration of counselling skills and therapeutic techniques.

#### **Unit 2: Psychoanalytic and Adlerian Therapies**

- a. Freudian Psychoanalysis- Key Concepts, therapeutic process, techniques and procedure
- b. Carl Jung-Key Concepts, therapeutic process, techniques and procedure.
- c. Adlerian Therapy - Brief Psychodynamic therapy- Key Concepts, therapeutic process, techniques and procedure
- d. Contemporary Trends: Object-Relations Theory, Self Psychology and Relational Psychoanalysis; Psychoanalytic Therapy From a Multicultural Perspective

#### **Unit 3 –Humanistic and Existential, Gestalt Therapies: 14 hours**

- a. Carl Rogers Person-Centred Therapy - Key Concepts, therapeutic process, techniques and procedure.
- b. Gestalt Therapy- Key Concepts, therapeutic process, techniques and procedure.
- c. Existential Therapy - Key Concepts, therapeutic process, techniques and procedure.
- d. Humanistic and Existential, Gestalt Therapies from Multicultural perspectives.

#### **Unit 4 – Behavioural and Cognitive Behavioural Therapies: 14 hours**

- a. Behavioural Therapy- Key Concepts, therapeutic process, techniques and procedure.
- b. Cognitive Behaviour Therapies(CBT) - CT- Beck, REBT → Ellis, CBM- Michenbaum- Key Concepts, therapeutic process, techniques and procedure.
- c. BT and CBT from Multicultural Perspective.

### **Unit 5 - Postmodern Therapies: 12 hours**

- a. Post Modern Approach: Theories (Steve de Shazer, Insoo Kim Berg & Micheal White and David Epston ) and its Historical development;
- b. Solution Focused Brief Therapy(SFBT)-Key Concepts, therapeutic process, techniques and procedure.
- c. Narrative Therapy-Key Concepts, therapeutic process, techniques and procedure.
- d. PostModern therapies from Multicultural Perspective.

### **References:**

- Corey, Gerald. (2009). Theory and Practice of Counseling and Psychotherapy (8th Edition). Monterey, CA:Brooks/Cole.
- Seligman (2015), Theories of Counselling and Psychotherapy, System Strategies and Skills (4th Edition), Pearson.
- Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic Counselling. Australia: Brooks/ Cole
- Krumboltz. J. D., &Thoresen, C. E. (1976). Counselling methods. New York: Holt Rinehart.
- Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks.
- Ellis A. & Dryden N. (1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer
- Ellis A. &MacLaren C. (1998). Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact
- Kazdin. A. E.(2001). Behavior Modification. Belmont: Wadsworth
- Meichenbaum.D. (1977). Cognitive Behavior Modification: An integrative approach. New York: Plenum Speigler,
- M. D., &Guevremont, D. C. (1998).Contemporary Behavior Therapy. Albany: Brooks/Cole. Walker, L. E. (Ed.)



**Paper Code: CP 202**  
**THEORETICAL FOUNDATION GROUP COUNSELLING**

**Objective:**

This paper aims at training the students on the process, concepts and techniques of Group counselling. It provides an overview of the stages, skills, techniques and strategies of group counselling..

**Unit 1- Introduction**

**12 Hours**

- a. Definitions of groups; characteristics of groups; goals of groups; and purpose of groups
- b. Types of groups; differences between group guidance, group counselling and group psychotherapy.
- c. Ethical and professional issues in group counselling, Training of Competent Group Counsellors.

**Unit 2- Group Leadership**

**12 Hours**

- a. Definition of a group leader; professional competence and training of group leaders; personal characteristics of effective leaders.
- b. Role and functions of group leaders – basic tasks, working in the here-and-now, transference and transparency.
- c. Co-leadership – advantages and limitations; types of co-leadership.

**Unit 3- Stages of the Group Process**

**12 Hours**

- a. Pre-group issues; Initial Stage – characteristics of this stage, group leader functions and skills; Transition stage – resistance, conflict, problem members.
- b. Working stage – productivity, therapeutic factors, leader functions.
- c. Final Stage – consolidation and termination; Post group issues and evaluation.

**Unit 4- Leadership Skills**

**12 Hours**

- a. Basic Skills – Attending behaviour and observation in groups, basic listening sequence (BLS) in groups, group process skills – linking, leading, pacing, tone setting, focusing, modelling.
- b. Advanced Skills – positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure.
- c. Closing skills – Closing a session; closing a group.

**Unit 5- Theories and Techniques of Group Counselling**

**12 Hours**

- a. Psychodrama, Transactional Analysis, Sensitivity training, T-group training
- b. CBT, REBT, SFBT for Group Counselling.



## References:

- Corey, G. (2008). *Group Counselling*. New Delhi:Brooks/Cole.
- Corey, G. (2004). *Theory and practice of group counselling*(6th ed.). CA: Brooks/ Cole- Thomson Learning.
- Corey, G., Corey, M. S., &Callan, P. (2003).*Issues and ethics in the helping profession*. Pacific Grove, CA: Brooks/ Cole.
- Corey, M. S., & Corey, G. (2002).*Groups: Process and practice* (6th ed.). Pacific Grove, CA: Brooks/ Cole.
- Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001).*Intentional group counselling: A microskills approach*. Belmont, CA: Wadsworth/ Thomson Learning.
- Jacobs, E. E., Masson, R. L., &Harvill, R. L. (2002).*Group Counselling: Strategies and skills* (4<sup>th</sup>ed.). Pacific Grove, CA: Brooks/ Cole.
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**Paper Code: CP 203**  
**SOCIAL AND COMMUNITY PSYCHOLOGY**

**Learning Objective:** This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

**Unit 1: Introduction to Social and Community Psychology (12 hours)**

- a. Social Psychology: Introduction to social psychology; Group development, Types of group, Group influence; Group dynamics; Social perception; Attitudes
- b. Community Psychology: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.

