MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008

College Off : 28194566 / 5126 Principal : 28195125 E-Mail : principal@mssw.inWebsite : www.mssw.in

Dr. S. RAJA SAMUEL, M.A., Ph.D.

Principal

This is to certify that following are the new courses introduced in MSc. Counselling Psychology department during the last five years i.e. (2016-2020).

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

MADRAS SCHOOL OF SOCIAL WORK ★ CHENNAI 600 008

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New Courses Introduced during 2016-20

MSc. Counselling Psychology

S.No	Course Name	Course Code	Programme	Year of Introduction
1.	Organizational behaviour	MC/20ID/106	MSc Counselling Psy	2019
2.	Cognitive Psychology	MC/20C/101	MSc Counselling Psy	2020

MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous institution affiliated to University of Madras)

M.Sc. COUNSELLING PSYCHOLOGY

Revised Regulations under semester system

Choice Based Credit System

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

Effective from the academic year 2019 – 2020

Madras School of Social Work
(Autonomous)

(Affiliated to University of Madras)

M.Sc. COUNSELLING PSYCHOLOGY

Revised Regulations under Semester System with Choice Based Credit System
(Effective from the Academic Year 2019-2020)

1. **CONDITIONS FOR ADMISSION :**
   Minimum educational requirement for admission 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 with a minimum of 55% marks in aggregate. For SC/ST category, minimum of 50% marks in aggregate is essential.

2. **DURATION OF THE COURSE:**
   The course for the degree of Master of Science shall consist of two academic years.

3. **EXAMINATIONS:**
   Examinations will be conducted at the end of each semester. A candidate who does not pass the examination in any subject/(s) of the semester will be permitted to appear in such failed subject/(s) in the following year in the semester where that paper/(s) is/are offered.

4. **PASSING MINIUMUM:**
   A Candidate shall be declared to have passed the examination if s/he obtains not less than 50% both in Internal and External Evaluation. Candidates who do not obtain the required minimum marks for a pass in paper(s)/practical(s) or project shall be required to appear for and pass the same at a subsequent appearance.

   Internal continuous assessment (50 marks) consists of two tests 25 marks each. Best of two will be taken into consideration. The test consists of five 2 mark questions (without choice) and three 5 mark questions (with choice)

   One in-class assignment for 10 marks and one take-home assignment for 15 marks.

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5. **CLASSIFICATION OF SUCCESSFUL CANDIDATES:**
   Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in the First Class. All other successful candidates shall be declared to have passed in Second Class.

COURSE OF STUDY AND SCHEME OF EXAMINATION
Course of Study with Credit Distribution

I Year Papers

SEMESTER - I

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
1	Paper – I	MP / C / 101	Statistics in Psychology	Core	4	4	50	50
2	Paper – II	MP / C / 102	Counselling Process and Skills	Core	4	4	50	50
3	Paper – III	MP / C / 103	Theories of Personality	Core	4	4	50	50
4	Paper - IV	MP / C / 104	Psychopathology	Core	4	4	50	50
5	Paper – V	MP / E / 105A	Cross cultural Psychology	Elective	3	3	50	50
		MP / E / 105B	Health Psychology					
6	Paper – VI	MP / ID / 106	Organizational Behavior	Inter-disciplinary	3	3	50	50
7	Paper – VII	MP / SS/ 107	Soft Skills I	Record course	2	2	–	–
TOTAL					**24**	**24**	**600**	

SEMESTER – II

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
8	Paper – VIII	MP / C / 201	Research Methodology	Core	4	4	50	50
9	Paper – IX	MP / C / 202	Behaviour Modification	Core	4	4	50	50
10	Paper – X	MP / C / 203	Psychological Assessment – I (Practicals)	Core	6	4	50	50
11	Paper – XI	MP / C / 204	Case Analysis – Praxis of Counselling – I **	Core	4	4	50	50
12	Paper – XII	MP / E / 205A	Corporate Counselling	Elective	3	3	50	50
		MP / E / 205B	Life Skills					
13	Paper – XIII	MP / ID / 206	Advanced Statistics in Behavioural Sciences	Inter disciplinary	3	3	50	50
14	Paper – XIV	MP / SS/ 207	Soft Skills II	Record course	2	2	–	–
15	Paper – XV	MP / P /208	Summer Placement	Placement	Min 150 hrs	2	–	–
TOTAL					**26**	**26**	**600**	

II Year Papers

SEMESTER – III

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
16	Paper – XVI	MP / C / 301	Counselling Across Life Span	Core	4	4	50	50
17	Paper – XVII	MP / C / 302	Internship	Core	4	3	50	50
18	Paper - XIVIII	MP / C / 303	Counselling and Therapeutic Techniques	Core	4	4	50	50
19	Paper – XIX	MP / C / 304	Psychological Assessment – II (Practicals)	Core	6	4	50	50
20	Paper – XX	MP / E / 305A	Counselling Children With Developmental Disorders	Elective	3	3	50	50
		MP / E / 305B	Positive Psychology					
21	Paper – XXI	MP / ID / 306	Training and Development	Inter disciplinary	3	3	50	50
22	Paper - XXII	MP / SS / 307	Soft Skills III	Record course	2	2	–	–
TOTAL					**26**	**23**	**600**	

SEMESTER – IV

No	Paper	Course Code	Course Title	Nature	Hours	Credits	Marks	
							Int.	Ext.
23	Paper – XXIII	MP / C / 401	Counselling and Therapy for Groups and Special Populations	Core	4	4	50	50
24	Paper – XXVI	MP / C / 402	Psychological Training Modules (Demonstration)	Core	6	3	50	50
25	Paper – XXV	MP / C / 403	Dissertation	Core	6	6	50	50
26	Paper – XXVI	MP / C / 404	Case Analysis – Praxis of Counselling** -II	Core	4	4	50	50
27	Paper – XXVII	MP / C/ 405	Counselling in Schools	Core	4	4	50	50
28	Paper – XXVIII	MP / SS / 406	Soft Skills IV	Record course	2	2	–	–
TOTAL					**26**	**23**	**500**	

TOTAL CREDITS = 96

** Skills practice in case analysis will be based on the theory papers offered during the semester

DISTRIBUTION OF CREDITS ACROSS FOUR SEMESTERS

Semester No	Nature of Paper	Number of Papers & Credits	Credits	Total Credits
SEM - 1	**CORE**	4 Subjects X 4 Credits	16	16
SEM – 2	**CORE**	4 Subjects X 4 Credits	16	16
SEM – 3	**CORE**	3 Subjects X 4 Credits	12	15
		1 Subject X 3 Credits	3	
SEM - 4	**CORE**	1 Subject X 6 Credits	6	21
		3 Subjects X 4 Credits	12	
		1 Subject X 3 Credits	3	
			TOTAL CREDITS	**68**
SEM - 1	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM – 2	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM – 3	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
			TOTAL CREDITS	**18**
SEM - 1	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 2	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 3	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 4	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
			TOTAL CREDITS	**8**
SEM – 2	**SUMMER PLACEMENT**	1 Summer Placement X 2 Credits	2	2
			TOTAL CREDITS	**2**
			OVERALL SUM OF CREDITS	**96**

OVERALL SUMMARY	**DETAILS OF THE SUBJECTS**	**CREDITS**
	CORE PAPERS	68
	ELECTIVE & INTER DICIPLINARY	18
	RECORD COURSE	8
	SUMMER PLACEMENT	2
	OVERALL SUM OF CREDITS	**96**

SEMESTER - I

STATISTICS IN PSYCHOLOGY

PAPER I - MP / C / 101 - CORE CREDITS 4

OBJECTIVES: -

1. An understanding of the concepts of statistics related to research in Psychology.
2. To give orientation to the various statistical methods

Unit – I: MEANING OF STATISTICS: need and importance, scales of measurement, measures of central tendency: mean, median and mode, use of mean, median and mode, measure of variability - range, average deviation, quartile deviation and standard deviation – use of standard deviation.
Ref.: Mangal

Unit – II: GRAPHICAL REPRESENTATION OF DATA: graphical representation of grouped and ungrouped data- frequency curve, frequency polygon, bar graph, histogram, pie chart, pictograph, characteristics of a normal curve – skewness, & kurtosis, applications of the normal curve.
Ref.: Mangal

Unit – III: CORRELATION: meaning and types of correlation – linear correlation - meaning and computation of co-efficient of correlation – rank difference method and product moment method, regression: meaning, simple regression.
Ref.: Mangal

Unit – IV: SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS: need and importance, fundamental concepts – standard error – null hypothesis – level of significance , two-tailed and one-tailed tests of significance, computation of significance difference between two means – independent samples and correlated samples.
Ref.: Mangal

Unit – V: NON –PARAMETRIC TESTS: uses, Characteristics, chi-square test as a test of "goodness of fit " and a test of independence, wilcoxon matched – pairs signed ranks test – mann-whitney u test.
Ref.: Mangal

Reference

1. Mangal, S. K. (2010). *Statistics in psychology and education*, 2nd Ed. PHI Learning Private Limited, New Delhi.

2. Garrett, H. E. (2008). *Statistics in psychology and education,* First Indian Reprint.Surjeet Publications, Delhi.

Additional Reading :

1. Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences,(9th*Edn.).Wadsworth-Cengage Learning.
2. Mohanthy B and Mishra S (2015) Statistics for Behavioural and Social Sciences sage publication
3. Rajaretnam T (2016) Statistics for Social Sciences sage publications
4. Coolican, H. (2009). Research Methods in Statistics in Psychology. Rawat Publications New Delhi
5. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: BharatiBhavan Publishers.

- For ESE Theory -50% Problems 50%
- Unit I, III, IV , V – Theory & Problems
- Unit III- Theory only

COUNSELLING PROCESS AND SKILLS

PAPER II - MP / C / 102 - CORE CREDITS 4

OBJECTIVES: -

1. To understand the nature of Counselling Process as a helping relationship.
2. To appreciate the use of Counselling theories and essential skills of counselling.
3. To learn the essential skills & stages of counselling.

Unit – I : Understanding counselling as a process – definition – outcome & process goals in counselling;; characteristics of counsellors; ethics in counseling

Ref.: Patterson; Egan

Unit – II: Theories of counselling – continuum of the theories – person centred counseling, Gestalt counseling, Psychoanalytic counseling, Cognitive counseling, Trait-factor counseling, Behavioural counseling, Brief counseling.

Ref.: Patterson

Unit – III: Stages and skills in counsellingprocess:the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing, emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans; comparison of models – Patterson's model vs. Egan's model; making the referral &termination

Ref.: Patterson; Nelson-Jones, Egan.

Unit – IV: Structuring, Leading and Questioning techniques: structuring at the beginning and later stages of counselling; continuum of leads, use of questioning in counseling – adapting counseling process to specific population – crisis intervention.

Ref.: Patterson

Unit – V: Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients, Client's reluctance and resistance; Working with client's reluctance; Counsellor's emotions towards the ambivalent, indifferent or oppositional clients.

Ref.: Patterson

Reference:

1. Patterson, L. E. and Welfel, E. R. (2000).*The counselling process,*(5thed).Wadsworth, Brooks/Cole Thomson Learning.

2. Egan, G. (2013). *The skilled helper - A Problem Management Approach to Helping.* Brooks/Cole Publishers.

Additional Reading:

1. Nelson-Jones (2010). *The theory and practice of counseling and Therapy* (5thed). Sage.
2. Augustine Meier, and MichelineBoivin (2010) , Counseling & Therapy Technique , Theory and Practice (Sage)
3. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed.*Routledge.

4. Nelson-Jones(2008).*Basic Counselling Skills.* Sage Publications.

5. Jacobs, M. (2004). *Psychodynamic counselling in action.* Sage Publications.

THEORIES OF PERSONALITY

PAPER III - MP / C / 103 - CORE CREDITS 4

OBJECTIVES: -

1. To make the student understand about personality, determinants and different perspectives of personality.
2. To make the student know about different approaches to the study of personality.

Unit – I: The nature of personality theory: Personality theory and history. Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors..

Ref.: Hall &Lindzey; Schultz & Schultz

Unit – II: Psychodynamic Approach: Sigmund Freud. Neo Psychoanalytic Approach: Alfred Adler, Carl Jung

Ref.: Allen; Schultz & Schultz

Unit – III: Neo Psychoanalytic Approach:, Karen Horney, , Erich Fromm, Murray

Ref.: Allen. ; Schultz & Schultz

Unit – IV: Humanistic Approach: Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly Type Approach:: Eysenck, Allport, BIG 5 Theory

Ref.: Allen. ; Schultz & Schultz

Unit – V: Behaviouristic Approach: Skinner, Albert Bandura, Current Theories: Rotter, Zuckermann, Seligman

Ref.: Allen. ; Schultz & Schultz

Reference:

1. Duanep, Schultz & Sydney Ellen Schultz (2012).*Theories of Personality* (10thEdn.) New Delhi: Thomson Publishers

2. Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality*(4thEdn.), John Wiley & sons: US 137 (H)

Additional Reading:

1. Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6thed.). New Delhi: McGraw Hill.

2. Donna M, Ashcraft (2015). *Personality Theories Workbook*, CengageLearning,USA.

3. Allen, B. P. (1997). *Personality theories: Development, growth, and diversity,* (2nded.). London: Alyn and Bacon.

4. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th Edition), John Wiley & sons

5. Jess Feist, Gregory J. Feist (2013). *Theories of Personality (7th Edition),* Mcgraw Higher Ed

PSYCHOPATHOLOGY

PAPER IV - MP / C / 104 - CORE CREDITS 4

OBJECTIVES: -

1. To understand various disorders, their symptoms and causes.
2. To gain awareness of various treatment methods for psychological disorders

Unit – I: PSYCHOPATHOLOGY

Definition

Psychological abnormality: - Deviance, distress, dysfunction, danger, the elusive nature of abnormality.

Clinical assessment:- Characteristics of assessment tools, Clinical interviews , Case History, Mental Status Examination, Clinical test, Clinical observations.

Models of abnormality: Biological, Psychodynamic, Behavioral, Humanistic-existential, Cognitive, Sociocultural.

Classification systems: DSM V, ICD 10.

Ethics in practice.

Ref: Comer

Unit – II: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

Key features of psychotic disorders: delusions, hallucinations, disorganized thinking (speech), disorganized motor behavior, negative symptoms.

Symptoms, prevalence, and comorbidity: Schizophrenia, Delusional disorder, schizophrenic form disorder, brief psychotic disorder, schizoaffective disorder, substance induced psychotic disorder.

Theoretical perspectives:

Biological views – genetic factors, biochemical abnormalities, abnormal brain structure, viral infections.

Psychological views – psychodynamic, behavioral, cognitive,

Sociocultural views- multicultural factors, social labelling, family dysfunctioning, R.D. Laing's view.

Treatment: Institutional care- Milieu therapy, token economy; Anti-psychotic drugs; Psychotherapy- CBT, Family therapy, Social therapy; Community approach.

Ref: Comer, DSM V

Unit – III:PERSONALITY DISORDERS:-

Symptoms and theoretical perspectives: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Antisocial personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder, Obsessive compulsive personality disorder.

Treatment and outcomes.

Ref: Comer, Sarason&Sarason

.**Unit – IV: ANXIETY, OBSEEIVE COMPULSIVE AND STRESS RELATED DISORDERS**

Anxiety Disorders

Symptoms and theoretical perspectives: Panic Disorder, Social Anxiety Disorder (Social Phobia), Agoraphobia, Specific Phobia, Generalized Anxiety Disorder, Substance Induced Anxiety Disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

Obsessive compulsive related disorders

Symptoms, theoretical explanations, comorbidity: Obsessive-compulsive disorder (OCD), body dysmorphic disorder, hoarding disorder, trichotillomania (hairpulling disorder), excoriation (skin-picking) disorder, substance/medication-induced obsessive- compulsive disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

Trauma and stressor related disorders

Symptoms, causes, treatment: Reactive attachment disorder, disinhibited social engagement disorder, posttraumatic stress disorder (PTSD), acute stress disorder, and adjustment disorders

Ref: Comer, DSM V

UNIT – V: BIPOLAR AND DEPRESSIVE DISORDERS

BIPOLAR AND RELATED DISORDERS

Symptoms, etiology, comorbidity: bipolar I disorder, bipolar II disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, bipolar and related disorder due to another medical condition

Treatment: lithium and mood stabilizers, adjunctive psychotherapy

DEPRESSIVE DISORDERS

Symptoms, etiology, comorbidity: disruptive mood dysregulation disorder, major depressive disorder (including major depressive episode), persistent depressive disorder (dysthymia), premenstrual dysphoric disorder, substance/medication-induced depressive disorder, depressive disorder due to another medical condition

Treatment approaches:

Psychological approaches- psychodynamic, behavioral, cognitive therapies

Sociocultural approaches- multicultural treatment, family-social treatment

Biological approaches- ECT, Antidepressants, brain stimulation,

Ref: Comer, DSM V

Textbooks:

1. Comer, R.J. (2013). *Abnormal Psychology.* (8th ed). Worth Publishers.
2. DSM V
3. Sarason&Sarason(2005). *Abnormal Psychology.*(11thed). Pearson Education

References:

1. American Psychiatric Association (2000).*Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.
2. World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. World Health Organization (WHO).
3. Carson (2007). *Abnormal Psychology.*(13thed). Pearson Education.