**Unit 2: Socialization Process (10 hours)**

- a. Social behavior in communities: Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values, Outcome of socialisation.
- b. Gender- Gendered patterns of institutions, Emerging challenges- LGBT.

**Unit 3: Aggression and Violence (12 hours)**

- a. Aggression: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
- b. Violence: Theoretical models for understanding violence; Categories of violence; self- directed violence (Suicide); domestic violence, sexual violence, collective violence, Aggression and violence in India: Extent, Variation

**Unit 4: Poverty and Unemployment (12 hours)**

- a. Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological implications of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes
- b. Unemployment: Problem of unemployment; defining unemployment, causes and types, psychological implication of unemployment, role of psychologists in coping.

**Unit 5: Social Change (12 hours)**

- a. Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
- b. Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; Human rights



## References:

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- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health- proceedings of the Indo-US symposium. Bangalore: NIMHANS.



**Paper Code: CP 204**  
**QUALITATIVE RESEARCH METHODS**

**Learning objective:** This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

**Unit 1. Introduction to Qualitative Research (12 hours)**

- a. The history and philosophy of qualitative research; Characteristics and process of qualitative research; The main steps in qualitative research;
- b. Reliability and Validity in Qualitative Research; Critique and Scope of Qualitative Research. Application of qualitative research methodology to research in Psychology; Ethical considerations in qualitative research.

**Unit 2: Paradigms of Qualitative Research (12 hours)**

- a. Need and importance of Paradigms.
- b. Different Paradigms- ethnography, Narrative analysis, phenomenology, grounded theory, case study, Interpretive phenomenological analysis(IPA), Symbolic interactionism, constructionism and Participative action research.

**Unit 3: Designing and Sampling in Qualitative Research (12 hours)**

- a. Defining research questions; Choosing data collection method; Primary and secondary sources of data;
- b. Sampling- Types of sampling- Generic purposive sampling, theoretical sampling snowball sampling; Decisions regarding sample size and sources.

**Unit 4: Techniques of Qualitative Research: (12 hours)**

- a. Participant Observation; Interview Method; Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods; Protocol Analysis
- b. Forms of Data- Interviews/ observations; Recording procedures, Field issues and Storing Data;

**Unit 5: Data Analysis and Report Writing (12 hours)**

- a. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Thematic Analysis; Matrix displays; Triangulation;
- b. Techniques of qualitative data analysis- Narrative analysis and representation, Interpretative Phenomenological analysis(IPA) and representation, Grounded theory analysis and representation, Ethnographic analysis and representation, Case study analysis and representation.

- c. Writing a Qualitative Research Study: Presentation of data based on approaches: Format of Writing Structure; Computers in qualitative data analysis – Overview of NVIVO, ATLAS; Ethical issues in Analysis;

**References:**

- Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
- Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative Research Practice: A guide for social science students and researchers*, New Delhi, Sage.
- Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, Calif.: Sage Publications.
- David Silverman (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.

## **PRACTICALS**

**Paper Code: CP 205**

### **PRACTICAL 1: TECHNIQUES OF INDIVIDUAL COUNSELLING**

#### **Pre-Training Self awareness:**

For enhancing self-understanding, self-awareness and personal growth- Assessment of belief, attitude, personality and personal issues, interpersonal orientation of feelings, behaviour and value to be undertaken. Each student has to undergo Personal therapy with a qualified counsellor for a minimum duration of 10 hours.

#### **1. COGNITIVE BEHAVIORAL APPROACHES**

- a. Socratic Questioning
- b. Thought Diary
- c. Thought Distraction
- d. Thought Stopping

#### **2. REBT**

- a. ABCDE Analysis

#### **3. SELF-INSTRUCTION TRAINING**

#### **4. BEHAVIORAL APPROACHES- FOR ADULTS AND CHILDREN**

- a. Behavioural Performa
- b. Systematic Desensitization
- c. JPMR, Biofeedback
- d. Token Economy
- e. Shaping
- f. Habit Reversal
- g. Assertiveness Training
- h. Role playing and role reversal

#### **5. POSTMODERN APPROACH**

- a. SFBT



## PRACTICAL 2: PROCESS OF GROUP COUNSELLING

This paper aims at introducing micro-and macro counselling skills through laboratory training and field experience. The teaching and learning strategies employ acquisition of all the skills independently and integrating the same progressively and finally practicing intentional counselling interviews. The verbatim recording, analyzing and evaluating and critique are necessarily considered in the laboratory settings. The learners have to follow the laboratory 'counselling skills training methodology' and maintain the record of learning from each session and the verbatim record and summary report of counselling interviews as the part of the course requirement.

### **I: Pre-Training Assessment:**

For enhancing self-understanding, self-awareness and personal growth- Assessment of belief, attitude and value. Self-exploratory assessments of personality and personal issues, interpersonal orientation of feelings and behaviour.

### **II: Developing Generic Skills:**

Establishing contacts with clients, Ensuring structured settings, Developing relationship, Monitoring intentions/ covert behaviour.

### **III: Developing Micro-And Macro-Skills:**

Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills: Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self- disclosure, Confrontation.

### **IV: Group counselling approaches and techniques**

1. Cognitive Behaviour Therapy
2. Transactional Analysis
3. Gestalt
4. Rational emotive behaviour therapy
5. Psychodrama
6. Post modern approaches
  - a. Solution focused Brief Therapy
  - b. Narrative Therapy

## **SOFT CORE**

**Paper Code: CP 207**

### **Alternative Healing Techniques**

**Learning Objectives:** To acquaint with the main theorists and their theories regarding transpersonal psychology. To sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in India. To Focus on indigenous and culturally accepted/practiced therapeutic methods. Students will become aware of need for, and techniques of healing holistically.

#### **Unit 1 - Introduction**

**10 Hours**

- a. Meaning of Indigenous & Indian Psychology, Concepts of healing. Indian approach to Understanding Personality.
- b. Science and scientific reasoning in healing: Origin and relevance of CAM. Concepts, Causes, Classification, Diagnosis and Treatment of Health & Illness in Ayurveda.

#### **Unit 2- AYUSH system of healing**

**14 Hours**

- a. AYUSH - Ayurveda, Yoga, Unani, Siddha, Homeopathy- Basic concepts, applications and role in psychological wellbeing
- b. Meaning and aims of Yoga. Patanjali's Yoga Sutra, Astangayoga - stages of yoga, nadis and chakras, asanas, concept of Pranayama. Psychophysiological effects of asanas and pranayama .
- c. Yoga therapy. Yoga and stress. Yoga for treating different systemic disorder (eg. Digestive, circulatory etc.). Yoga for personality development and well- being

#### **Unit 3 - Reiki and Pranic Healing**

**12 hours**

- a. Reiki: History of Reiki. Principles and functioning of Reiki, Similarities and differences between Reiki and Pranic healing. Distance healing, Reiki symbols. Application of Reiki in different conditions.
- b. Pranic healing: History of Pranic Healing, Principles and functioning of Pranic Healing

#### **Unit 4- Acupuncture and Acupressure.**

**12 hours**

- a. Acupressure- Critical points, relief points. Acupressure for treating different conditions/ailments, and for maintaining health.
- b. Acupuncture- Basic principles, Acupuncture for treating different conditions/ailments, and for maintaining health.

#### **Unit 5- Meditation and Hypnosis**

**12 Hours**

- a. Basic concepts and principles, Different types of meditations; Meditation as a therapeutic method;
- b. Hypnosis: Theoretical approach, Techniques used in Hypnosis, Hypnotherapy, Benefits of Hypnosis.



## References:

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- Tart, C.T. (Ed). Transpersonal Psychologies
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- Pandit Usharbudh Arya (1981). Mantra and meditation. Himalayan International Institute of Yoga Science and Philosophy, USA.
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- Shakti Gawain (1993). Living in the light: A guide to personal and planetary transformation. Bantam New Age Books.
- Silva Jose and Philip Miele (2001). Silva mind control method



## SEMESTER - 3

**Paper Code: CP 301**

### **PSYCHOLOGICAL INTERVENTIONS AND REHABILITATION**

**Learning objective:** The paper aims to provide theoretical foundation for the practice of psychological interventions and to help the trainee counsellors to choose specific strategies for a particular client. The paper also provides thorough understanding on the professional issues regarding the disabled, its causes, concerns, management and intervention need through scientific approach.

#### **Unit I- Introduction (12 hours)**

- a. Concept, Definition, Scope and Methods of intervention and psychotherapy and Rehabilitation. History and Current Trends of Intervention, Psychotherapy and Rehabilitation, Evolution of Non-Government Organizations
- b. Process of Psychotherapy, Goals of Psychotherapy, Principles of Psychotherapy and Types of Intervention, Multi-disciplinary approach to psychotherapy and rehabilitation: Biological, medical, psychological, educational and social aspects.
- c. Ethics and policy issues – Rehabilitation ethics, rights and legislation- rehabilitation policies and Acts( Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD),

#### **Unit II:Community based intervention: (12 hours)**

- a. Difference between therapeutic and community health models, Community Based Rehabilitation (CBR)-Analysis, Implementation of Training Programme
- b. Crisis Intervention- Necessary conditions for crisis intervention, Techniques, Management and Counseling.
- c. Disaster Management, Disaster Risk Reduction(DRR), Trauma Counselling
- d. Geriatric and Palliative Care- Principles of care and rehabilitation

#### **Unit III –Disabilities and Special Education(12 hours)**

- a. Disabilities - Concept and definition, Incidence and prevalence, Classification of various disabilities, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotordisability,Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps, Orthopaedic and neuromuscular disability,Cardiac rehabilitation, Coping with cancer, HIV / AIDS
- b. Etiological factors in disabilities- prenatal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
- c. Special education– aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.

#### **Unit IV- Disability Intervention and Rehabilitation.**

**(12 hours)**

- a. Psychological Approach to Rehabilitation: Role of psychologist in disability rehabilitation Understanding psychological needs of caregivers and working with

- families of persons with disabilities. Assessment, diagnosis, treatment and certification.
- b. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis. Supportive therapy. Neuropsychological and cognitive rehabilitation: Principles of compensation, recovery and plasticity in neurocognitive rehabilitation; Clinical and management issues in cognitive rehabilitation.

**Unit V: Substance use disorders and Crime (12 hours)**

- a. Substance use disorders- Definition, types, effects, causal factors, methods of treatment, prevention and rehabilitation.
- b. Crime: Theories of criminal behavior; Juvenile delinquents; Psychopath; Antisocial Personality Disorder; Prevention of crime, rehabilitation of criminals, role of psychologists; psychological profiling and personality of criminals in the context of Law. Personality Modification in the criminal justice system.

**References:**

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- Government of India (1995). The persons with Disabilities (Equal opportunities, Protection of Rights, and Full Participation) Act, New Delhi: Ministry of Social Justice and Empowerment.
- Government of India (1999). The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, New Delhi: Ministry of Social Justice and Empowerment.

**Paper Code: CP302**



## EDUCATIONAL COUNSELLING PART-1

**Course Outline:** This course will provide students with skills to work with children and adolescents in school/ educational, family and community settings. Students will learn to incorporate strategies and techniques to meet the needs of children and adolescents with appropriate interventions and strategies aligned to their developmental phases. The student will gain an understanding of assessment and interventions for children and adolescents with emotional difficulties, exceptional children and career needs of adolescents.