CROSS CULTURAL PSYCHOLOGY

PAPER V - MP / E / 105 A -ELECTIVE CREDITS 3

Objectives:

- To understand the nature of different cultures
- To explore various research techniques and ethical consideration in cross cultural researches.
- To know the influence of cross cultural perspectives in relation to family, Gender, health, happiness and other aspects.

Unit I: culture definition and concept – popular conceptions of culture - nature, rationale and scope of cross cultural psychology -globalization, multiculturalism and cultural diversity - the current status of cross cultural psychology – theoretical model of cross cultural differences in eastern and western cultures.
Ref.: Laungani

Unit II : Research in cross cultural settings: ethical considerations – negotiations with governmental agencies/academic institutions, bonafides of the principal investigator, finding collaborators, research sponsorship, personal values of the investigator, the process of enquiry, applications of research findings - methodical issues in cross cultural psychology – experimental method, non experimental methods, theoretical approaches, process of research, emic-etic dilemma, pseudo-etic approach - doing research in India – cultural and ethical considerations.
Ref.: Laungani

Unit III : Family structures and child rearing practices – defining a family, sex, gender and family, Lesbian/Gay/Transsexual and transgender families, hijras – variations in family structures, contemporary family structures in western cultures- family structure in India and other developing countries – impact of globalization on family life in India.
Ref.: Laungani

Unit IV : Intercultural perception and interaction – Popper's views on perception, perceiving oneself, a serendipitous discovery - Cross cultural considerations in health, happiness and illness – the 'freedom from' modal of health in medicine, psychology, 'freedom to' modal of health and happiness in psychology, western and eastern conception of happiness
Ref.: Laungani

Unit V : Death and bereavement – denial of death, western approaches to death – medicalization of death, sanitization of death, secularization of death, secularists funerals, eastern approaches to death – family and communal considerations, Hindu funerals, dying a good death, near death experiences, religion, disease and death

Ref.: Laungani

Reference:

1. Laungani, P. D.(2007), Understanding Cross-cultural Psychology: Eastern and Western Perspectives, Sage Publications
2. Krumov K & Larson K S (2013) , Cross Cultural Psychology . Why culture matters. IAP

Additional Reading :

1. John Berry, (1997), *Handbook of Cross-cultural Psychology: Theory and method*. John Berry publishers
2. Hofstede, G. H. (2001) *Culture's consequences: comparing values, Behaviors, Institutions and Organizations Across nations*. Thousand Oaks, C.A.: Sage
3. Shiraev E B & Levy D A (2012) Cross cultural Psychology Pearson .
4. Jahoda G & Lewis L (2014) Acquiring Culture : Cross cultural studies in child development. Crom Helm Ltd .
5. Stevens M J &Gielen U P (2007) Towards a Global Psychology: Theory research, intervention and Pedagogy , Lawerence Erlbaum Associates Inc

HEALTH PSYCHOLOGY

PAPER V - MP / E / 105 B - ELECTIVE CREDITS 3

OBJECTIVES:

1. To emphasize positive health and improved quality of life
2. To promote good health habits and manage stress and pain

Unit – I: Introduction-field of Health psychology, Health and behaviors, The promotion and maintenance of health, the body-mind relationship Aims of health psychology, Need for health., Health promotion, Health enhancing behavior – exercise, cancer related health behavior, healthy diet, weight control, sleep.
Ref.: Taylor

Unit – II: Models in health psychology -– health belief model, theory of planned behavior, social – cognitive theory, trans-theoretical model. – Social comparison – person-situation interaction – motivation approach – procedures and appraisal.
Ref.: Rawat; Taylor

Unit – III: Health compromising behavior: characteristics – alcoholism and problem drinking – causes and treatment programs, preventive approaches to alcohol abuse; smoking – effect of smoking, causes, intervention to reduce smoking, smoking prevention.
Ref.: Taylor

Unit – IV: Stress management: meaning of stress and stressor , theoretical contribution to the study of stress ,physiology of stress ,assessing stress, sources of chronic stress, stress and illness , coping with stress ,management of stress.
Ref.: Taylor

Unit – V: Pain management: Nature and significance of pain , clinical issues in pain management , pain control techniques – pharmacological control, surgical control, sensory control, biofeedback, relaxation techniques; pain management programs.
Ref.: Taylor

Reference:

1. Taylor, S. E. (2006). *Health psychology,* Tata McGraw – Hill Company.
2. Rawat, D. (2005). *Health psychology,* Sublime Publications, Jaipur

Additional Reading:

1 Ogden, J. (2007). *Health psychology – A textbook,*(4th ed.). Tata McGraw – Hill Edition. (Open University Press, 2000).
2 Ghosh (2014) . Health psychology : Concepts in health and wellbeing.. Pearson.
3 Sarafino E P & Smith T W (2011) health Psychology : Bio psychosocial interaction. Wiley
4 Marks D F (2011) , Health Psychology : Theory Research and Practice . Sage.
5 Dalal A K (2016) , New Directions in Health Psychology. Sage.

ORGANIZATIONAL BEHAVIOUR

PAPER VI - MP / ID / 106 – INTERDISCIPLINARY CREDITS 3

Objectives

-To understand about organizational behaviour, challenges and opportunities.
-To familiarize with contemporary theories of motivation and its application.
-To know about work team and organizational culture.

Unit-I

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-II

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-III

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-IV

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-V

Organizational Culture: Organizational culture – Definition, Creating and satisfying cultures, employees gain knowledge of culture, creating a principled, constructive and theology and organisational 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.

Additional Reading:

1. Pareek Udai, (2011) 3rd Edition. Understanding Organizational Behaviour. India: Oxford University Press.
2. Stephen -P. Robbins/Timothy A. Judge Sangi Seema (2009) Organizational Behaviour -13e- Prentice Hall, India.

3. Jerald Greenberg & Robert A. Baron (2007) Behaviour in Organizations – Eight Editions - Prentice Hall of India.

SOFT SKILLS - GETTING ALONG WITH OTHERS

PAPER VII - MP / SS / 107 – RECORD COURSE CREDITS 2

Unit I: 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 II: 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 III: Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationship.

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

Unit V: 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.

SEMSESTER - II

RESEARCH METHODOLOGY

PAPER VIII - MP / C / 201 -CORE CREDITS 4

OBJECTIVES:

1. To understand the processes in research.
2. To use appropriate research design.

Unit – I: Introduction - Meaning and Characteristics of Scientific Research - Research process – steps in research – Ethical Issues in conduct of Psychological Research: Ethical Issues before beginning research – Risk/Benefit Ratio – Deception – Debriefing – Informed Consent – Privacy and Freedom of coercion
Ref.: **Singh*;Shaughnessy; Zechmeister&Zechmeister,***

Unit – II: Elements of Research – Variable Types: Independent, dependent, Extraneous, Intervening, and Controlled. Methods of Data Collection – primary and secondary data – Observational Research - Types of Observational Research - Observation without Intervention, Observation with Intervention.Recording behavior.Problems in conduct of Observational Research.Analysis of Observational Data. Survey Research: Characteristics of Surveys - Uses of Surveys - Survey Methods, interviews, Questionnaires – Questionnaires as instruments, Reliability and Validity of Self-Report Measures,
Ref.: Shaughnessy; Zechmeister&Zechmeister,

Unit – III: Sampling and hypothesis Testing: Meaning & Types of Sampling - Need for sampling, Fundamentals of Sampling, Sample Size Determination, and Sampling Errors. Hypothesis Testing- Meaning, Characteristics and Types: Null and Alternative Hypothesis - Directional and Non-directional, Type I and Type II Errors, One Tailed and Two Tailed Test.
Ref.: Sing; Leary

Unit – IV: Research Design: Meaning,& Purpose of Research Design - Criteria of research design –Basic principles of experimental research design: - replication, randomization, local control – Types of Research Designs – survey research design, cross sectional research design, longitudinal design, experimental designs: between group design, within group design.
Ref.: Singh; Kothari

Unit – V: Research Proposal & Writing Research Report – Preparing a Research Proposal – writing Research Report – Structure or Format of Research Report – Styles of writing a research report – overview of APA format - Evaluating a Research Report.

Ref.: Singh

Reference:

1. Kothari, C. R.(2004). *Research methodology,*(2nded). Chennai: New Age International Publishers.
2. Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2006). *Research Methods in Psychology.* (7th ed.). Singapore: McGraw-Hill.

Additional reading:

1. Kerlinger, F. N. (2000). *Foundations of behaviour research,* (5THed).New York: Reinhart Publishers.
2. McBurney, D. H. (2001). Research Methods.(5thed). US: Wadsworth.
3. Khan, J.A. (2011). *Research Methodology.* New Delhi: APH Publishing
4. *Gravetter (2015), Research Methods for the Behavioral Sciences, 5th Edition, Wadsworth, 2015*
5. *Singh*, A.K. (1997). *Tests, Measurements and Research Methods in Behavioral Sciences.* Patna: BharatiBhawan.

BEHAVIOUR MODIFICATION

PAPER IX - MP / C / 202 - CORE CREDITS 4

OBJECTIVES: -

1. To understand the importance of Behaviour Modification, and its use in counselling.
2. To learn the necessary skills of Behaviour Modification under the supervision of a practitioner.

Unit – I: Behaviour Modification: Historical perspectives, Salient features of Behaviour Modification, Behavioural Assessment- behavioural interview, self monitoring, self report, direct observation.
Ref.: Martin &Pear;Miltenberger.

Unit – II: Techniques of Behaviour Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self control procedures, Problem solving.
Ref.: Martin &Pear;Miltenberger, Walker

Unit – III: Cognitive models: Assessment & treatment procedures; understanding CBT, stages of CBT – getting started, CBT method of change, overcoming blocks to change; techniques of CBT; REBC – nature and background, view of human nature, key concepts, process and goals, implementation and techniques.
Ref.: Martin & Pear; Trower; Dryden; Miltenberger

Unit – IV: Behaviour Modification for Anxiety & Depression, Behaviour Modification for Substance Abuse, Obesity and Smoking.
Ref.: Martin &Pear;Miltenberger.

Unit – V: Behavioural Skills Training Procedures; components of the behavioural skills training procedure – Modelling, Instructions, Rehearsal, Feedback; enhancing generalization after behaviouralSkills training; behavioural skills training in groups – applications for behavioural skills training procedures.
Ref.: Martin &Pear;Miltenberger.

Reference: -

1. Martin, G. &Pear, J. (2010). *Behaviour Modification - What it is and How to do it.*(9th ed). PIE

2. Miltenberger. R. G. (2015). Behavior Modification: Principles and Procedures, (6thed.). Belmont CA: Thomson Wadsworth.

3. Trower, P., Casey, A., &Dryden, W. (2004). *Cognitive behavioural counselling in action.* Sage Publications.

.

Additional Reading:

1. Spiegler, M. D. (2015). *Contemporary BehaviourTherapy.*Cengage Learning
2. Rhena Branch, Rob Willson (2010). *Cognitive Behavioral Therapy for Dummies,* John Willen & Sons Ltd., England.
3. Jeff Riggenbach (2013). *The CBT Toolbox – A workbook for clients and clinicians*, PESI Publications& Media.
4. Walker, E. C., Hedberg, A., Clemment, P. W. & Wright, L. (1991).*Clinical procedures for behaviour therapy.*New Jersey: Prentice-Hall, Inc.
5. Dryden, W., Neenan, M. (2004). *Rational emotive behavioural counselling in action,*3rd Edition, Sage Publications

PSYCHOLOGICAL ASSESSMENT – I (PRACTICALS)

PAPER X - MP / C / 203 - CORE CREDITS 4

OBJECTIVES: -

1. To understand and interpret the person's test scores.
2. To assist in selection of appropriate test.
3. To understand and solve the ethical issues in Psychological assessment.

Theory

Unit – I: Nature and uses of Psychological Tests - Definition of a Psychological test. Uses of psychological tests. Test administration. Examiner and situational variables.Effects of training on test performance.Source of information about the test.

Ref.: Anastasi

Unit – II: Historical antecedents of modern testing: Early interest in classification and training of MR persons. The first experimental Psychologists .Contributions of Francis Galton.Cattell and the Mental tests. Binet and the rise of Intelligence tests.Group testing.Aptitude testing.Standardized Achievement Testing.Assessment of Personality.

Ref.: Anastasi

Students are expected to administer any ten of the following experiments by selecting a minimum of two experiments from each of the categories

ASSESSMENT OF INTELLIGENCE & APTITUDES

1. Advanced Progressive Matrices– John C Raven
2. David's Battery of Differential Aptitude
3. Multiple Intelligence

ASSESSMENT OF PERSONALITY

1. EPQ
2. 16 PF - Raymond B. Cattell
3. Big 5 - John, O. P., &Srivastava, S.
4. Anger Expressions - Charles D. Spielberger
5. Type A Personality

ASSESSMENT RELATED TO HEALTH

1. Students Stress Scale – ManjuAgarwal
2. Coping Scale - Erica Frydenberg
3. Quality of Life - WHO
4. Psychological General Wellbeing Index - Olivier Chassany

ASSESSMENT RELATED TO COUNSELLING

1. Problem Checklist - Herbert C. Quay
2. Study Skills – DrKanchana
3. Interest schedule - Sanjay Vohra
4. Depression Scale – Beck

ASSESSMENT RELATED TO WORK

1. Work Motivation - K. G. Agarwal
2. Organizational Commitment - UpinderDhar
3. Job Involvement - R.N.Singh
4. Organizational Stress - C. N. Daftuar

Reference:

1. Anastasi. A. &Urbina.S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1. Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

CASE ANALYSIS – PRAXIS OF COUNSELLING -I

(PRACTICUM)

PAPER XI - MP / C / 204 - CORE CREDITS 4

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients and their problems with the help of one to one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the back ground of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) (preferably with the presence of one or two practicing counsellors).

Exercises

Unit – I: Counsellor's self – worth: Self – awareness, understanding motives, personal analysis.
Ref.: Corey

Unit – II: Use of counselling model: Practicing counselling model& skills.

Unit – III: Therapeutic skills: Assessing feelings and physical reactions, assisting client to identify and rate feelings and physical reactions regarding a situation, assessing thinking, assisting client to identify and rate thoughts, perceptions and images regarding a situation.
Ref.: Nelson – Jones

Unit – IV: Therapeutic skills:Developing structuring skills, negotiating homework assignment skills, evaluating therapeutic skills, supervising and being supervised.
Ref.: Nelson – Jones

Unit – V: Case Analysis: Co-counselling, and counselling role play, case vignettes, verbatim writing, and verbatim analysis.

Reference:

1. Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning

2. Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model,* 4th edition, Sage Publications.

Additional Reading:

1. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

2. Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

3. Nelson – Jones, R. (2002). *Essential counselling and therapy skills – the skilled client model,*New Delhi: Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content
EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

CORPORATE COUNSELLING

PAPER XII - MP / E / 205 A - ELECTIVE CREDITS 3

OBJECTIVES:

1. To introduce Counselling in Corporate
2. To make students to apply various psychological principals in employee well being.

Unit – I: Understanding Work place counselling; concept, history, functions, Models of workplace counselling; Ethics in workplace counselling.
Ref.:Michael.

Unit – II: Setting up counselling in the workplace – integrative model of individual employee counselling - Training for Work Place Counsellors.
Ref.:Michael.