### **Unit I: Introduction to Educational and School Counselling (12 hours)**

- a. Meaning definition and historical background of Educational Psychology. Scope of Education and School Counselling, Guidance needs related to education. Counselling orientation to Administrators, Parents, School personnel, Children. Use of technology when counseling children and adolescents
- b. Counselling the Pre Primary & Primary school child, High school student, College student. Role of teachers in Educational Counselling. Evaluation of programs of educational Psychology / Counselling.
- c. Counselling needs of children and adolescents - locations of needs (School, Family, Residential care, community at risk)
- d. Models and Approaches for School Counseling.

### **Unit II: Classroom issues and challenges (12 hours)**

- a. Nature of issues in school- Emotional, behavioural, developmental, Cognitive issues: Factors influencing Attention and Concentration, Remembering, Forgetting;
- b. Managing other classroom issues: motivation, discipline & conduct issues, peer relationships, aggression
- c. Exceptional Children: Definition, Causes, Types, Specific assessment tools and intervention- Intellectually challenged, Scholastic deficit, Learning disabled, Physical and sensorially challenged, motor coordination disorder, communication disorders and gifted.

### **Unit III: Issues and interventions outside the classroom (12 hours)**

- a. Social and cultural issues relevant to counseling children and adolescents
- b. Child Abuse: meaning and definition, types, causes and interventions
- c. Bullying: meaning and definition, types, causes and interventions
- d. Grief and Bereavement: meaning and definition, types, causes and interventions
- e. Dysfunctional families: meaning and definition, types, causes and interventions

### **Unit IV: Process and techniques in Education and School Counselling (12 hours)**

- a. Characteristics of child and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Use of play and art with children
- b. Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills. Individual and group counseling with Children and Adolescents

- c. Legal / Ethical Issues in Counseling Children & Adolescents, Counseling Culturally Diverse Children & Adolescents

**Unit V: Psychosocial Interventions for children and adolescents** (12 hours)

- a. Counsellor as an Educational Consultant: Consultation Models and Skills, Career guidance and counselling:
- b. Behavioural Management: Functional analysis and techniques of Behaviour Modification. Individualized educational programmes (IEP), Play Therapy, Narrative Therapy , Working with parents
- c. Behavior & Cognitive Therapy Skills and Intervention Tools, Solution-Focused Therapy Skills and Intervention Tools, Family and Group Therapy Skills and Intervention Tools
- d. Promotive and preventive counselling strategies – Life skills education

**References**

- Sharry. J (2004). *Counselling Children , Adolescents and families: A Strength based approach*. 1st ed. Sage Publications Ltd.
- Cottrell. S (2008). *The Study skills handbook*, 3rd edition. Palgrave Macmillan
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- Santrock, J.W. (2003). *Educational Psychology*. Boston: McGraw-Hill

**Paper Code: CP 303**

**FAMILY AND WORKPLACE COUNSELLING- PART 1**



**Learning Objectives:** The purpose of this specialization is to understand the dynamics of human behavior in a lifespan through family and work-life. With the changing trends and the turn of the century the milieu of the population has changed course. The trend now is to enter the world of work which establishes an identity and then move to settling into family and marriage.

The paper is divided into 2 parts running across the two semesters. The first part focuses on helping the student learn the nature of organizations and workplace and to understand the methods and techniques to deal with difficult situations at the workplace.

**Unit 1 - Overview of Organizations and the Workplace (12 hours)**

- a. Workplace Counselling- Nature and History, Structure of Organizations; Changing trends at work; Demands of technology; Impact of automation on the workers.
- b. Human Behaviour at work-- Individual differences & Work Diversity; Issues at the workplace.
- c. Psychodynamics of organisation: Physical and Psychosocial Environment, Impact of environment on job performance and on the individual; Person Environment fit theory.
- d. Determinants of ideal work environment: a.) Influence of Structural & Environmental factors- Work Design and Job Design ; Ergonomics at the workplace; b.) Influence of Psychological Demands.
- e. Ethical issues in workplace counselling, training in ethical decision making, making ethical decisions in workplace

**Unit 2 -Workplace Issues and Interventions(12 hours)**

- a. The Stress Cycle; Job Stress, Frustration & Burnout; Intervention Strategies
- b. Absenteeism : Causes and Intervention Strategies.
- c. Dual career and family adjustment issues; Intervention Strategies
- d. Alcoholism and Gambling; Intervention Strategies
- e. Gender discrimination, sexual harassment at workplace: Coping and Intervention strategies

**Unit 3 - Models of Workplace Counselling(12 hours)**

- a. Models of Workplace Counselling :Counselling orientation models; Brief therapy models; Problem focused models; Work oriented models; Welfare based models; Organisational change models.

**Unit 4 The Practise of Counseling at the Workplace (12 hours)**

- a. Managing the Counseling Process; Preparation for workplace counselling; Assessment; Contracting/referring; Engaging in workplace counselling; Terminating workplace counselling; Professional Relationships in Counseling at Workplace

- b. Integrative model for Individual Employee counselling and Evaluation of the same.