Unit – III: Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the work place, Travel stress, Time stress, Work stress and families.
Ref.: Susan

Unit – IV: Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitrating skills.
Ref.: Jacob

Unit – V: Employee Problem specific Counselling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.
Ref.: Coles

Reference: -

1. Michael, C. (1996).*Work place counselling – a Systematic approach to employee care,* Sage Publications.
2. Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2002). *Group counselling – strategies and skills.* (7thed.). Pacific Grove: Brooks/Cole.
3. Coles, A (2003).*Counselling In The Workplace.* McGraw-Hill Education (UK)

Additional Reading:

1. Vardi,Y&Weitz.E (2004). *Misbehaviour in organization – theory research and management.* New Jersey: Lawrence Erlbaum associates.

2. Cartwright, S. & Cooper, C. (1997). *Managing Workplace Stress*, Sage Publications.
3. Patterson, L. E.&Welfel, E. R. *The counselling process,* 5TH edition. Brooks/Cole Thomson Learning.
4. Nelson - Jones, R. (2002). *Essential counselling and therapy skills,* Sage Publications .
5. Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed.* Routledge.

LIFE SKILLS

PAPER XII - MP / E / 205 B - ELECTIVE CREDITS 3

OBJECTIVES: -

1. To learn the concept of life skills, and its importance in relation to personality development of an individual.

2. To become aware of the components of life skills, and the method of imparting knowledge of life skills to others.

Unit – I: Introduction to life skills, the importance of life skills, the relationship between life skills and individual personality development, life skills development and its effects on relationship patterns.
Ref.: Nair

Unit – II: Types of life skills: Thinking skills- Decision making Goal Setting and Motivation, Positive Thinking, Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.
Ref.: Nair

Unit – III: Interpersonal skills- Communication skills, Negotiation skills, Leadership, TeamBuilding, Presentation Skills.
Ref.: Nair

Unit – IV: Self-management skills: Self-awareness, Building Confidence and Self-esteem Anger Management, Stress Management, Relaxation Techniques.
Ref.: Nair

Unit – V: Designing life skills intervention **–** Any Two life skills.
Reference: -

1. Nair.V. Rajasenan, (2010*). Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Additional Reading:

1. Burnard, P. [1999].*Interpersonal skills – A source book of activities.* Viva PublishersPvt. Ltd.
2. Bishop, S. [1999].*Assertiveness skills – A source book of activities.* Viva Publishers Pvt. Ltd.
3. Nair. A. Radhakrishnan, (2010*). Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Wadkar A (2016) . Life skills for success. Sage

ADVANCED STATISTICS IN BEHAVIOURAL SCIENCES

PAPER XII -MP/ ID / 206 – INTER DISCIPLINARY CREDITS 3

OBJECTIVES:

1. An understanding of the concepts of statistics related to research in Psychology.
2. To give orientation to the various statistical methods
3. To understand multivariate techniques

Unit – I: FURTHERMETHODS OF CORRELATION: Need, importance and computation of -The Biserial Correlation, The Point Biserial Correlation, The Tetrachoric Correlation. , The Phi Coefficient, Partial Correlation and Multiple Correlations.

Ref. :Garrett

Unit – II: ANALYSIS OF VARIANCE: Need for Analysis of variance technique. Meaning and procedure for calculating the Analysis of Variance.Two way Analysis of Variance.Underlying assumptions in Analysis of variance.

Ref. :Mangal

Unit – III:ANALYSIS OF COVARIANCE: Meaning and purpose. Uses of analysis of Covariance.Assumptions underlying Analysis of Covariance.

Ref. :Mangal

Unit – IV: MULTIVARIATE ANALYSIS METHODS – basic concepts, rationale. Multivariate statistics - multiple regression –Meaning ,Purpose, Types, Issues in multiple regression. MANOVA- Meaning, Uses,Assumptions

Ref :Belhekar V M

Unit – V :FACTOR ANALYSIS : Meaning, Exploratory factor analysis- meaning, purpose,specific issues. Conformatory factor analysis, Principal component analysis, path analysis - meaning, uses.

Ref :Belhekar V M

Reference

1. Henry E Garrett (2001). *Statistics in Psychology and Education*, First Indian Reprint. Surjeet Publications, Delhi.

2. Mangal .S. K. (2010). *Statistics in Psychology and Education*. 2nd Ed.PHI Learning private Limited New Delhi

3. Belhekar V M . (2016) . Statistics for Psychology using R , 1st edition , Sage publication New Delhi

Additional Reading

1 Arthur Aron, Elaine N. Aron, Elliot J. Coups (2007) *Statistics for Psychology*, Fourth Edition, Prentice Hall of India, Delhi.

2 Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences,(9th*Edn.).Wadsworth-Cengage Learning.

3 Mohanthy B and Mishra S (2015) Statistics for Behavioural and Social Sciences sage publication

4 Rajaretnam T (2016) Statistics for Social Sciences sage publications

5 Coolican, H. (2009). Research Methods in Statistics in Psychology. Rawat Publications New Delhi

- For ESE Theory -60% Problems 40%
- Unit I, II,– Theory & Problems
- Unit III, IV , V - Theory only

SOFT SKILLS – WRITTEN COMMUNICATION

PAPER XIV - MP / SS/ 207 – RECORD COURSE CREDITS 2

OBJECTIVES:

1. To help students understand the process of writing.
2. To teach the techniques of APA style and encourage students to write research papers.

Unit – I: Written Communication – basics, parts of a written communication; punctuation; common grammatical errors; spelling, confused words and gender.

Unit – II: Style – flow and its enemies, making writing lively, use of style in writing sentences and paragraphs,

Unit – III: The process of writing – audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

Unit – IV: Orientation to Microsoft office – working with MS word, excel, power point,

Unit – V: APA style – Basics of APA, in-text citations, formatting and writing Reference, Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers.

Reference: -

1. West. C. (2008). *Perfect Written English – All you need to get it right first time,* Random Books House.

2. Monippally. M. M. &Pawar. B. S. (2010). *Academic Writing – A guide for Management students and researchers. Response books,* Sage Publications.

3. American Psychological Association (2010) – *Publication Manual of the American Psychological Association,* (6thed.). Washington DC. Author.

SUMMER PLACEMENT

PAPER XXIII -MP / P / 208 – PLACEMENT CREDITS 2

OBJECTIVES:

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for Counselling and to learn under a trained psychologist/counsellor

Students have to gain exposure in related fields of Counselling for a minimum of 150 hours during summer vacation after completing their 2nd Semester in the first year of the course. The students are expected to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor. Students are expected to submit a report along with the evaluation report from the organization at the end of the one month Summer Placement. Credits are awarded for the same.

SEMESTER – III

COUNSELLING ACROSS LIFE SPAN

PAPER XVI - MP / C / 301 - CORE CREDITS 4

OBJECTIVES: -

1. To introduce counseling at various life span periods
2. To understand the techniques related to the issues at lifespan periods

Unit – I: Psychological Counselling of Children –Issues related to child neglect & abuse; single parentfamilies; Considerations in counselling children – goals, child-counsellor relationship

Ref.:; Murray; Geldard, Geldard& Foo

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

Ref.: Murray; Geldard&Geldard

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.

Ref.: Goodman, Schlossberg, & Anderson; Donald & Atkinson; Murray.

Unit – IV: Counselling for Mid Life Issues - Relationship dynamics in thefamily -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause

Ref.: Murray; Donald & Atkinson

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.

Ref.: Donald & Atkinson; Murray; Orbach;

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

Additional Reading:

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

INTERNSHIP

PAPER XVII - MP / C / 302 - CORE CREDITS 3

OBJECTIVES: -

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for counselling and to learn under a trained psychologist.

Students will be placed in one or two organizations to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor at least for a period of 150 hours in the semester. They are expected to give a report of their work done (bound copy) at the end of the 4thsemester together with the evaluation report from the organization, where they have undergone internship.

INTERNAL CONTINUOUS ASSESSMENT: Submission of weekly reports and the content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING AND THERAPEUTIC TECHNIQUES

PAPER XVIII - MP / C / 303 - CORE CREDITS 4

OBJECTIVES: -

1. To learn and understand the difference between the counselling and psychotherapy.
2. To learn the array of psychotherapy techniques and the appropriateness of choosing the right technique for right the client/problem.
3. To learn the use of alternate techniques in psychotherapy.

Unit – I: Nature of Psychotherapy; General and specific factors promoting change during psychotherapy; Characteristics of Psychotherapy -Course of Psychotherapy: an overview of Initial phase –(Do's & don'ts during initial interview; assessment, treatment contract); Middle stage: (resistance, interpretation, transference, counter transference), Terminal phase.
Ref.: Feltham;Palmer;Garfield; Corey

Unit – II: Psycho – Dynamic Approaches: Classical Psychoanalysis, Neo Freudian Approaches, Jung's approach, Adler's approach; Play therapy – Key concepts & Techniques.
Ref.: Jacobs; Corey

Unit – III: Humanistic &Existential Approaches – Client Centered Therapy; Logo Therapy, Gestalt Therapy, Transactional Analysis, Key concepts & Techniques
Ref.: Joyce & Sills; Lister-Ford; Corey

Unit – IV: Crisis intervention- crisis Conditions for crisis interventions; techniques of crisis interventions
Ref.: Patterson; Nelson - Jones

Unit – V: Changing Approaches to Psychotherapy: Biofeedback, Art Therapy, Guided Imagery, Music & Creative Movement Therapy, yoga, Transcendental meditation, Reality Therapy, Solution Focused Brief therapy
Ref.: Corey; Rosemary

Reference:

1. Feltham, C. (1999). *Controversies in psychotherapy and counselling.* Sage Publications.

2. Palmer, S. (2000). *Introduction to counselling and psychotherapy .* Sage Publications.

3. Garfield, S. L. (1989). *The practice of brief psychotherapy .* Pergamon Press.

Additional Reading:

1. *Richard Nelson-Jones (2011) Theory and Practice of counselling& Therapy. 5th Ed.* Sage.

2. Corey, Gerald. (2013). Theory and Practice of Counselling and Psychotherapy. Cengage Learning.

3. Jacobs, M. (2004). *Psychodynamic counselling in action.* Sage Publications.

4. Joyce, P. &Sills, C. (2004). *Skills in gestalt counselling & psychotherapy,* Sage Publications.

5. Lister-Ford, C. (2002). *Skills in transactional analysis counselling & psychotherapy.* Sage Publications.

PSYCHOLOGICAL ASSESSMENT – II

(PRACTICALS)

PAPER XIX - MP / C / 304 - CORE CREDITS 4

OBJECTIVES:

1. To understand and interpret the individual's test scores.
2. To assist in selection of appropriate test.
3. To be aware of Ethical issues in testing.

Unit – I: Norms and the measuring of test scores. Statistical concepts, Developmental norms, Within Group Norms, Relativity of norms.Computer and the interpretation of test scores. Domain-Referenced test interpretation. A brief introduction to Reliability, Validity and Standardization.
Ref.: Anastasi

Unit – II: Ethical and Social considerations in Testing.- Ethical issues in Psychological Testing and Assessment. User qualifications and professional competence .Responsibilities of test publishers.Protection of privacy, Confidentiality.Communicating test results.Testing diverse population.
Ref.: Anastasi

ASSESSMENT OF COGNITIVE FUNCTIONS

1. Memory Scale - PGIMS
2. BinetKamath Test
3. Knox cube imitation test

ASSESSMENT RELATED TO EDUCATIONAL / VOCATIONAL GUIDANCE

1. Study Habits Inventory - Mukhopadhyay
2. Assessment of Learning disabilityNIMHANS
3. Career Maturity Inventory - Katz, Martin R.

ASSESSMENT OF INTELLECTUALLY CHALLENGED CHILDREN

1. Vineland Social Maturity Scale
2. Sequin Form Board
3. Coloured Progressive Matrices

ASSESSMENT OF PERSONALITY AND ADJUSTMENT

1. MBTI
2. FIRO – F - William Schutz

3. Incomplete Sentence Blank - Rotter
4. Problem Check List – John A Schinka

TESTS USED IN THE CLINICAL SETTING

1. BGT
2. MPQ
3. Anxiety Scale- IPAT

ASSESSMENT OF PERSONAL AND SOCIAL SKILLS

1. Assertive Questionnaire – Rathur
2. Communication Skills Assessment- SusabBarkman
3. Emotional Intelligence – Chadda

Reference:

1. Anastasi, A. &Urbina, S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1. Gregory, R. J. (2005). *Psychological testing, history, principles and applications.* 4th Edition, Pearson Education, USA.

COUNSELLING CHILDREN WITH DEVELOPMENTAL DISORDERS

PAPER XX - MP / E / 305 A – ELECTIVE CREDITS 3

OBJECTIVES:

1. To introduce various Developmental Disorders
2. To help students to apply psychological principals in management of developmental disorders.

Unit – I: Mental Retardation: Classification, Early Identification, Behavioural problems, Common mental retardation syndromes- hypothyroidism, Fragile X syndrome, Down's , William's, PKU; Management of the mentally retarded.
Ref.: Wicks – Nelson& Israel.

Unit – II: Learning Disability – Etiology, Characteristics, Assessment, Remedial Education.
Ref.: Charles;**MalavikaKapur; Janet Learner**

Unit – III: ADHD-Clinical picture, Etiology, Treatment issues-medication; Psycho educational intervention
Ref.: Charles; **MalavikaKapur**

Unit – IV: Anxiety Disorders- Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder; schizophrenia in children and adolescents; childhood depression; conduct disorder, habit disorder.
Ref.: **MalavikaKapur**

Unit – V: Autism spectrum disorders- Autistic disorders- Clinical features, etiology, Medical and behavioural management: A brief look into other conditions- Asperger's, Rett's, Tourette's, Selective mutism.
Ref.: Charles; **Janet Learner**

Reference:

1. Wicks – Nelson, R., &Israel, A. C. (1984).*Behaviour disorders of childhood.* Englewood Cliffs, New Jersy.
2. MalavikaKapur (2011). *Counselling children with psychological problems.* Pearson

Additional Reading:

1. Janet Learner with Frank Kline (2006) Learning *Disabilities and related Disorders – Characteristics and teaching Strategies 10thed.*Houghton Mifflin
2. Prout&Fedewa (Eds.) (2015). Counselling and Psychotherapy with Children and Adolescents (5thed). John Wiley & Sons.
3. **Matson**, **Andrasik**, & **Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer**

4. Jacobson, Mulick&Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
5. Thambirajah&Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

POSITIVE PSYCHOLOGY

PAPER XX - MP / E / 305 B–ELECTIVE CREDITS 3

OBJECTIVES: -

1. To understand the meaning & scope of positive psychology towards the empowerment of human being.
2. To learn the necessary skills and attitude that helps to think positively

Unit I : LOOKING AT PSYCHOLOGY FROM A POSITIVE PERSPECTIVE

Introduction to positive psychology, Going from the negative to the positive, Living well at every stage of life: - Resilience in childhood, Positive youth development, the life tasks of adulthood, successful aging.

Ref.: Snyder

Unit II : POSITIVE EMOTIONAL STATES AND PROCESSES

The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness and Well – Being. Defining Emotional Terms, Distinguishing the Positive and the Negative, Happiness and subjective Well – Being, Life Enhancement Strategies, Making the most of Emotional Experiences: Emotion – Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling.

Ref.: Snyder

Unit III : POSITIVE COGNITIVE STATES AND PROCESSES

Seeing our futures through: Self – Efficacy, Optimism, and Hope – Wisdom and courage - Mindfulness: living with mindfulness, Life enhancement strategies.

Ref.: Snyder

Unit IV : PRO-SOCIAL BEHAVIOUR - Empathy and Egotism: Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships – Balanced conceptualizations of mental health and behavior – Interceding to prevent the bad and enhance the good

Ref.: Snyder

Unit V : POSITIVE ENVIRONMENT

Positive Schooling: - The Components, Giving back to teachers; Good work: The Psychology of Gainful Employment :Gainful Employment: Happiness, Satisfaction and Beyond, Measuring Gainful Employment, Hope: A Prime Psychological Capital, The Dark Side: Workaholics, Burnouts and Jobs Lost.