**Unit 5- Employee Engagement and Online Counseling (12 hours)**

- a. Communication skills, Motivational analysis, Leadership styles, Interpersonal skills, Team building, Intra-group and inter-group, Goal setting
- b. Online Counselling- Definition and history of Telemental health, Tele-counselling, tele-behavioural health, e-counselling, e-therapy, online therapy, cyber counselling or online counselling. Types of online counselling: Telephone Counselling, App-based Counselling, Email counselling, Web-based counselling and other modalities. Ethical Issues in Online Counselling,

**REFERENCES**

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- Chester, A. & Camp; Glass, C. A. (2007). Online counselling: a descriptive analysis of therapy services on the Internet. British Journal of Guidance & Counselling.
- Carroll .M , Walton .M (1997). Handbook of Counselling in Organizations, Vol 1. Publishers Sage.
- Adrian Coles (). Counselling in the workplace
- Greenberg J and Baron R (1999). Behaviour in Organisations, PHI New Delhi. 5th ed
- Truelove S. (2000) Handbook of Training and Development. McGraw Hill.Inc.
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- Dharani P. Sinha, T (1998). Group Team Building and Organizational Development. Indian Society for Applied Behavioural Science; Delhi.

**Paper Code: CP 304**

**PRACTICAL 1: ASSESSMENT FOR COUNSELLING 2**



Any 10 assessment total to be chosen from the following, with each domain represented with 2-3 assessment.

#### **Assessments for Workplace Counselling**

1. Neo-FFI
2. 16PF questionnaire
3. Occupational Stress Inventory
4. Maslach Burnout Inventory
5. Leadership Scale
6. Job Satisfaction Scale

#### **Assessments for Children and Adolescents**

1. NIMHANS Learning Disability 1 & 2
2. Draw a person Test
3. Coloured Progressive Matrices/ Bhatia battery of performance test/WISC
4. Knox cubes
5. Malin's Intelligence Scale for Indian Children
6. BGT 1 & 2
7. Vineland Social maturity Scale (VSMS)/ Children's Personality Questionnaire
8. Children's Apperception Test

#### **Assessments for Educational and Career Counselling**

1. Learning Style Inventory
2. Comprehensive Interest Schedule
3. Vocational Adjustment Scale
4. Career Preference Record (CPR)

#### **Assessments for Couples and Family**

1. Marital adjustment Scale
2. Dydactic adjustment Scale
3. Family Burden Scale

#### **References:**

- Assessment and Intervention with Children and Adolescents: Developmental and Multicultural Approaches: Ann Vernon
- Carson, R.C. Pincka, S., & Butcher, I. N. (1999) Abnormal Psychology
- Comer., R.J. (1999). Abnormal Psychology
- Test Manuals

**Paper Code: CP 305**

## **Practical 2: SUPERVISED PRACTICUM**

### **Course Objective :**

The object of this course is to get a hands on experience in counseling clients under the guidance of s (Interpersonal, Workplace, Academic, Dyads and Groups). The students will apply all the previously learnt theories and techniques to work with clients to help them overcome their issues. This would provide an opportunity to the students to learn from their own experiences in working with clients, review and debrief intervention plans for individual and groups, and ensure best practice standards. This paper also trains students to develop contents and conduct psycho-education workshops.

**Learning Outcome:** After the course, students will develop a broader perspective when interacting with clients and gain confidence in dealing with clients in their future and understand what kind of counselors they are and in which area their strength lies.

**Duration Supervised practicum :** 3 days in a week

### **Types of organization students can visit**

Schools, Health care, Counselling centers, Industries /Factories, Corporate houses, Rehabilitation centers, De-addiction centers, NGOs

### **Areas of Counselling: students choose to work/intern-**

Family , Marital, Work place, Academic, Child, Adolescents, Career Counselling, Substance abuse/Addiction Counselling, Geriatric, Sexual Minorities, Supportive counseling for caregivers

### **Supervised Practicum requirements**

Student should handle minimum of 10 different cases under the guidance of faculty supervisors. Each case should be dealt with over 5-8 sessions along with submission of case history/intake interview, session reports and process notes which will form part of the internship report.

### **Nature of the 10 Cases to be chosen should be as per the following -**

- 8 individual counselling cases. Areas covered should include
  - 3 Academic case
  - 3 Interpersonal case
  - 2 Workplace issues related case.
- 1 Group counselling case from the above list
- 1 case where 2 individuals are involved

**OPEN ELECTIVE**

**Paper Code: CP 306**



## **PAPER 4: FOUNDATION AND APPLICATION OF PSYCHOLOGY**

### **Learning Objectives:**

To introduce the learners, the subject of Psychology and help them understand the basics of Psychology in order understand other subjects/papers in this course.

### **Unit 1 – Introduction (10 hours)**

- a. Definition of Psychology, History (Classical Schools) of Psychology, Goals of Psychology, Role of Theory, Research and practice
- b. Scope of Psychology – (subfields)
- c. Methods in Psychology - Survey, Case Study, Observation, Experimental

### **Unit 2 –Biological Processes and sensation (12 hours)**

- a. The Nervous system: Communication in the Nervous system and interaction between neuron; Neurotransmitters and its functions. The Spinal cord and its functions; The Brain and its functions. The Endocrine systems and its functions
- b. Sensory processes and the different senses

### **Unit 3 –Perception, Memory, and thinking (14 hours)**

- a. Meaning of perception, gestalt principles. Meaning of attention, focused and sustained attention.
- b. Meaning of memory, processes involved in memory, concepts of STS, LTS, depth of processing, context effects, semantic and episodic memory, autobiographical and flashbulb memory, prospective memory; Memory as a reconstruction, Forgetting: causes, improving memory
- c. Thinking; concepts of reasoning, problem solving, and decision making.

### **Unit 4 – Learning, Emotions and motivation (12 hours)**

- a. Definition of Learning; Classical conditioning, operant conditioning, observational learning.
- b. Emotions, Theories of Emotions, Expression of Emotions. Meaning and Definition and theories of Motivation.