Ref.: Snyder

Reference:

1. Snyder, Lopez,&Pedrotti. (2011). Positive psychology: The science and practical explorations of human strengths. (2nd ed.), Sage publications.
2. Crothers &Baumgardner (2009). Positive Psychology. Pearson.

Additional Reading:

1. Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well–Being Centre).
3. Lomas, Hefferson,&Ivtzan (2014). Applied Positive Psychology: Integrated Positive Practice. SAGE Publications.
4. Carr (2011). Positive Psychology: The Science of Happiness and Human Strengths. Routlegde.
5. Peterson (2006). A Primer in Positive Psychology. Oxford University Press.

TRAINING AND DEVELOPMENT

PAPER XXI -MP /E / 306 – INTERDICIPLINARY CREDITS 3

OBJECTIVES:

1. To understand the meaning & scope of Training towards the empowerment of human being.

2. To learn the necessary skills and attitude that helps to become a trainer/facilitator.

Unit – I: Training- Meaning & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training.
Ref.: Agochiya; Blanchard &Thacker

Unit – II: General Features of adult learners; basic learning styles of participants; Methods of learning in a Training programme; factors influencing the learning process
Ref.: Agochiya

Unit – III: Steps in Preparing a Training Design- Analyzing training needs; Training objectives; Steps in preparing an action plan for the programme; Key considerations in designing a Training programme; Guidelines for preparation of a training module.
Ref.: Agochiya; Blanchard&Thacker

Unit – IV: Training methods and techniques- Lecture, case study, Role play, Group discussion, brainstorming,simulation - On the Job training; conducting a training programme: preparation, Using visual aids; Handling problem situations,
Ref.: Agochiya; Blanchard&Thacker

Unit – V: Evaluation of a Training programme- Need and purpose, Stages of evaluation; conducting the end term evaluation; measuring participants learning.
Ref.: Agochiya

Application: Students are assigned to apply the theory into practice by designing two training models out which one module will be conducted as training session for any chosen target group.

Reference:

1. Agochiya, D. (2002). *Every trainer's handbook .* Sage Publications .

2. Blanchard, N. P. &Thacker, J. W. (2009).*Effective training: systems, strategies and practices,* Pearson Education.

Additional Reading:

1. Hackett, P. (1998).*Introduction to training,* University Press India Ltd.

2. Ruth Colvin Clark (2010).*Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition.*

3. Elaine Biech (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.

4. Rolf P. Lynton and UdaiPareek's(2011). *Training for Development,*3rd Edition, Sage Publications.

5. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

SOFT SKILLS – COMPUTER ASSISTED RESEARCH SKILLS

PAPER XXII - MP / SS / 307 – RECORD COURSECREDITS 2

Objective:

1. To have hands on training on state of the art technology developments in research.

Unit I: Basics in Research methodology -variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on-line off-line usage, scope and utilities in every stages of research. On-line data base Psy-INFO Direct

Unit II: Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS , Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

Unit III: Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, Analysis of a subset of a data .Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

Unit IV: Data Analysis: Exploratory data analysis: scale data, Probability and inferential statistics, Comparing categorical variables, Mean differences between groups: "t" test, ANOVA, Introduction to regression, Creating and editing graphs and charts.

Unit V: Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

SEMESTER - IV

PAPER XXIV - MP / C / 401 – CORE CREDITS 4

COUNSELLING AND THERAPY FOR GROUPS AND SPECIAL POPULATIONS

OBJECTIVES:

1. To make the student familiar with the process and goals of group counselling.
2. To apply the principles of group dynamics in group counselling
3. To equip the student with the knowledge for counselling special population.

Unit – I: Group counselling and group therapy: definition – assumptions underlying group work, who should lead a group, reasons for leading groups, kinds of groups, group leadership styles, leadership function potential group problems – ethical issues in therapeutic group work.
Ref.: Jacobs

Unit – II: Stages of groups: group process and therapeutic forces – stages of groups, group process, group dynamics of different kinds of groups, therapeutic forces, process and content; Stages of group therapy – beginning stage – first session, second session and subsequent sessions, leadership skills and techniques for the beginning stage; middle stage, planning and assessment, leadership skills and techniques for the middle stage; closing stage, leadership skills and techniques for the closing stage.
Ref.: Jacobs

Unit – III: Dealing with problem situations – the chronic talker, the dominator, the distractor, the rescuing member, the negative member, the resistant member, the member who tries to “get the leader”, dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, dealing with prejudices, narrow minded, or insensitive members.
Ref.: Jacobs

Unit – IV: Family and couples intervention: Key assumptions and concepts – systems theory – major theoretical approaches – the psychoanalytic approach – the experiential approach – the family systems approach – the strategic family therapy approach – the structural approach – behavioural approaches.
Ref.: Jacobs;Gelso

Unit – V: Working with specific populations – children, adolescents, addiction groups, Geriatric..older clients, clients with chronic diseases or disabilities, survivors of sexual abuse, counseling LGBT, divorce groups, adult children of alcoholics.
Ref.: Jacobs, Patterson

Reference:

1. Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2011). *Group counselling – strategies and skills.* (7th ed.). Pacific Grove: Brooks/Cole.

2. Gelso, G. J., Fretz, B. R.*(2014). Counselling Psychology,* 3rd Edition. A prism Indian edition.

3. Patterson, L. E. and Welfel, E. R. (2000).*The counselling process,*(5thed).Wadsworth, Brooks/Cole Thomson Learning.

Additional Reading:

1 Keith Tuder (1999) Group Counseling

2 Charles J O ' Leary (1999) Counseling Couples and Families A person centred Approach

3 Gazda, G. M., Ginter, E. J.,&Horne, A. M. (2001). *Group counselling and group psychotherapy,*London: Allyn&Becon.

4 Corey, G. (2012).*Theory and practice in group counselling*, (8thed).Australia: ThomsonBrooks / Cole.

5 MalavikaKapur (2011), *Counseling Children with Psychological Problems*, Pearson

6 Thompson Rosemary (2016), *Counseling Techniques - Improving relationship with others, ourselves, our families and our environment (3rd Edition).* Routledge.

7 Nelson – Jones (2011), *Theory and Practice of Counseling and Therapy* (5th Edition), Sage.

PSYCHOLOGICAL TRAINING MODULES

(Demonstration)

PAPER XXV - MP / C / 402 – CORE CREDITS 3

OBJECTIVES: -

1. To help students understand the method of preparing Psychological Training Modules using counseling techniques.
2. To help students acquire necessary skills to conduct Training Programmes.

METHOD: -

This paper is an extension of the theory paper Training and Development (PAPER XX - MP / ID / 306 – INTER DISCIPLINARY, CREDITS 3) offered in the third semester. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and counseling techniques (BMT,CBT,REBT etc could be used) for specific target populations. Students are expected to submit a project report about the training procedures.

SELF HELP SKILLS (Practical Oriented Teaching)

1. Self Awareness
2. Stress Management & Relaxation Training
3. Self Concept, Self Esteem Skills
4. Assertive skills
5. Anger management
6. Diary keeping and self-analysis
7. Goal setting behaviours
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexities& ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

16. Communication Skills (Styles)
17. Facilitation and Moderation Skills.

18. Conflict management
19. Problem solving and Decision Making
20. Motivation and Leadership Skills
21. Peer Counselling
22. Relationship Skills (also with reference to opposite sex and Martial relationship)
23. Event Management Skills
24. Team Building
25. Empathy and interpersonal relationship skills
26. Negotiation and confrontation skills

INTERNAL CONTINUOUS ASSESSMENT: Submission of Modules, Content, Regularity, Participation and Practice and Application of the Skill.Students are expected to conduct training on any one component for internal assessment**.**

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician. For the external evaluation, the viva voce will be conducted based on the training module design, concept, method and skills imparted during demonstration.

DISSERTATION

PAPER XXVI - MP / C / 403 – CORE CREDITS 4

OBJECTIVES: -

Students are required to carry out an independent research work under the guidance of a Supervisor. The students are encouraged to carry out an intervention study. The dissertation must be submitted in hard

bound form. Students are required to submit a thesis at the end of the Second Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

INTERNAL CONTINUOUS ASSESSMENT: Submission, Content and Regularity
EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

CASE ANALYSIS – PRAXIS OF COUNSELLING - II
(PRACTICUM)

PAPER XXVII - MP / C / 404 – CORE CREDITS 4

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients.

2. To help the students to carry out one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the background of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) possibly in the presence of one or two practicing counsellors with psychology background.

EXERCISES

1: Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim analysis.
2:Therapeutic skills
3: Group counselling skills
4: Co-counselling, and counselling role play.
5: Case analysis

Reference:

1. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

2. Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

3. Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model,*(4th ed). Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content
EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING IN SCHOOLS

PAPER XXVIII - MP / E/ 405 – CORECREDITS 4

OBJECTIVES: -

1. To understand the development and purpose of school counsellingprogramme in the current scenario.

2. To obtain the knowledge, skills, and attitude that helps to implement a comprehensive counsellingprogramme in the educational settings.

Unit – I: Development of School Counselling – Professional identity – the purpose of School counselling program – A Comprehensive program: Facilities and resources – Varying roles of school of counsellors – training of school counselors- culturally competent counsellling skills.
Ref.: Schmidt

Unit – II: Essential services: Counselling Individual and group counselling – Student, parent and teacher counselling – consulting: Information, instructional, problem solving services – coordinating: Data Collection and sharing, referrals and follow up, school wide events - appraising: student evaluation and environmental evaluation.
Ref.: Schmidt

Unit – III: Developing a comprehensive program - Planning: assessing the current program, seeking input and support for change, assessing students', parents' and teachers' needs, determining resources – Organizing: setting goals, assigning responsibilities – Implementing: Scheduling services and setting priorities and balancing time – Evaluating: types of evaluation, school counsellor evaluation.
Ref.: Schmidt

Unit – IV: Student appraisal: Standardized testing - using Standardized tests – types of assessment instruments – other assessment techniques.
Ref.: Schmidt

Unit – V: Career counselling for career development:helping students in career planning and decision making – Collaboration with school and agency professionals – professional ethics and legal issues
Ref.: Schmidt,Robert L. Gibson, Marianne H. Mitchell.

Reference:

1. Schmidt, J. J. (1999). *Counseling in schools – Essential services and comprehensive programs, (*3rd ed).Boston: Allyn & Bacon.
2. Gibson, R. L. &Mitchell, M. H. (2003). *Introduction to counselling and guidance*, (6THed).New Delhi, India: Pearson Education.

Additional Reading

1. Nugent, F. A. (1990). An introduction to the profession of counselling,New York: Merril, an imprint of Macmillan Publishing Company.

2. Robert Bor, Jo Enner – Landy Sheila Gill & Chris Brace (2002) *Counseling in Schools*

3. Kirsten Amis (2011*) Becoming a Counselor A student Companion*

4. Kathryn geldard, David geldard& Rebecca (2017) *Counselling children A practical introduction – 5th edition*

5. M.Klerk. &Sarah(2018) *Connecting the dots between education, interests and careers. Guide for School Practitioners*

SOFT SKILLS – CAREER ORIENTED SKILLS

PAPER XXX - MP / SS / 406 – RECORD COURSE CREDITS 2

OBJECTIVES: -

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

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

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

Unit – V: 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.

*****END OF SYLLABUS****

APPENDICES 2.1 – 2.3

MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous institution affiliated to University of Madras)

M.Sc. COUNSELLING PSYCHOLOGY

Revised Regulations under semester system

Choice Based Credit System

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

Effective from the academic year 2020 – 2021

Madras School of Social Work

(Autonomous)

(Affiliated to University of Madras)

M.Sc. COUNSELLING PSYCHOLOGY

Revised Regulations under Semester System with Choice Based Credit System

(Effective from the Academic Year 2020-2021)

1. CONDITIONS FOR ADMISSION:

Minimum educational requirement for admission 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 with a minimum of 55% marks in aggregate. For SC/ST category, minimum of 50% marks in aggregate is essential.

2. DURATION OF THE COURSE:

The course for the degree of Master of Science shall consist of two academic years.

3. EXAMINATIONS:

Examinations will be conducted at the end of each semester. A candidate who does not pass the examination in any subject/(s) of the semester will be permitted to appear in such failed subject/(s) in the following year in the semester where that paper/(s) is/are offered.

4. PASSING MINIUMUM:

A Candidate shall be declared to have passed the examination if s/he obtains not less than 50% both in Internal and External Evaluation. Candidates who do not obtain the required minimum marks for a pass in paper(s)/practical(s) or project shall be required to appear for and pass the same at a subsequent appearance.

Internal continuous assessment (50 marks) consists of two tests 25 marks each. Best of two will be taken into consideration. The test consists of five 2 mark questions (without choice) and three 5 mark questions (with choice).

One in-class assignment for 10 marks and one take-home assignment for 15 marks.

5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in the First Class. All other successful candidates shall be declared to have passed in Second Class.

COURSE OF STUDY AND SCHEME OF EXAMINATION
Course of Study with Credit Distribution

I Year

SEMESTER - I

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits	Marks	
								Int.	Ext.
1	Part III	MC/20C/101	Cognitive Psychology	Core	Theory	4	4	50	50
2	Part III	MC/18C/102	Counselling Process and Skills	Core	Theory	4	4	50	50
3	Part III	MC/18C/103	Theories of Personality	Core	Theory	4	4	50	50
4	Part III	MC/19C/104	Psychopathology	Core	Theory	4	4	50	50
5	Part III	MC/18E/105B	Health Psychology	Elective	Theory	3	3	50	50
		MC/18E/105A	Cross cultural Psychology		Theory				
6	Part III	MC/19ID/106	Organizational Behavior	Inter-disciplinary	Theory	3	3	50	50
7	Part III	MC/18S/107	Soft Skills I	Record course	NA		2	_	_
TOTAL							**24**	**600**	

SEMESTER – II

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits	Marks	
								Int.	Ext.
8	Part III	MC/18C/201	Research Methodology	Core	Theory	4	4	50	50
9	Part III	MC/18C/202	Behaviour Modification	Core	Theory	4	4	50	50
10	Part III	MC/18C/203	Psychological Assessment – I (Practical)	Core	Practical	6	4	50	50
11	Part III	MC/18C/204	Case Analysis – Praxis of Counselling – I **	Core	Practical	4	4	50	50
12	Part III	MC/18E/205B	Life skills	Elective	Theory	3	3	50	50
		MC/18E/205A	Corporate Counselling		Theory				
13	Part III	MC/20ID/206	Statistics in Behavioural Sciences	Inter disciplinary	Theory	3	3	50	50
14	Part III	MC/18S/207	Soft Skills II	Record course	NA		2	–	–
15	Part III	MC/18R/208	Summer Placement	Record course	NA	Min 150 hrs	2	–	–
TOTAL							**26**	**600**	

II Year
SEMESTER – III

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits	Marks	
								Int.	Ext.
16	Part III	MC/18C/301	Counselling Across Life Span	Core	Theory	4	4	50	50
17	Part III	MC/18C/302	Internship	Core	Practical	4	3	50	50
18	Part III	MC/18C/303	Counselling and Therapeutic Techniques	Core	Theory	4	4	50	50
19	Part III	MC/18C/304	Psychological Assessment – II (Practical)	Core	Practical	6	4	50	50
20	Part III	MC/18E/305B	Positive Psychology	Elective	Theory	3	3	50	50
		MC/19E/305A	Counselling Children With Developmental Disorders		Theory				
21	Part III	MC/18ID/306	Training and Development	Inter disciplinary	Theory	3	3	50	50
22	Part III	MC/18S/307	Soft Skills III	Record course	NA		2	–	–
TOTAL							**23**	**600**	

SEMESTER – IV

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits	Marks	
								Int.	Ext.
23	Part III	MC/18C/401	Counselling and Therapy for Groups and Special Populations	Core	Theory	4	4	50	50
24	Part III	MC/18C/402	Psychological Training Modules (Demonstration)	Core	Practical	6	3	50	50
25	Part III	MC/18C/403	Dissertation	Core	Practical	6	6	50	50
26	Part III	MC/18C/404	Case Analysis – Praxis of Counselling** -II	Core	Practical	4	4	50	50
27	Part III	MC/18C/405	Counselling in Schools	Core	Theory	4	4	50	50
28	Part III	MC/18S/406	Soft Skills IV	Record course	NA		2	–	–
TOTAL							23	**500**	

TOTAL CREDITS = 96

**** Skills practice in case analysis will be based on the theory papers offered during the semester**

DISTRIBUTION OF CREDITS ACROSS FOUR SEMESTERS

Semester No	Nature of Paper	Number of Papers & Credits	Credits	Total Credits
SEM - 1	**CORE**	4 Subjects X 4 Credits	16	16
SEM – 2	**CORE**	4 Subjects X 4 Credits	16	16
SEM – 3	**CORE**	3 Subjects X 4 Credits	12	15
		1 Subject X 3 Credits	3	
SEM – 4	**CORE**	1 Subject X 6 Credits	6	21
		3 Subjects X 4 Credits	12	
		1 Subject X 3 Credits	3	
		TOTAL CREDITS		**68**
SEM – 1	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM – 2	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
SEM – 3	**ELECTIVE**	1 Elective Subject X 3 Credits	3	6
	INTER DICIPLINARY	1 Inter Disciplinary Subject X 3 Credits	3	
		TOTAL CREDITS		**18**
SEM – 1	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 2	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 3	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
SEM – 4	**RECORD COURSE**	1 Soft skills Subject X 2 Credits	2	2
		TOTAL CREDITS		**8**
SEM – 2	**SUMMER PLACEMENT**	1 Summer Placement X 2 Credits	2	2
		TOTAL CREDITS		**2**
		OVERALL SUM OF CREDITS		**96**

	DETAILS OF THE SUBJECTS	**CREDITS**
OVERALL SUMMARY	CORE PAPERS	68
	ELECTIVE & INTER DICIPLINARY	18
	RECORD COURSE	8
	SUMMER PLACEMENT	2
	OVERALL SUM OF CREDITS	**96**

***Extra Credit online course via SWAYAM Portal (MOOC)**

Extra Credit Online Course

Objectives:

On completion of the online course via SWAYAM portal the students will be able

- **To gain insights about the subject**
- **To get to know-how of the skill with the video and demonstrations**
- **To gain extra credits**

The student may choose any course from the SWAYAM portal and submit the certificate the Department to gain credit transfer.

This is not a course completion requirement and the students who are willing for extra credits may apply.

Semester - I

Cognitive Psychology

PAPER I - MP/C/101 -CORE CREDITS 4

OBJECTIVES: -

1. To develop an understanding of cognitive psychology as a discipline.
2. To give orientation about different cognitive processes and theoretical perspectives.

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.

LEARNING OUTCOMES: -

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

1. Discuss cognitive psychology as separate discipline.
2. Elucidate executive functions in cognitive processes.
3. Explain the process of memory and language.
4. Develop an understanding on the principles of problem solving and decision making.

References

1) Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
2) Smith, E., Kosslyn, S., & Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
3) Sternberg, R., & Sternberg, K. Cognitive psychology (7th ed.). Wadsworth Publishing.

COUNSELLING PROCESS AND SKILLS

PAPER II - MP/C/102 - CORE CREDITS 4

OBJECTIVES: -

1. To understand the nature of Counselling Process as a helping relationship.
2. To appreciate the use of Counselling theories and essential skills of counselling.
3. To learn the essential skills & stages of counselling.

LEARNING OUTCOMES: -

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

5. Describe helping relationship as a process
6. Define different therapeutic skills in different stage of counseling.
7. Paraphrase ethical consideration in every stage
8. Recognize skills to deal with different clients
9. Explain different counseling models

Unit – I: Understanding counselling as a process – definition – outcome & process goals in counselling; characteristics of counsellors; ethics in counseling

Ref.: Patterson; Egan

Unit – II: Theories of counselling – continuum of the theories – person centered counseling, Gestalt counseling, Psychoanalytic counseling, Cognitive counseling, Trait-factor counseling, Behavioural counseling, Brief counseling.

Ref.: Patterson

Unit – III: Stages and skills in counselling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing,

emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans; comparison of models – Patterson's model vs. Egan's model; making the referral &termination

Ref.: Patterson; Nelson-Jones, Egan.

Unit – IV: Structuring, Leading and Questioning techniques: structuring at the beginning and later stages of counselling; continuum of leads, use of questioning in counseling – adapting counseling process to specific population – crisis intervention.

Ref.: Patterson

Unit – V: Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients, Client's reluctance and resistance; Working with client's reluctance; Counsellor's emotions towards the ambivalent, indifferent or oppositional clients.

Ref.: Patterson

Reference:

1) Patterson,L.E. and Welfel,E.R. (2000). *The counselling process,* (5thed).Wadsworth, Brooks/Cole Thomson Learning.
2) Egan, G. (2013). *The skilled helper - A Problem Management Approach to Helping.* Brooks/Cole Publishers.

Additional Reading:

1) Nelson-Jones (2010). *The theory and practice of counseling and Therapy* (5thed). Sage.
2) Augustine Meier, and Micheline Boivin (2010), Counseling & Therapy Technique, Theory and Practice (Sage)
3) Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed.* Routledge.
4) Nelson-Jones (2008). *Basic Counselling Skills.* Sage Publications.
5) Jacobs, M. (2004). *Psychodynamic counselling in action.* Sage Publications.

THEORIES OF PERSONALITY

PAPER III - MP/C/103 – CORE CREDITS 4

OBJECTIVES: -

1. To make the student understand about personality, determinants and different perspectives of personality.
2. To make the student know about different approaches to the study of personality.

LEARNING OUTCOMES: -

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

1) Classify and compare various personality theories' basic principles and approaches.
2) Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.
3) Apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.
4) Adapt to apply principles of personality in counseling practices.

Unit – I: The nature of personality theory: Personality theory and history. Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

Ref.: Hall &Lindzey; Schultz & Schultz

Unit – II: Psychodynamic Approach: Sigmund Freud. Neo Psychoanalytic Approach: Alfred Adler, Carl Jung

Ref.: Allen; Schultz & Schultz

Unit – III: Neo Psychoanalytic Approach: Karen Horney, Erich Fromm, Murray

Ref.: Allen; Schultz & Schultz

Unit – IV: Humanistic Approach: Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly Type Approach: Eysenck, Allport, BIG 5 Theory

Ref.: Allen; Schultz & Schultz

Unit – V: Behaviouristic Approach: Skinner, Albert Bandura, Current Theories: Rotter, Zuckermann, Seligman

Ref.: Allen; Schultz & Schultz

Reference:

1) Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10thEdn.) New Delhi: Thomson Publishers
2) Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality*(4thEdn.), John Wiley & sons: US 137 (H)

Additional Reading:

1) Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6thed.). New Delhi: McGraw Hill.
2) Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning,USA.
3) Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2nded.). London: Alyn and Bacon.
4) Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th Edition), John Wiley & sons
5) Jess Feist, Gregory J. Feist (2013). *Theories of Personality (7th Edition)*, Mcgraw Higher Ed

PSYCHOPATHOLOGY

PAPER IV - MP/C/104 – CORE CREDITS 4

OBJECTIVES: -

1. To understand various disorders, their symptoms and causes.
2. To gain awareness of various treatment methods for psychological disorders

LEARNING OUTCOMES: -

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

1) Describe psychological abnormality, different models of abnormality and clinical assessments.
2) Describe classification systems and ethics in practice.
3) Discuss the etiology, symptoms and treatment process for psychotic, anxiety, personality, mood, PTSD and related disorders.

Unit – I: PSYCHOPATHOLOGY - Psychological abnormality: - Deviance, distress, dysfunction, danger, the elusive nature of abnormality.

Clinical assessment: - Characteristics of assessment tools, Clinical interviews, Case History, Mental Status Examination, Clinical test, Clinical observations. Models of abnormality: Biological, Psychodynamic, Behavioral, Humanistic-existential, Cognitive, Sociocultural. Classification systems: DSM V, ICD 10. Ethics in practice.

Ref: Comer

Unit – II: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS - Key features of psychotic disorders: delusions, hallucinations, disorganized thinking (speech), disorganized motor behavior, negative symptoms. Symptoms, prevalence, and comorbidity: Schizophrenia, Delusional disorder, schizophrenic form disorder, brief psychotic disorder, schizoaffective disorder, substance induced psychotic disorder. Theoretical perspectives: Biological views – genetic factors, biochemical abnormalities, abnormal brain structure, viral

infections. Psychological views – psychodynamic, behavioral, cognitive, Sociocultural views- multicultural factors, social labelling, family dysfunction, R.D. Laing's view.

Treatment: Institutional care- Milieu therapy, token economy; Anti-psychotic drugs; Psychotherapy- CBT, Family therapy, Social therapy; Community approach.

Ref: Comer, DSM V

Unit – III: PERSONALITY DISORDERS - Symptoms and theoretical perspectives: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Antisocial personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder, Obsessive compulsive personality disorder.

Treatment and outcomes.

Ref: Comer, Sarason & Sarason

Unit – IV: ANXIETY, OBSEEIVE COMPULSIVE AND STRESS RELATED DISORDERS - Anxiety Disorders - Symptoms and theoretical perspectives: Panic Disorder, Social Anxiety Disorder (Social Phobia), Agoraphobia, Specific Phobia, Generalized Anxiety Disorder, Substance Induced Anxiety Disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

Obsessive compulsive related disorders - Symptoms, theoretical explanations, comorbidity: Obsessive-compulsive disorder (OCD), body dysmorphic disorder, hoarding disorder, trichotillomania (hairpulling disorder), excoriation (skin-picking) disorder, substance/medication-induced obsessive- compulsive disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

Trauma and stressor related disorders - Symptoms, causes, treatment: Reactive attachment disorder, disinhibited social engagement disorder, posttraumatic stress disorder (PTSD), acute stress disorder, and adjustment disorders

Ref: Comer, DSM V

UNIT – V: BIPOLAR AND DEPRESSIVE DISORDERS

BIPOLAR AND RELATED DISORDERS

Symptoms, etiology, comorbidity: bipolar I disorder, bipolar II disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, bipolar and related disorder due to another medical condition

Treatment: lithium and mood stabilizers, adjunctive psychotherapy

DEPRESSIVE DISORDERS

Symptoms, etiology, comorbidity: disruptive mood dysregulation disorder, major depressive disorder (including major depressive episode), persistent depressive disorder (dysthymia), premenstrual dysphoric disorder, substance/medication-induced depressive disorder, depressive disorder due to another medical condition

Treatment approaches: Psychological approaches- psychodynamic, behavioral, cognitive therapies Sociocultural approaches- multicultural treatment, family-social treatment Biological approaches- ECT, Antidepressants, brain stimulation,

Ref: Comer, DSM V

References:

1) Comer, R.J. (2013). *Abnormal Psychology.* (8th ed). Worth Publishers.
2) DSM V
3) Sarason & Sarason(2005). *Abnormal Psychology.*(11thed). Pearson Education

Additional Reading:

1) American Psychiatric Association (2000).*Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.
2) World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. World Health Organization (WHO).
3) Carson (2007). *Abnormal Psychology.*(13thed). Pearson Education.

HEALTH PSYCHOLOGY

PAPER V - MP/E/105B – ELECTIVE CREDITS 3

OBJECTIVES: -

1. To emphasize positive health and improved quality of life
2. To promote good health habits and manage stress and pain

LEARNING OUTCOMES: -

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

1) Describe the importance of health promotion and health enhancing behaviours.
2) Discuss different health models
3) Categorize and sketch various techniques to deal with health compromising behaviours.
4) Outline biological aspects of stress and pain and different management strategies to cope with stress and pain

Unit – I: Introduction-field of Health psychology, Health and behaviors, The promotion and maintenance of health, the body-mind relationship, Aims of health psychology, Need for health., Health promotion, Health enhancing behavior – exercise, cancer related health behavior, healthy diet, weight control, sleep.

Ref.: Taylor

Unit – II: Models in health psychology -– health belief model, theory of planned behavior, social – cognitive theory, trans-theoretical model. – Social comparison – person-situation interaction – motivation approach – procedures and appraisal.

Ref.: Rawat; Taylor

Unit – III: Health compromising behavior: characteristics – alcoholism and problem drinking – causes and treatment programs, preventive approaches to alcohol abuse; smoking – effect of smoking, causes, intervention to reduce smoking, smoking prevention.

Ref.: Taylor

Unit – IV: Stress management: meaning of stress and stressor, theoretical contribution to the study of stress, physiology of stress, assessing stress, sources of chronic stress, stress and illness, coping with stress, management of stress.

Ref.: Taylor

Unit – V: Pain management: Nature and significance of pain, clinical issues in pain management, pain control techniques – pharmacological control, surgical control, sensory control, biofeedback, relaxation techniques; pain management programs.
Ref.: Taylor

Reference:

1) Taylor, S. E. (2006). *Health psychology*, Tata McGraw – Hill Company.
2) Rawat, D. (2005). *Health psychology,* Sublime Publications, Jaipur

Additional Reading:

1) Ogden, J. (2007). *Health psychology – A textbook*,(4th ed.). Tata McGraw – Hill Edition. (Open University Press, 2000).
2) Ghosh (2014) . Health psychology : Concepts in health and wellbeing.. Pearson.
3) Sarafino E P & Smith T W (2011) health Psychology : Bio psychosocial interaction. Wiley
4) Marks D F (2011) , Health Psychology : Theory Research and Practice . Sage.
5) Dalal A K (2016) , New Directions in Health Psychology

CROSS CULTURAL PSYCHOLOGY

PAPER V - MP/E/105A – ELECTIVE CREDITS 3

OBJECTIVES: -

1) To understand the nature of different cultures
2) To explore various research techniques and ethical consideration in cross cultural researches.
3) To know the influence of cross-cultural perspectives in relation to family, Gender, health, happiness and other aspects.

LEARNING OUTCOMES: -

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

1) Explain the basic understanding of nature of different cultures and cultural practices.
2) Relate an overview of various research techniques and ethical considerations in cross cultural researches.
3) Infer and understand about the influence of culture in relation to family, gender health, happiness and death from cross cultural perspectives.
4) Apply the importance of cultural values in counseling.

Unit I: culture definition and concept – popular conceptions of culture - nature, rationale and scope of cross-cultural psychology -globalization, multiculturalism and cultural diversity - the current status of cross-cultural psychology – theoretical model of cross-cultural differences in eastern and western cultures.

Ref.: Laungani

Unit II : Research in cross cultural settings: ethical considerations – negotiations with governmental agencies/academic institutions, bonafides of the principal investigator, finding collaborators, research sponsorship, personal values of the investigator, the process of enquiry, applications of research findings - methodical issues in cross cultural psychology – experimental method, non experimental methods, theoretical approaches, process of research,

emic-etic dilemma, pseudo-etic approach - doing research in India – cultural and ethical considerations.

Ref.: Laungani

Unit III : Family structures and child rearing practices – defining a family, sex, gender and family, Lesbian/Gay/Transsexual and transgender families, hijras – variations in family structures, contemporary family structures in western cultures- family structure in India and other developing countries – impact of globalization on family life in India.

Ref.: Laungani

Unit IV: Intercultural perception and interaction – Popper's views on perception, perceiving oneself, a serendipitous discovery - Cross cultural considerations in health, happiness and illness – the 'freedom from' modal of health in medicine, psychology, 'freedom to' modal of health and happiness in psychology, western and eastern conception of happiness

Ref.: Laungani

Unit V: Death and bereavement – denial of death, western approaches to death – medicalization of death, sanitization of death, secularization of death, secularists funerals, eastern approaches to death – family and communal considerations, Hindu funerals, dying a good death, near death experiences, religion, disease and death

Ref.: Laungani

Reference:

1) Laungani, P. D.(2007), Understanding Cross-cultural Psychology: Eastern and Western Perspectives, Sage Publications
2) Krumov K & Larson K S (2013) , Cross Cultural Psychology . Why culture matters. IAP

Additional Reading:

1) John Berry, (1997), *Handbook of Cross-cultural Psychology: Theory and method*. John Berry publishers
2) Hofstede, G. H. (2001) *Culture's consequences: comparing values, Behaviors, Institutions and Organizations Across nations*. Thousand Oaks, C.A.: Sage
3) Shiraev E B & Levy D A (2012) Cross cultural Psychology Pearson .
4) Jahoda G & Lewis L (2014) Acquiring Culture : Cross cultural studies in child development. Crom Helm Ltd .
5) Stevens M J &Gielen U P (2007) Towards a Global Psychology: Theory research, intervention and Pedagogy , Lawerence Erlbaum Associates Inc

ORGANIZATIONAL BEHAVIOUR

PAPER VI - MP/ID/106 – INTERDISCIPLINARY CREDITS 3

OBJECTIVES: -

1) To understand about organizational behaviour, challenges and opportunities.
2) To familiarize with contemporary theories of motivation and its application.
3) To know about work team and organizational culture.