### **Unit 5 – Intelligence, gender, personality (12 hours)**

- a. Definition of Intelligence; Differences in intelligence, factors determining the same
- b. Gender differences.
- c. Meaning and Definition of Personality

### **References**

- Ciccarelli S K & Meyer G E (2008) Psychology Pearson Longman
- Kalat J (2010) Introduction to Psychology. Cengage Learning

- Nolen-Hoeksema S, Fredrickson B L , Loftus G R, & Wagenaar W A (2009) Atkinson & Hilgard's Introduction to Psychology (15th ed) Wadsworth
- Plotnik R & Kouyoumdjian H (2010) Introduction to Psychology (9th ed) Cengage Learning
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**SEMESTER - 4**



**Paper Code:CP 401**

**PSYCHOPATHOLOGY**

**LEARNING OBJECTIVE:** This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

**Unit1: Introduction to Psychopathology and Stress-related disorders (14 hours)**

- a. Definition, historical review; Changing attitudes and concepts of mental health and illness. DSM and ICD systems of classification. DSM 5 and ICD 10.
- b. **Phobic anxiety disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Agoraphobia, Social phobias, Specific phobias-
- c. **Other anxiety disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Panic disorder, Generalized anxiety disorder, Mixed anxiety and depressive disorder
- d. **Obsessive - compulsive disorder-** Types, Epidemiology, Diagnostic Criteria and Etiology
- e. **Reaction to severe stress, and adjustment disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology-Acute stress reaction, Post-traumatic stress disorder, Adjustment disorders.

**Unit 2: Dissociative and somatoform disorders: (12 hours)**

- a) **Dissociative [conversion] disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Dissociative amnesia, Dissociative fugue, Dissociative stupor, Trance and possession disorders, Dissociative motor disorders, Dissociative convulsions, Dissociative anaesthesia and sensory loss.
- b) **Somatoform disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Somatization disorder, Undifferentiated somatoform disorder, Hypochondriacal disorder, Somatoform autonomic dysfunction, Persistent somatoform pain disorder.

**Unit 3: Mood disorders, Schizophrenia and Organic disorders (12 hours)**

- a) **Schizophrenia:** Types, Epidemiology, Diagnostic Criteria and Etiology- Paranoid schizophrenia, Hebephrenic schizophrenia, Catatonic schizophrenia, Undifferentiated schizophrenia, Post-schizophrenic depression; Schizotypal disorder, Persistent delusional disorders and Schizoaffective disorders.
- b) **Mood disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology-Manic episode (Hypomania and Mania), Bipolar affective disorder, Depressive episode, Recurrent depressive disorder, and Persistent mood disorders (Cyclothymia, Dysthymia).
- c) **Organic mental disorders:** Types and criteria for Dementia and Delirium.

**Unit4: Disorders of adult personality and behavior 8 hrs**

- a. **Specific personality disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Paranoid personality disorder, Schizoid personality disorder, Dissocial personality disorder, emotionally unstable personality disorder, Histrionic personality

disorder, Anankastic personality disorder, Anxious personality disorder, Dependent personality disorder.

- b. **Habit and impulse disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Pathological gambling, Pathological fire-setting, Pathological stealing, Trichotillomania.
- c. **Psychoactive substance use disorders:** alcohol, Opioids, Cannabinoids, sedatives, cocaine, caffeine, tobacco, volatile solvents (Acute intoxication, Pathological intoxication, Harmful use, Dependence syndrome, Withdrawal state).

#### **Unit 5: Neurodevelopmental Disorders and Disorders of Eating (10 Hours)**

- a) **Specific developmental disorders of speech and language:** Types, Clinical Features, Epidemiology and Etiology- Specific speech articulation disorder, Expressive language disorder, Receptive language disorder.
- b) **Specific developmental disorders of scholastic skills:** Types, Epidemiology and Etiology, Clinical Features- reading, spelling disorder, arithmetical skills, Mixed disorder of scholastic skills
- c) **Pervasive developmental disorders:** Types, Epidemiology and Etiology, Clinical Features - Childhood autism, Rett's syndrome, Asperger's syndrome.
- d) **Mental retardation/Intellectual disability:** Classification of **Intellectual disability** (Profound, Severe, moderate and mild), Clinical Features, Epidemiology, Comorbidity, Etiology, Course and Prognosis.
- e) **Eating disorders:** Types, Epidemiology, Diagnostic Criteria and Etiology- Anorexia nervosa and Bulimia nervosa.

#### **References:**

- ICD 10 Manual, WHO.
- Kaplan, H.I. & Sadock, M.D. (1995). *Comprehensive Textbook of Psychiatry*/VI (Vol I & II, 6<sup>th</sup> Ed) (edited) .Baltimore: Williams & Wilkins.
- Carson, R. C. Pincka, S., & Butcher, I N. (1999). *Abnormal Psychology and Modern Life*. 11<sup>th</sup>ed. New York: Addison Wesley Longman Inc
- Comer, R. J. (1999). *Abnormal Psychology*. New Jersey: W. H. Freeman Co.
- Comer, R. J. (2013). *Abnormal Psychology*. Eighth edition. Worth Publishers. New York.
- Davison, G. C. & Neale, J. M. (1998). *Abnormal Psychology*, 7th ed. New York: John Wiley & Sons.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders: -IV-TR./ DSM 5* Washington, DC: APA Press.

**Paper Code: CP 402**



## EDUCATIONAL COUNSELLING- PART 2

### Learning Objective:

The paper will provide the students with theoretical knowledge on applying the required skills and principles to work in the educational setup. Provide students with information on practice of career development and career services.

### Unit 1 – Understanding Individual Differences (12 hours)

- a. Intelligence: meaning, assessments, theories of multiple intelligence, issues in intelligence
- b. Personality and Temperament: Big five factors of personality, person-situation interaction, easy child, difficult child, slow-to-warm-up-child

### Unit 2 – Learning Styles and Academic Skills (12 hours)

- a. Models of Learning styles: VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey & Mumford Model, Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model.
- b. Learning and Thinking styles: Impulsive, reflective, deep, surface styles
- c. Academic skills: Reading, Writing, Note Making skills, Time Management.

### Unit 3 – Complex Cognitive Processes (12 hours)

- a. Conceptual understanding, promoting concept formation
- b. Thinking: meaning, reasoning, critical thinking, decision making, creative thinking
- c. Problem solving: steps in problem solving, obstacles, developmental changes, problem-based learning and project-based learning

### Unit 4 -Career Counselling(12 hours)

- a. Basic aspects: Nature, scope and importance of career Counselling; Role of counsellor in career preparation, Ethics in career counselling
- b. Prerequisites to Career Counselling (aptitude, internet, personality, positive self-image, attitudes, knowledge), Understanding Skills for Career Counselling, process of Career Counselling (stages, self-Expression, self-understanding, Decision, Goal-setting and action plan, follow-up)

### Unit 5 - Theories and Assessment in Career Counselling(12 hours)

- a. Career decision making, career exploration techniques. Career development theories (Holland, Ginzberg, Super)
- b. Assessments and Professional Development - Role of Assessments in Career counselling, Assessment tools in career counselling, Career planning and decision making, Career alternatives/choices; Career Development Programs.

**(Practicum:** School awareness programme on career counselling viz. Conducting Career Awareness workshops, and Career Exhibition)

### References:

- Santrock, J.W. (2003). *Educational Psychology*. Boston: McGraw-Hill.

- Woolfolk, A. (2007). *Educational psychology* (10th ed.). Boston, MA: Allyn & Bacon.
- Gibson, L. Robert & Mitchell - (2008) - *Introduction to Counselling and Guidance* - prentice hall of india New Delhi
- Cramer, L. Herr. & Niles, G. Spencer - (2004) - *Career Counselling A Systematic Approach* - Pearson Inc.
- Jennifer M Kidd - (2006) - *Understanding Career Counselling – Theory, Research and Practice* – Sage Publication,
- Dr. Dalaganjan Naik – (2004) - *Fundamentals of Guidance and Counselling* - Adhyayan Publishers and Distributors, Delhi,
- S S Chauhan - *Second Revised Edition - Principles and Techniques of Guidance* - - Vikas Publishing House Pvt Ltd
- S Narayana Rao (2002). *Counselling and Guidance* (2nd Edition). Tata McGraw Hill Publishing Company Limited, New Delhi
- ---K.P. Pandey (1985) *Advanced Educational Psychology*, Second Revised Edition, Konark Publication Ltd.
- ---Stanley B. Baker & Edwin R. Gerler, Jr. (2004) *School Counselling for the Twenty First Century*. 4th Edition, New Jersey, Pearson Education
- --S.K. Kocitihar (1984) *Educational and Vocational Guidance in Secondary Schools*, Sterling Publication Pvt. Ltd.

**Paper Code: CP 403**



## **FAMILY & WORKPLACE COUNSELLING -PART 2**

This paper is the continuation of the specialization paper 303 from the 3rd semester. This part of the specialization focuses on Family and Marriage Counselling. The course aims at training students in understanding family counselling using different models, assessment forms and different theories and techniques of family counselling.

### **Unit 1 - Foundations of Family Counselling(12 hours)**

- a. Historical background of family and marriage Counselling. The fundamental concepts of -Family Therapy: Cybernetics, Systems Theory, Social Constructionism and Attachment theory.
- b. Professional and ethical issues in family and marriage Counselling. The essential qualities of a family counsellor.

### **Unit 2 – Family, Marriage & Life Span (12 hours)**

- a. Definition, Changing trends in family structure, types of families, characteristics of Indian families. Family strengths, Divorce and remarriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single.
- b. Stages of family life cycle - Key developmental and emotional issues (Duvall/McGoldrick)

### **Unit 3 - Assessment of Couples and Families.(12 hours)**

- a. The standard initial interview, Genogram Interview and genogram as a tool for family assessment, Circular interview method of assessing family interactions,
- b. The Circumplex model of family assessment, NIMHANS Model of family assessment, Behavioural family and marital assessment.

### **Unit 4 - Classical Schools of Family Counseling-1 (12 hours)**

- a. Bowen Family Systems Therapy- Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation.
- b. Strategic Family Therapy- Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation.

### **Unit 5 - Classical Schools of Family Counselling-2 (12 hours)**

- a. Structural Family Therapy -Theoretical Formulations, Normal family development, Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation,
- b. Experiential Family Therapy- Theoretical Formulations, Normal family development, Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation,

- c. Cognitive-Behavioural Family Therapy- Theoretical Formulations, Normal family development, Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation,

#### References:

1. Becvar and Becvar, 'Family therapy, A systemic Integration'
2. Bhatti, Varghese and Raghuram, Changing Marital and Family systems
3. Carter and McGoldrick, The Expanded Family Life Cycle-Individual, Family and Social Perspective
4. Nichols, P.M & Schwartz C.R (2006).*Family Therapy –concepts and methods*, 7<sup>th</sup> edition, Allyn and Bacon, Boston, Pearson education, Inc. Press, Inc.
5. Essential Skills in Family Counselling. JoEllen Paterson, et al. New York, New York. Guilford Press. 2009. Gehart, D.R. Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation Gladding, S.T. Family Therapy: History, Theory, and Practice (4th Edition)
6. Gottman, J.M. The Marriage Clinic: A Scientifically Based Marital Therapy
7. Satir. V. (2008) Satir Transformational Systemic Therapy. Publisher: Science & Behavior Books
8. Steve de Shazer. (1982) Patterns of Brief Family Therapy: An Ecosystemic Approach. Guilford Publications
9. Satir. V. (2008) Satir Transformational Systemic Therapy. Publisher: Science & Behavior Books
10. Napier, A.Y & Whitaker, C. (1988). The Family Crucible: The Intense Experience of Family Therapy



**Paper Code: CP 404**  
**POSITIVE PSYCHOLOGY**

**Learning Objective:** The course provides knowledge on central concepts & theories used in Positive Psychology. The course enables the students to look at the strength-based part of psychology. The paper helps the students to explore what makes people happy. The overall focus of the course is to equip students to enhance subjective well-being. The course also equips students to be familiar with research that supports the concepts and application of positive psychology, especially in the Indian context.