LEARNING OUTCOMES:

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

1) Explain the term organizational behavior, challenges and its opportunities.
2) Apply knowledge relating to contemporary theories of motivation in practice.
3) Identify with team work and organizational culture.

Unit-I: 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-II: 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-III: 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-IV: 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-V: 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.

Additional Reading:

1) Pareek Udai, (2011) 3rd Edition. Understanding Organizational Behaviour. India: Oxford University Press.
2) Stephen -P. Robbins/Timothy A. Judge Sangi Seema (2009) Organizational Behaviour -13e- Prentice Hall, India.
3) Jerald Greenberg & Robert A. Baron (2007) Behaviour in Organizations – Eight Editions - Prentice Hall of India.

SOFT SKILLS - GETTING ALONG WITH OTHERS

PAPER VII - MP/SS/107 – RECORD COURSE CREDITS 2

LEARNING OUTCOMES: -

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

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

Unit I: 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 II: 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 III: Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationship.

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

Unit V: 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

RESEARCH METHODOLOGY

PAPER VIII - MP/C/201 - CORE CREDITS 4

OBJECTIVES: -

1) To understand the processes in research.
2) To use appropriate research design.

LEARNING OUTCOMES: -

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

1) Classify knowledge regarding elements of research, sampling and hypothesis formulation.
2) Develop research report in APA Style.
3) Apply knowledge for the selection of appropriate research design.
4) Compare the processes in research.

Unit – I: Introduction - Meaning and Characteristics of Scientific Research - Research process – steps in research – Ethical Issues in conduct of Psychological Research: Ethical Issues before beginning research – Risk/Benefit Ratio – Deception – Debriefing – Informed Consent – Privacy and Freedom of coercion

Ref. : **Singh*; Shaughnessy; Zechmeister & Zechmeister.***

Unit – II: Elements of Research – Variable Types: Independent, dependent, Extraneous, Intervening, and Controlled. Methods of Data Collection – primary and secondary data – Observational Research - Types of Observational Research - Observation without Intervention, Observation with Intervention.Recording behavior.Problems in conduct of Observational Research.Analysis of Observational Data. Survey Research: Characteristics of Surveys - Uses of Surveys - Survey Methods, interviews, Questionnaires – Questionnaires as instruments, Reliability and Validity of Self-Report Measures,

Ref. : Shaughnessy; Zechmeister & Zechmeister,

Unit – III: Sampling and hypothesis Testing: Meaning & Types of Sampling - Need for sampling, Fundamentals of Sampling, Sample Size Determination, and Sampling Errors. Hypothesis Testing-Meaning, Characteristics and Types: Null and Alternative Hypothesis - Directional and Non-directional, Type I and Type II Errors, One Tailed and Two Tailed Test.

Ref.: Sing; Leary

Unit – IV: Research Design: Meaning & Purpose of Research Design - Criteria of research design –Basic principles of experimental research design: - replication, randomization, local control – Types of Research Designs – survey research design, cross sectional research design, longitudinal design, experimental designs: between group design, within group design.

Ref.: Singh; Kothari

Unit – V: Research Proposal & Writing Research Report – Preparing a Research Proposal – writing Research Report – Structure or Format of Research Report – Styles of writing a research report – overview of APA format - Evaluating a Research Report.

Ref.: Singh

Reference:

1) Kothari, C. R.(2004). *Research methodology*,(2nded). Chennai: New Age International Publishers.
2) Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2006). *Research Methods in Psychology*. (7th ed.). Singapore: McGraw-Hill.

Additional reading:

1) Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5THed).New York: Reinhart Publishers.
2) McBurney, D. H. (2001). Research Methods.(5thed). US: Wadsworth.
3) Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
4) *Gravetter (2015), Research Methods for the Behavioral Sciences, 5th Edition, Wadsworth, 2015*
5) *Singh*, A.K. (1997). *Tests, Measurements and Research Methods in Behavioral Sciences.* Patna: BharatiBhawan.

BEHAVIOUR MODIFICATION

PAPER IX - MP/C/202 - CORE CREDITS 4

OBJECTIVES: -

1. To understand the importance of Behaviour Modification, and its use in counselling.

2. To learn the necessary skills of Behaviour Modification under the supervision of a practitioner.

LEARNING OUTCOMES: -

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

1) Match the theoretical basis for various behavior modification techniques.
2) Explain an understanding about the nuances of behavior modification techniques and its application in counseling therapeutic process.
3) Utilize the ability to apply psychological knowledge to prevent and solve human problems existing at individual and group level.

Unit – I: Behaviour Modification: Historical perspectives, Salient features of Behaviour Modification, Behavioral Assessment- behavioral interview, self-monitoring, self-report, direct observation.

Ref.: Martin & Pear; Miltenberger.

Unit – II: Techniques of Behaviour Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self-control procedures, Problem solving.

Ref.: Martin & Pear; Miltenberger, Walker

Unit – III: Cognitive models: Assessment & treatment procedures; understanding CBT, stages of CBT – getting started, CBT method of change, overcoming blocks to change; techniques of CBT; REBC – nature and background, view of human nature, key concepts, process and goals, implementation and techniques.

Ref.: Martin & Pear; Trower; Dryden; Miltenberger

Unit – IV: Behaviour Modification for Anxiety & Depression, Behaviour Modification for Substance Abuse, Obesity and Smoking.

Ref.: Martin &Pear;Miltenberger.

Unit – V: Behavioural Skills Training Procedures; components of the behavioural skills training procedure – Modelling, Instructions, Rehearsal, Feedback; enhancing generalization after behavioural Skills training; behavioural skills training in groups – applications for behavioural skills training procedures.

Ref.: Martin & Pear; Miltenberger.

References:

1) Martin, G. &Pear, J. (2010). *Behaviour Modification - What it is and How to do it.*(9th ed). PIE
2) Miltenberger. R. G. (2015). Behavior Modification: Principles and Procedures, (6^{th}ed.). Belmont CA: Thomson Wadsworth.
3) Trower, P., Casey, A., &Dryden, W. (2004). *Cognitive behavioural counselling in action.* Sage Publications.

Additional Reading:

1) Spiegler, M. D. (2015). *Contemporary BehaviourTherapy.*Cengage Learning
2) Rhena Branch, Rob Willson (2010). *Cognitive Behavioral Therapy for Dummies,* John Willen & Sons Ltd., England.
3) Jeff Riggenbach (2013). *The CBT Toolbox – A workbook for clients and clinicians*, PESI Publications& Media.
4) Walker, E. C., Hedberg, A., Clemment, P. W. & Wright, L. (1991).*Clinical procedures for behaviour therapy.*New Jersey: Prentice-Hall, Inc.
5) Dryden, W., Neenan, M. (2004). *Rational emotive behavioural counselling in action,*3rd Edition, Sage Publications

PSYCHOLOGICAL ASSESSMENT – I (PRACTICALS)

PAPER X - MP / C / 203 - CORE CREDITS 4

OBJECTIVES: -

1) To understand and interpret the person's test scores.
2) To assist in selection of appropriate test.
3) To understand and solve the ethical issues in Psychological assessment.

LEARNING OUTCOMES: -

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

1) Identify with the conceptual framework of psychological testing.
2) Relate knowledge and skills acquired for administration of psychological tests.
3) Recall knowledge regarding scoring and interpretation of test scores.
4) Determine how to discuss the obtained individual data.
5) Evaluate the ethical issues in psychological testing.

Theory

Unit – I: Nature and uses of Psychological Tests - Definition of a Psychological test. Uses of psychological tests. Test administration. Examiner and situational variable. Effects of training on test performance. Source of information about the test.

Ref.: Anastasi

Unit – II: Historical antecedents of modern testing: Early interest in classification and training of MR persons. The first experimental Psychologists. Contributions of Francis Galton, Cattell and the Mental tests. Binet and the rise of Intelligence tests. Group testing. Aptitude testing. Standardized Achievement Testing. Assessment of Personality.

Ref.: Anastasi

Students are expected to administer any ten of the following experiments by selecting a minimum of two experiments from each of the categories

ASSESSMENT OF INTELLIGENCE & APTITUDES

1) Advanced Progressive Matrices– John C Raven
2) David's Battery of Differential Aptitude
3) Multiple Intelligence

ASSESSMENT OF PERSONALITY

1) EPQ
2) 16 PF - Raymond B. Cattell
3) Big 5 - John, O. P., &Srivastava, S.
4) Anger Expressions - Charles D. Spielberger
5) Type A Personality

ASSESSMENT RELATED TO HEALTH

1) Students Stress Scale – ManjuAgarwal
2) Coping Scale - Erica Frydenberg
3) Quality of Life - WHO
4) Psychological General Wellbeing Index - Olivier Chassany

ASSESSMENT RELATED TO COUNSELLING

1) Problem Checklist - Herbert C. Quay
2) Study Skills – DrKanchana
3) Interest schedule - Sanjay Vohra
4) Depression Scale – Beck

ASSESSMENT RELATED TO WORK

1) Work Motivation - K. G. Agarwal
2) Organizational Commitment - UpinderDhar
3) Job Involvement - R.N.Singh

4) Organizational Stress - C. N. Daftuar

Reference:

1) Anastasi. A. &Urbina.S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1) Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th Edition, Pearson Education, USA.

CASE ANALYSIS – PRAXIS OF COUNSELLING -I

(PRACTICUM)

PAPER XI - MP/C/204 - CORE CREDITS 4

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients and their problems with the help of one to one mock counselling, verbatim analysis, and case studies.

LEARNING OUTCOMES: -

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

1) Assess and exploring self in a deeper way realizing their inner potentials and areas of improvement
2) Relate therapeutic model with the help of supervised counseling
3) Point out therapeutic skills for every stage of counseling
4) Practice case writing and verbatim writing skill

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the back ground of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) (preferably with the presence of one or two practicing counsellors).

Exercises

Unit – I: Counsellor's self – worth: Self – awareness, understanding motives, personal analysis.

Ref.: Corey

Unit – II: Use of counselling model: Practicing counselling model& skills.

Unit – III: Therapeutic skills: Assessing feelings and physical reactions, assisting client to identify and rate feelings and physical reactions regarding a situation, assessing thinking, assisting client to identify and rate thoughts, perceptions and images regarding a situation.

Ref.: Nelson – Jones

Unit – IV: Therapeutic skills: Developing structuring skills, negotiating homework assignment skills, evaluating therapeutic skills, supervising and being supervised.

Ref.: Nelson – Jones

Unit – V: Case Analysis: Co-counselling, and counselling role play, case vignettes, verbatim writing, and verbatim analysis.

Reference:

1) Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning

2) Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model,* 4th edition, Sage Publications.

Additional Reading:

1) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

2) Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

3) Nelson – Jones, R. (2002). *Essential counselling and therapy skills – the skilled client model,*New Delhi: Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

LIFE SKILLS

PAPER XII - MP/E/205 B – ELECTIVE CREDITS 3

OBJECTIVES: -

1. To learn the concept of life skills, and its importance in relation to personality development of an individual.

2. To become aware of the components of life skills, and the method of imparting knowledge of life skills to others.

LEARNING OUTCOMES: -

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

1) Recognize life skills and its importance for personal growth.
2) Identify the components of life skills such as communication skills, cognitive skills and self-management skills.
3) Develop a life skills training module.

Unit – I: Introduction to life skills, the importance of life skills, the relationship between life skills and individual personality development, life skills development and its effects on relationship patterns.

Ref.: Nair

Unit – II: Types of life skills: Thinking skills- Decision making Goal Setting and Motivation, Positive Thinking, Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

Ref.: Nair

Unit – III: Interpersonal skills- Communication skills, Negotiation skills, Leadership, Team Building, Presentation Skills.

Ref.: Nair

Unit – IV: Self-management skills: Self-awareness, Building Confidence and Self-esteem Anger Management, Stress Management, Relaxation Techniques.

Ref.: Nair

Unit – V: Designing life skills intervention – Any Two life skills.

Reference: -

1) Nair.V. Rajasenan, (2010*). Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Additional Reading:

1) Burnard, P. (1999). *Interpersonal skills – A source book of activities.* Viva PublishersPvt. Ltd.
2) Bishop, S. (1999). *Assertiveness skills – A source book of activities.* Viva Publishers Pvt. Ltd.
3) Nair. A. Radhakrishnan, (2010*). Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4) Wadkar A (2016). Life skills for success. Sage

CORPORATE COUNSELLING

PAPER XII - MP/E/205A - ELECTIVE CREDITS 3

OBJECTIVES: -

1. To introduce Counselling in Corporate
2. To make students to apply various psychological principles in employee well-being.

LEARNING OUTCOMES: -

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

1) Outline differentiate counseling in workplace set up and relate to different models
2) discuss occupational factors to identify the need for counseling
3) describe different methods of employee group counseling and identify skills for dealing with problem behaviours in workplace

Unit – I: Understanding Work place counselling; concept, history, functions, Models of workplace counselling; Ethics in workplace counselling.

Ref.:Michael.

Unit – II: Setting up counselling in the workplace – integrative model of individual employee counselling - Training for Work Place Counsellors.

Ref.:Michael.

Unit – III: Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the work place, Travel stress, Time stress, Work stress and families.

Ref.: Susan

Unit – IV: Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitrating skills.

Ref.: Jacob

Unit – V: Employee Problem specific Counselling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

Ref.: Coles

Reference: -

1) Michael, C. (1996).*Work place counselling – a Systematic approach to employee care,* Sage Publications.
2) Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2002). *Group counselling – strategies and skills.* (7thed.). Pacific Grove: Brooks/Cole.
3) Coles, A (2003).*Counselling In The Workplace.* McGraw-Hill Education (UK)

Additional Reading:

1) Vardi,Y&Weitz.E (2004). *Misbehaviour in organization – theory research and management.* New Jersey: Lawrence Erlbaum associates.

2) Cartwright, S. & Cooper, C. (1997). *Managing Workplace Stress*, Sage Publications.

3) Patterson, L. E.&Welfel, E. R. *The counselling process,*5THedition. Brooks/Cole Thomson Learning.

4) Nelson - Jones, R. (2002). *Essential counselling and therapy skills,* Sage Publications .

5) Rosemary A Thompson (2016). *Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed.*Routledge.

STATISTICS IN BEHAVIOURAL SCIENCES

PAPER XII -MP/ ID / 206 – INTER DISCIPLINARY CREDITS 3

OBJECTIVES: -

1) To gain an understanding of the concepts of statistics in behavioural sciences.
2) To give orientation to the various statistical methods.
3) To understand multivariate techniques.

LEARNING OUTCOMES: -

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

1) Explain the Uses of statistics and measures of central tendency and variability.
2) Know how to test significant difference between means
3) Develop insights about Various non-parametric tests.
4) Identify the situation in which ANOVA is used and the procedure to compute
5) Familiarize with the concept of multivariate analysis

Unit – I: STATISTICS: need and importance, Scales of measurements, measures of central tendency, measure of variability, Normal Curve – characteristics applications, Correlation – Meaning and types.

Ref.: Mangal

Unit – II: SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS: need and importance, fundamental concepts, standard error, null hypothesis, level of significance, two-tailed and one-tailed tests of significance, computation of significance difference between two means – independent samples and correlated samples.

Ref.: Mangal

Unit – III: NON –PARAMETRIC TESTS: uses, Characteristics, chi-square test as a test of "goodness of fit " and a test of independence, Wilcoxon matched – Pairs Signed Ranks Test – Mann-Whitney U Test.

Ref.: Mangal

Unit – IV: ANALYSIS OF VARIANCE: Need for Analysis of variance technique. Meaning and procedure for calculating the Analysis of Variance. Two-way Analysis of Variance. Underlying assumptions in Analysis of variance.

Unit – V: MULTIVARIATE ANALYSIS METHODS – basic concepts, rationale, multiple regression, FACTOR ANALYSIS Exploratory factor analysis- Confirmatory factor analysis- meaning, purpose,

Ref :Belhekar V M

Reference

1) Mangal, S. K. (2010). *Statistics in psychology and education*, 2nd Ed. PHI Learning Private Limited, New Delhi.

2) Garrett, H. E. (2008). *Statistics in psychology and education,* First Indian Reprint.Surjeet Publications, Delhi.
3) Belhekar V M . (2016) . Statistics for Psychology using R , 1st edition , Sage publication New Delhi

Additional Reading :

1) Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences,(9th*Edn.).Wadsworth-Cengage Learning.
2) Mohanthy B and Mishra S (2015) Statistics for Behavioural and Social Sciences sage publication
3) Rajaretnam T (2016) Statistics for Social Sciences sage publications
4) Coolican, H. (2009). Research Methods in Statistics in Psychology. Rawat Publications New Delhi
5) Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: BharatiBhavan Publishers.

Evaluation Pattern :-

1) For ESE Theory -30% Problems70%
2) Unit II, III, IV – Theory & Problems
3) Unit I & V - Theory only

SOFT SKILLS – WRITTEN COMMUNICATION

PAPER XIV - MP/SS/207 – RECORD COURSE CREDITS 2

OBJECTIVES: -

1. To help students understand the process of writing.
2. To teach the techniques of APA style and encourage students to write research papers.

LEARNING OUTCOMES: -

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

1) Explain the process of writing skills
2) Practice Microsoft Office
3) Choose APA style in writing and publication of research paper

Unit – I: Written Communication – basics, parts of a written communication; punctuation; common grammatical errors; spelling, confused words and gender.

Unit – II: Style – flow and its enemies, making writing lively, use of style in writing sentences and paragraphs,

Unit – III: The process of writing – audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

Unit – IV: Orientation to Microsoft office – working with MS word, excel, power point,

Unit – V: APA style – Basics of APA, in-text citations, formatting and writing Reference, Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers.

Reference: -

1) West. C. (2008). *Perfect Written English – All you need to get it right first time,* Random Books House.

2) Monippally. M. M. &Pawar. B. S. (2010). *Academic Writing – A guide for Management students and researchers. Response books,* Sage Publications.

3) American Psychological Association (2010) – *Publication Manual of the American Psychological Association,* (6th ed.). Washington DC. Author.

SUMMER PLACEMENT

PAPER XXIII - MP/P/208 – PLACEMENT CREDITS 2

OBJECTIVES: -

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for Counselling and to learn under a trained psychologist/counsellor

LEARNING OUTCOME: -

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

1) Demonstrate therapeutic techniques and select psychological assessment in field set up.

Students have to gain exposure in related fields of Counselling for a minimum of 150 hours during summer vacation after completing their 2nd Semester in the first year of the course. The students are expected to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor. Students are expected to submit a report along with the evaluation report from the organization at the end of the one month Summer Placement. Credits are awarded for the same.

Semester – III

COUNSELLING ACROSS LIFE SPAN

PAPER XVI - MP / C / 301 - CORE CREDITS 4

OBJECTIVES: -

1. To introduce counselling at various life span periods
2. To understand the techniques related to the issues at lifespan periods

LEARNING OUTCOMES:

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

1) Explain the importance of psychological counselling for various issues during childhood.
2) Apply the knowledge acquired for providing adolescent counselling.
3) Identify the conceptual frame work for counseling young adults.
4) 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

Ref. : Murray; Geldard, Geldard& Foo

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

Ref. : Murray; Geldard & Geldard

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.

Ref. : Goodman, Schlossberg, & Anderson; Donald & Atkinson; Murray.

Unit – IV: Counselling for Mid Life Issues - Relationship dynamics in thefamily -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause

Ref. : Murray; Donald & Atkinson

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.

Ref. : Donald & Atkinson; Murray; Orbach;

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

Additional Reading:

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

INTERNSHIP

PAPER XVII - MP / C / 302 - CORE CREDITS 3

OBJECTIVES: -

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for counselling and to learn under a trained psychologist.

LEARNING OUTCOMES:

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

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

Students will be placed in one or two organizations to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor at least for a period of 150 hours in the semester. They are expected to give a report of their work done (bound copy) at the end of the 4thsemester together with the evaluation report from the organization, where they have undergone internship.

INTERNAL CONTINUOUS ASSESSMENT: Submission of weekly reports and the content
EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING AND THERAPEUTIC TECHNIQUES

PAPER XVIII - MP/C/303 – CORE CREDITS 4

OBJECTIVES: -

1. To learn and understand the difference between the counselling and psychotherapy.
2. To learn the array of psychotherapy techniques and the appropriateness of choosing the right technique for the client/problem.
3. To learn the use of alternate techniques in psychotherapy.

LEARNING OUTCOMES:

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

1) Relate the theoretical background of each theory in psychotherapy.
2) Explain the concepts, techniques and application of most important psychotherapies.
3) Apply the apt therapy for the client based on the psychological knowledge to prevent and solve human problems existing at individual level.

Unit – I: Nature of Psychotherapy; General and specific factors promoting change during psychotherapy; Characteristics of Psychotherapy -Course of Psychotherapy: an overview of Initial phase (Do's & don'ts during initial interview; assessment, treatment contract); Middle stage: (resistance, interpretation, transference, counter transference), Terminal phase.

Ref.: Feltham; Palmer; Garfield; Corey

Unit – II: Psycho – Dynamic Approaches: Classical Psychoanalysis, Neo Freudian Approaches, Jung's approach, Adler's approach; Play therapy – Key concepts & Techniques.

Ref.: Jacobs; Corey

Unit – III: Humanistic &Existential Approaches – Client Centered Therapy; Logo Therapy, Gestalt Therapy, Transactional Analysis, Key concepts & Techniques

Ref.: Joyce & Sills; Lister-Ford; Corey

Unit – IV: Crisis intervention- crisis Conditions for crisis interventions; techniques of crisis interventions

Ref.: Patterson; Nelson - Jones

Unit – V: Changing Approaches to Psychotherapy: Biofeedback, Art Therapy, Guided Imagery, Music & Creative Movement Therapy, yoga, Transcendental meditation, Reality Therapy, Solution Focused Brief therapy

Ref.: Corey; Rosemary

Reference:

1) Feltham, C. (1999). *Controversies in psychotherapy and counselling.* Sage Publications.
2) Palmer, S. (2000). *Introduction to counselling and psychotherapy* . Sage Publications.
3) Garfield, S. L. (1989). *The practice of brief psychotherapy* . Pergamon Press.

Additional Reading:

1) *Richard Nelson-Jones (2011) Theory and Practice of counselling& Therapy. 5th Ed.* Sage.
2) Corey, Gerald. (2013). Theory and Practice of Counselling and Psychotherapy. Cengage Learning.
3) Jacobs, M. (2004). *Psychodynamic counselling in action.* Sage Publications.
4) Joyce, P. &Sills, C. (2004). *Skills in gestalt counselling & psychotherapy,* Sage Publications.
5) Lister-Ford, C. (2002). *Skills in transactional analysis counselling & psychotherapy.* Sage Publications.

PSYCHOLOGICAL ASSESSMENT – II

(PRACTICALS)

PAPER XIX - MP/C/304 – CORE CREDITS 4

OBJECTIVES:

1. To understand and interpret the individual's test scores.
2. To assist in selection of appropriate test.
3. To be aware of Ethical issues in testing.

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

1) Develop insights into the concept of reliability validity and norms
2) Familiarize with Ethical and social consideration in psychological assessments
3) Administer, Score and interpret the results appropriate psychological test.

Unit – I: Norms and the measuring of test scores. Statistical concepts, Developmental norms, Within Group Norms, Relativity of norms. Compute and the interpret test scores. Domain-Referenced test interpretation. A brief introduction to Reliability, Validity and Standardization.

Ref.: Anastasi

Unit – II: Ethical and Social considerations in Testing- Ethical issues in Psychological Testing and Assessment. User qualifications and professional competence. Responsibilities of test publishers. Protection of privacy, Confidentiality. Communicating test results. Testing diverse population.

Ref.: Anastasi

ASSESSMENT OF COGNITIVE FUNCTIONS

1. Memory Scale - PGIMS
2. Binet Kamath Test

3. Knox cube imitation test

ASSESSMENT RELATED TO EDUCATIONAL / VOCATIONAL GUIDANCE

1. Study Habits Inventory - Mukhopadhyay
2. Assessment of Learning disability NIMHANS
3. Career Maturity Inventory - Katz, Martin R.

ASSESSMENT OF INTELLECTUALLY CHALLENGED CHILDREN

1. Vineland Social Maturity Scale
2. Sequin Form Board
3. Coloured Progressive Matrices

ASSESSMENT OF PERSONALITY AND ADJUSTMENT

1. MBTI
2. FIRO – F - William Schutz
3. Incomplete Sentence Blank - Rotter
4. Problem Check List – John A Schinka

TESTS USED IN THE CLINICAL SETTING

1. BGT
2. MPQ
3. Anxiety Scale- IPAT

ASSESSMENT OF PERSONAL AND SOCIAL SKILLS

1. Assertive Questionnaire – Rathur
2. Communication Skills Assessment- SusabBarkman
3. Emotional Intelligence – Chadda

Reference:

1) Anastasi, A. &Urbina, S. (2002), *Psychological testing*, 7th Edition, Pearson Education, USA

Additional Reading:

1) Gregory, R. J. (2005). *Psychological testing, history, principles and applications.* 4th Edition, Pearson Education, USA.

POSITIVE PSYCHOLOGY

PAPER XX - MP/E/305B – ELECTIVE CREDITS 3

OBJECTIVES: -

1. To understand the meaning & scope of positive psychology towards the empowerment of human being.
2. To learn the necessary skills and attitude that helps to think positively

LEARNING OUTCOMES:

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

1) Discuss positive psychology from a lifespan perspective.
2) Identify and apply positive emotional and cognitive states.
3) Recognize the correlates of pro-social behavior and positive environment.

Unit I : LOOKING AT PSYCHOLOGY FROM A POSITIVE PERSPECTIVE - Introduction to positive psychology, Going from the negative to the positive, Living well at every stage of life: - Resilience in childhood, Positive youth development, the life tasks of adulthood, successful aging.

Ref.: Snyder

Unit II : POSITIVE EMOTIONAL STATES AND PROCESSES - The Principles of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness and Well – Being. Defining Emotional Terms, Distinguishing the Positive and the Negative, Happiness and subjective Well – Being, Life Enhancement Strategies, Making the most of Emotional Experiences: Emotion – Focused Coping, Emotional Intelligence, Socioemotional Selectivity, and Emotional Storytelling.

Ref.: Snyder

Unit III : POSITIVE COGNITIVE STATES AND PROCESSES - Seeing our futures through: Self – Efficacy, Optimism, and Hope – Wisdom and courage - Mindfulness: living with mindfulness, Life enhancement strategies.

Ref.: Snyder

Unit IV : PRO-SOCIAL BEHAVIOUR - Empathy and Egotism: Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships – Balanced conceptualizations of mental health and behavior – Interceding to prevent the bad and enhance the good

Ref.: Snyder

Unit V : POSITIVE ENVIRONMENT - Positive Schooling: - The Components, Giving back to teachers; Good work: The Psychology of Gainful Employment :Gainful Employment: Happiness, Satisfaction and Beyond, Measuring Gainful Employment, Hope: A Prime Psychological Capital, The Dark Side: Workaholics, Burnouts and Jobs Lost.

Ref.: Snyder

Reference:

1) Snyder, Lopez,&Pedrotti. (2011). Positive psychology: The science and practical explorations of human strengths. (2nd ed.), Sage publications.
2) Crothers &Baumgardner (2009). Positive Psychology. Pearson.

Additional Reading:

1) Steve, B.R. & Marie, C.K. (2009). *Positive Psychology*. Dorling Kindersley: India.
2) Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well–Being Centre).
3) Lomas, Hefferson,&Ivtzan (2014). Applied Positive Psychology: Integrated Positive Practice. SAGE Publications.
4) Carr (2011). Positive Psychology: The Science of Happiness and Human Strengths. Routlegde.
5) Peterson (2006). A Primer in Positive Psychology. Oxford University Press.

COUNSELLING CHILDREN WITH DEVELOPMENTAL DISORDERS

PAPER XX - MP / E / 305 A – ELECTIVE CREDITS 3

OBJECTIVES:

1. To introduce various Developmental Disorders
2. To help students to apply psychological principals in management of developmental disorders.

LEARNING OUTCOMES:

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

1) List signs and symptoms, prevalence, comorbid factors management of intellectual disability
2) List signs and symptoms prevalence comorbid factors management of Learning disability and ADHD
3) Distinguish signs and symptoms prevalence comorbid factors management of Anxiety disorders and Autism s disorders
4) Review assessment, comprehensive treatment and management learning disability, ADHD. Anxiety and Autism spectrum disorder

Unit – I: Intellectual Disability – Definition, classification, prevalence, etiology, early identification, interpersonal deficits and behavior problems, management, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

Ref.: **Wicks – Nelson& Israel.**

Unit – II: Language and learning disabilities – definition, language disorders, learning disability - prevalence, etiology – social and motivational factors, assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits, treatment approaches - individualized educational program, remedial teaching.

Ref.: **Charles; Malavika Kapur; Janet Learner; Wicks**

Unit – III: Attention deficit hyperactive disorder- diagnostic criteria – co morbid factors - learning academic, social & conduct problems, Etiology - biological, family and social influences, Assessment -interviews, behavior rating scales, Treatment – medication, behavior modification, self-regulation and cognitive behavioural intervention.

Ref.: **Charles; Malavika Kapur; Wicks**

Unit – IV: Anxiety and other Disorders - Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder; schizophrenia in children and adolescents; childhood depression; conduct disorder, habit disorder. - treatment

Ref.: **Malavika Kapur, Wicks**

Unit – V: Autism spectrum disorders- Autistic disorders - prevalence – psychological and behavioural functioning, etiology, assessment, comprehensive educational treatment and behavioral intervention

Ref.: **Wicks**

Reference:

1) Wicks – Nelson, R., &Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersy.
2) Malavika Kapur (2011). Counselling children with psychological problems. Pearson
3) Diagnostic and statistical manual of mental disorders: DSM-5™ (5th ed.). (2013) Arlington, VA, US: American Psychiatric Publishing, Inc.

Additional Reading:

1) Janet Learner with Frank Kline (2006) Learning *Disabilities and related Disorders – Characteristics and teaching Strategies 10th ed.* Houghton Mifflin
2) Prout & Fedewa (Eds.) (2015). Counselling and Psychotherapy with Children and Adolescents (5th ed). John Wiley & Sons.
3) Matson**,** Andrasik**, &** Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer

4) Jacobson, Mulick & Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
5) Thambirajah & Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

TRAINING AND DEVELOPMENT

PAPER XXI -MP/E/306 – INTERDICIPLINARY CREDITS 3

OBJECTIVES:

1. To understand the meaning & scope of Training towards the empowerment of human being.
2. To learn the necessary skills and attitude that helps to become a trainer/facilitator.

LEARNING OUTCOMES:

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

1) Utilize the conceptual frame work of training and development.
2) Translate their knowledge on stages for preparing training module.
3) Identify the methods and techniques to be used in training.
4) Build their skills and attitude to become a trainer.
5) Develop their own training module and enhance their presentation skill.

Unit – I: Training- Meaning & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training.

Ref. : Agochiya; Blanchard &Thacker

Unit – II: General Features of adult learners; basic learning styles of participants; Methods of learning in a Training programme; factors influencing the learning process

Ref. : Agochiya

Unit – III: Steps in Preparing a Training Design- Analyzing training needs; Training objectives; Steps in preparing an action plan for the programme; Key considerations in designing a Training programme; Guidelines for preparation of a training module.

Ref. : Agochiya; Blanchard & Thacker

Unit – IV: Training methods and techniques- Lecture, case study, Role play, Group discussion, brainstorming,simulation - On the Job training; conducting a training programme: preparation, Using visual aids; Handling problem situations,

Ref. : Agochiya; Blanchard & Thacker

Unit – V: Evaluation of a Training programme- Need and purpose, Stages of evaluation; conducting the end term evaluation; measuring participants learning.

Ref. : Agochiya

Application: *Students are assigned to apply the theory into practice by designing two training models out which one module will be conducted as training session for any chosen target group.*

Reference:

1) Agochiya, D. (2002). *Every trainer's handbook* . Sage Publications .