**Unit 1- Positive Psychology: An Introduction; (12 hours)**

- a. Introductions, scope, areas of Positive psychology; Western and Eastern views on Positive psychology and its application; Positive Psychology in India;
- b. Research approaches to study positive psychology, Future trends in Positive psychology.

**Unit 2 - Positive Emotions, Happiness and well-being: (12 hours)**

- a. The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions;
- b. Defining happiness; Psychology of Well Being, Two Traditions of Subjective Well Being –the Hedonic & Eudaimonic basis of happiness, Determinants of happiness; Flow theory, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness, Happiness across Cultures; Happiness and well-being in Indian culture.

**Unit 3 -Personal Goals & Close Relationships and Well-being: (12 hours)**

- a. Personal Goals as windows to Wellbeing: Measuring Personal Goals, Goals & related motivational concepts, Goals & values ; Goals contribution to Well Being
- b. Close Meaningful Relationships; Defining Close Relationships; Friendship & Romantic Love, Varieties of Love; Triangular theory of Love
- c. Gratitude, Forgiveness and Altruism.
- d. Wellbeing: Definition, types, PERMA model

**Unit 4: Religion, Spirituality, Virtues and Wellbeing (12 hours)**

- a. Religion, Spirituality and Well-being: Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
- b. Character strengths and virtues; Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

**Unit 5: Resilience, Mindfulness and Wellbeing (12 hours)**

- a. Resilience- definitions, Resilience and Subjective well-being; Sources of Resilience in children & Adults; Resiliency skills and factors; Resilience in Indian culture.
- b. Mindfulness & WellBeing ; Mindfulness Meditation , Mindfulness & Positive Psychology Research

## References:

- Steve R. Baumgardner, Marie K. Crothers (2009) *Positive Psychology*, Pearson Education
- Argyle, M. (2001). *The Psychology of Happiness*. East Sussex: Routledge.
- <https://www.authentic happiness.sas.upenn.edu/>
- Seligman, M.E.P. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Atria Books.
- Argyle, M., & Martin, M. (1990). The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.
- Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.
- Seligman, M (1990). *Learned Optimism*.
- Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
- *Handbook of Positive Psychology*, 2002 Snyder & Lopez (Eds.): Oxford
- Peterson, C. (2006) *A Primer in Positive Psychology*. New York, Oxford University Press
- Myers, D. G. (1992). *The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon.
- Berk, L. E. (2006). *Child Development* (7th Ed). Pearson Education.
- Cavanaugh, J. C (2002). *Adult Development and Aging* (4th Ed). Wadsworth & Thomson Learning. Hall, E. (1992). *Adult Development and Aging* (2nd Ed). John Wiley & Sons, Inc, New York.



**Paper Code :CP 405**  
**Practical 1: Dissertation**

**Learning Objective:** This paper will enable a student to carry out research on a topic of their choice, analyze and comment upon the information gleaned and how it relates to the particular subject matter at hand. It will enhance ability to think critically about a topic and to knowledgeably discuss the information in-depth. Also, it gives an opportunity to expand upon a subject that is most relevant to a specialty area a student wish to pursue in future with a complete understanding of the process involved in carrying out research work.

- Every student will carry out research under the guidance of a Supervisor/Guide
- The guides will be allotted based on the concept note submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

**Evaluation:**

- Internal Assessment marks will be awarded by the supervisor-30 marks
- Semester end evaluation- dissertation evaluation and Viva voce- 70 marks

**Paper Code: CP 406**  
**PRACTICAL 2: INTERNSHIP**

**Course Objective :**

The objective of this course is to get a hands on experience in counseling clients who are facing multiple issues (Interpersonal, Workplace, Academic, Dyads and Groups). The students will apply all the previously learnt theories and techniques to work with clients to help them overcome their issues. This would provide an opportunity to the students to learn from their own experiences in working with clients, review and debrief intervention plans for individual and groups, and ensure best practice standards.

Learning Outcome: After the course, students will develop a broader perspective when interacting with clients and gain confidence in dealing with clients in their future and understand what kind of counselors they are and in which area their strength lies.

**Duration of Internship:** 150-250 hours

**Schedule:** 5-6 days in a week, accounting for 25-35 hours in a week

**Types of organization students can visit**

Schools, Health care, Counselling centers, Industries /Factories, Corporate houses, Rehabilitation centers, De-addiction centers, NGOs

**Areas of Counselling: students choose to work/intern-**

Family , Marital, Work place, Academic, Child, Adolescents, Career Counselling, Substance abuse/Addiction Counselling, Geriatric, Sexual Minorities, Supportive counseling for caregivers

**Psycho-education**

General Guidelines:

- Developing and conducting Psycho-education workshops
- Materials for conducting a Psychoeducation Workshop in a domain/ area of preference by reviewing adequate literature.
- Develop resource materials for Psychoeducation- by way group sessions, lectures, role plays, one on one sessions, PPT, flyers and information booklets etc.
- Identify groups/institutions where these workshops/programmes can be conducted, and conduct the same

Evalauation Criteria:

- Internal assessment marks by internship batch supervisor: 30 marks
- Semester end examination- Report evaluation and Viva Voce- 70marks