2) Blanchard, N. P. &Thacker, J. W. (2009).*Effective training: systems, strategies and practices,* Pearson Education.

Additional Reading:

1) Hackett, P. (1998).*Introduction to training,* University Press India Ltd.

2) Ruth Colvin Clark (2010).*Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition.*

3) Elaine Biech (2015). *Training and Development for Dummies,* John Willey & Sons Ltd.

4) Rolf P. Lynton and UdaiPareek's(2011). *Training for Development*,3rd Edition, Sage Publications.

5) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.

SOFT SKILLS – COMPUTER ASSISTED RESEARCH SKILLS

PAPER XXII - MP/SS/307 – RECORD COURSE CREDITS 2

Objective:

1. To have hands on training on state-of-the-art technology developments in research.

LEARNING OUTCOMES:

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

1) Comprehend the basics in research methodology and fundamentals of using SPSS.
2) Acquire knowledge on overview of statistical tests in SPSS.
3) Analyze data and create graphical representations and charts.
4) Apply knowledge acquired in preparing research report.

Unit I: Basics in Research methodology -variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on-line off-line usage, scope and utilities in every stages of research. On-line data base Psy-INFO Direct

Unit II: Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS , Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

Unit III: Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, Analysis of a subset of a data .Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

Unit IV: Data Analysis: Exploratory data analysis: scale data, Probability and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, Introduction to regression, Creating and editing graphs and charts.

Unit V: Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

COUNSELLING AND THERAPY FOR GROUPS AND SPECIAL POPULATIONS

PAPER XXIV - MP/C/401 – CORE CREDITS 4

OBJECTIVES:

1. To make the student familiar with the process and goals of group counselling.
2. To apply the principles of group dynamics in group counselling
3. To equip the student with the knowledge for counselling special population.

LEARNING OUTCOMES:

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

1) Classify the need for different kinds of group work
2) Review the process and goals of group counseling
3) Sketch group dynamics and differentiate each stage of group counseling
4) Describe different therapeutic intervention approaches for families
5) List strategies to handle problems situations in groups of specific population

Unit – I: Group counselling and group therapy: definition – assumptions underlying group work, who should lead a group, reasons for leading groups, kinds of groups, group leadership styles, leadership function potential group problems – ethical issues in therapeutic group work.

Ref.: Jacobs

Unit – II: Stages of groups: group process and therapeutic forces – stages of groups, group process, group dynamics of different kinds of groups, therapeutic forces, process and content; Stages of group therapy – beginning stage – first session, second session and subsequent sessions, leadership skills and techniques for the beginning stage; middle stage, planning and assessment, leadership skills and techniques for the middle stage; closing stage, leadership skills and techniques for the closing stage.

Ref.: Jacobs

Unit – III: Dealing with problem situations – the chronic talker, the dominator, the distractor, the rescuing member, the negative member, the resistant member, the member who tries to "get the leader", dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, dealing with prejudices, narrow minded, or insensitive members.

Ref.: Jacobs

Unit – IV: Family and couples intervention: Key assumptions and concepts – systems theory – major theoretical approaches – the psychoanalytic approach – the experiential approach – the family systems approach – the strategic family therapy approach – the structural approach – behavioural approaches.

Ref.: Jacobs;Gelso

Unit – V: Working with specific populations – children, adolescents, addiction groups, Geriatric..older clients, clients with chronic diseases or disabilities, survivors of sexual abuse, counseling LGBT, divorce groups, adult children of alcoholics.

Ref.: Jacobs, Patterson

Reference:

1) Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2011). *Group counselling – strategies and skills.* (7th ed.). Pacific Grove: Brooks/Cole.
2) Gelso, G. J., Fretz, B. R.*(2014). Counselling Psychology*, 3rd Edition. A prism Indian edition.
3) Patterson, L. E. and Welfel, E. R. (2000).*The counselling process*,(5thed).Wadsworth, Brooks/Cole Thomson Learning.

Additional Reading:

1) Keith Tuder (1999) Group Counseling
2) Charles J O ' Leary (1999) Counseling Couples and Families A person centred Approach

3) Gazda, G. M., Ginter, E. J.,&Horne, A. M. (2001). *Group counselling and group psychotherapy*,London: Allyn&Becon.

4) Corey, G. (2012).*Theory and practice in group counselling*, (8thed).Australia: ThomsonBrooks / Cole.

5) MalavikaKapur (2011), *Counseling Children with Psychological Problems*, Pearson

6) Thompson Rosemary (2016), *Counseling Techniques - Improving relationship with others, ourselves, our families and our environment (3rd Edition).* Routledge.

7) Nelson – Jones (2011), *Theory and Practice of Counseling and Therapy* (5th Edition), Sage.

PSYCHOLOGICAL TRAINING MODULES

(Demonstration)

PAPER XXV - MP/C/402 – CORE CREDITS 3

OBJECTIVES: -

1) To help students understand the method of preparing Psychological Training Modules using counseling techniques.

2) To help students acquire necessary skills to conduct Training Programmes.

LEARNING OUTCOMES:

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

1) Conduct need assessment and prepare the concept background for training programme.
2) Design a psychological training module with the detailed planning and structuring of a course to achieve specific instructional goals.
3) Infer a better understanding of practical knowledge, skills and attitude to conduct training programmes.
4) Adapt specific psychological techniques into training module.
5) Analyze and design appropriate assessment and evaluation tools that accurately reflect the results of training module.

METHOD: -

This paper is an extension of the theory paper Training and Development (PAPER XX - MP / ID / 306 – INTER DISCIPLINARY, CREDITS 3) offered in the third semester. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and counseling techniques (BMT, CBT, REBT, etc could be used) for specific target populations. Students are expected to submit a project report about the training procedures.

SELF HELP SKILLS (Practical Oriented Teaching)

1. Self Awareness
2. Stress Management & Relaxation Training
3. Self Concept, Self Esteem Skills
4. Assertive skills
5. Anger management
6. Diary keeping and self-analysis
7. Goal setting behaviours
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexities& ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

16. Communication Skills (Styles)
17. Facilitation and Moderation Skills.

18. Conflict management

19. Problem solving and Decision Making

20. Motivation and Leadership Skills

21. Peer Counselling

22. Relationship Skills (also with reference to opposite sex and Martial relationship)

23. Event Management Skills

24. Team Building

25. Empathy and interpersonal relationship skills

26. Negotiation and confrontation skills

INTERNAL CONTINUOUS ASSESSMENT: Submission of Modules, Content, Regularity, Participation and Practice and Application of the Skill.Students are expected to conduct training on any one component for internal assessment.

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician. For the external evaluation, the viva voce will be conducted based on the training module design, concept, method and skills imparted during demonstration.

DISSERTATION

PAPER XXVI - MP/C/403 – CORE CREDITS 4

OBJECTIVES: -

Students are required to carry out an independent research work under the guidance of a Supervisor. The students are encouraged to carry out an intervention study. The dissertation must be submitted in hard bound form. Students are required to submit a thesis at the end of the Second Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

LEARNING OUTCOMES:

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

1) Demonstrate the ability to carry out independent research
2) Apply research methods, including research design, data analysis, and interpretation.

INTERNAL CONTINUOUS ASSESSMENT: Submission, Content and Regularity

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

CASE ANALYSIS – PRAXIS OF COUNSELLING - II

(PRACTICUM)

PAPER XXVII - MP/C/404 – CORE CREDITS 4

OBJECTIVES: -

1. To guide students to learn the necessary skills and attitude to handle clients.
2. To help the students to carry out one mock counselling, verbatim analysis, and case studies.

LEARNING OUTCOMES:

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

1) Apply necessary competence for the counselor to conduct counseling session.
2) Build confidence in practicing therapeutic sessions by practical exposure through live and mock sessions.
3) Utilize the theoretical knowledge in solving various human problems both at individual and group level.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the background of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) possibly in the presence of one or two practicing counsellors with psychology background.

EXERCISES

1) Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim analysis.
2) Therapeutic skills
3) Group counselling skills
4) Co-counselling, and counselling role play.
5) Case analysis

Reference:

1) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.
2) Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers,* Viva Books Private Limited.
3) Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model,*(4th ed). Sage Publications.

INTERNAL CONTINUOUS ASSESSMENT: Submission of Log Reports and Content

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

COUNSELLING IN SCHOOLS

PAPER XXVIII - MP/E/405 – CORE CREDITS 4

OBJECTIVES: -

1. To understand the development and purpose of school counselling programme in the current scenario.

2. To obtain the knowledge, skills, and attitude that helps to implement a comprehensive counselling programme in the educational settings.

LEARNING OUTCOMES:

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

1) Outline the history and development of school counselling and changing role of school counsellors.
2) Describe the various roles of a school counsellor, necessary skills and essentials of an effective training program.
3) Explain student appraisals, assessment techniques and essentials of career counselling.
4) Identify the professional boundaries, ethics and legal issues in school counselling.

Unit – I: Development of School Counselling – Professional identity – the purpose of School counselling program – A Comprehensive program: Facilities and resources – Varying roles of school of counsellors – training of school counselors- culturally competent counselling skills.

Ref.: Schmidt

Unit – II: Essential services: Counselling Individual and group counselling – Student, parent and teacher counselling – consulting: Information, instructional, problem solving services – coordinating: Data Collection and sharing, referrals and follow up, school wide events - appraising: student evaluation and environmental evaluation.

Ref.: Schmidt

Unit – III: Developing a comprehensive program - Planning: assessing the current program, seeking input and support for change, assessing students', parents' and teachers' needs, determining resources – Organizing: setting goals, assigning responsibilities – Implementing:

Scheduling services and setting priorities and balancing time – Evaluating: types of evaluation, school counsellor evaluation.

Ref.: Schmidt

Unit – IV: Student appraisal: Standardized testing - using Standardized tests – types of assessment instruments – other assessment techniques.

Ref.: Schmidt

Unit – V: Career counselling for career development: helping students in career planning and decision making – Collaboration with school and agency professionals – professional ethics and legal issues

Ref.: Schmidt,Robert L. Gibson, Marianne H. Mitchell.

References:

1) Schmidt, J. J. (1999). *Counseling in schools – Essential services and comprehensive programs, (*3rd ed).Boston: Allyn & Bacon.
2) Gibson, R. L. &Mitchell, M. H. (2003). *Introduction to counselling and guidance*, (6THed).New Delhi, India: Pearson Education.

Additional Reading

1) Nugent, F. A. (1990). An introduction to the profession of counselling,New York: Merril, an imprint of Macmillan Publishing Company.
2) Robert Bor, Jo Enner – Landy Sheila Gill & Chris Brace (2002) *Counseling in Schools*
3) Kirsten Amis (2011*) Becoming a Counselor A student Companion*
4) Kathryn geldard, David geldard& Rebecca (2017) *Counselling children A practical introduction – 5th edition*
5) M.Klerk. &Sarah(2018) *Connecting the dots between education, interests and careers.Guide for School Practitioners*

SOFT SKILLS – CAREER ORIENTED SKILLS

PAPER XXX - MP/SS/406 – RECORD COURSE CREDITS 2

LEARNING OUTCOMES:

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

1) Relate the conceptual frame work of career search and job market.
2) Compare knowledge on selection and recruitment.
3) Apply knowledge about group discussion.
4) Develop their skills for facing interview.
5) Apply knowledge acquired in adapting to career.

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

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

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

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

Reference:

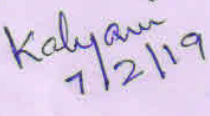
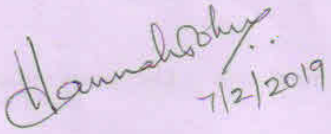
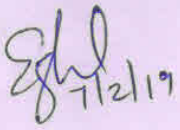
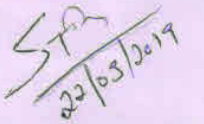
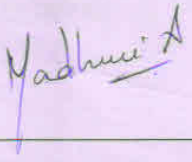
1) Christopher, E. M. & Smith, L.E. (1999). *Managing Recruitment Training and Development*, Viva Books, New Delhi.

2) Pareek, U. (2000). *Making Organizational Roles Effective*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

BOARD OF STUDIES MEETING

DATE: - 7.02.2019
VENUE: - Department of Psychology
LIST OF MEMBERS:

S.NO	NAME & DESIGNATION OF THE MEMBER	COUNSELLING PSYCHOLOGY BOARD	SIGNATURE
1.	Dr. Y. Vyjayanthi Mala Head of the Department, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Chairperson	Y. Vyjayanthi Mala 7/2/19
2.	Dr. Lavanya T, Associate Professor, Department of Psychology University of Madras, Chennai - 5.	Vice Chancellor Nominee	T Lavanya 7/2/19
3.	Dr. Jayanthi Rani, Assistant Professor, Dept. of Psychology, Ethiraj college for women, Chennai – 8.	ubject Expert	7/2/19
4.	Dr. Zarina, Assistant Professor, Dept. of Psychology, Women Christian college, Chennai – 6.	ubject Expert	7/2/19
5.	Dr. Sangeetha Makesh, Consultant Psychologist,	Consultant Psychologist	SangeethaMakesh 7/2/19
6	Ms. Pretheka, Corporate HR, Cavinkare	lied area expert	Pretheka 7/2/19
7.	Ms. P.Priyadarshini,	Alumni epresentative	7/2/19
8.	Mrs. PriyaMagesh Assistant Professor & Head UG Dept. of Psychology MSSW, Chennai – 8.	Member	
9.	Dr. Subasree,	Member	

	Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8		
10.	Dr. Kalyani Kenneth Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	
11.	Mrs. Hannah John Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	
12.	Ms. Ezhil Meena. P. M Assistant Professor, PG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	
13.	Mr. SangeethGopinath, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	
14.	Mrs.Nikita Sunny, Assistant Professor, UG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	
15.	Ms.S.Durga Devi, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	
16.	Ms.A. Madhuri, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	

Agenda

1. Welcome Address by the Chairperson
2. Reading the Minutes of the previous meeting
3. Presenting M.Phil. Psychology Syllabus.
4. Presenting M.Sc. Counselling Psychology with proposed changes
5. Presenting B.Sc. Psychology Syllabus with proposed changes
6. Any other business
7. Vote of Thanks.

MINUTES OF THE MEETING

M.Phil. Psychology Syllabus

Resolution -1:
M.Phil Syllabus was placed before the Board and no changes were made and it was resolved to continue the existing syllabus.

M.Sc. Counselling Psychology Syllabus

Resolution -2:
Resolved to approve the modifications in the content in the paper Psychopathology as per the updated textbook. (Appendix 1.1)

Resolution -3:
Resolved to the introduction of a new paper – Organizational Behavior- instead of Introduction to Management

B.Sc. Psychology Syllabus

Resolution – 1:

Resolved to approve the elaboration of topics listed in the syllabus for the following papers ; General Psychology – I, General Psychology –II, Biological Psychology, Introduction to Social Work, Child Development, Fundamental Statistics in Psychology, Social Psychology –I, Social Psychology –II, Consumer Behaviour and Marketing, Abnormal Psychology –I, Abnormal Psychology –II, Organizational Behaviour. (Appendix-2.1)

Resolution – 2:

Resolved to approve updating the textbook to its latest version for the papers General Psychology-I and General Psychology –II. (Appendix-2.2)

Resolution -3:

Resolved to approve the revision of the format of textbooks and references specified for each paper based on APA format for the papers; General Psychology I and II , Biological Psychology, Introduction to social work, Fundamental Statistics in Psychology, Social Psychology I and II, Psychology of Adolescence and Middle Adulthood, Consumer Behaviour and Marketing, Cognitive Psychology, Psychology of Late Adulthood, Career Psychology and Counselling Psychology.(Appendix-2.3)

Resolution -4:

Resolved to approve the modification/addition in the objectives specified for the papers; Psychology of late adulthood, Social Psychology I and II, Cognitive Psychology , Abnormal Psychology I and II, General Psychology II and Career Psychology (Appendix-2.4)

Resolution – 5:

Resolved to approve the addition of topics in the paper; Organizational Behaviour. (Appendix-2.5)

Resolution – 6:

Resolved to approve to mention the Theory/problem distribution in fundamental statistics paper for the purpose of paper setting. (Appendix-2.6)

Resolution – 7:

Resolved to approve the rephrasing of title of unit in paper Organizational Behaviour.

Appendix 1.1

Psychopathology

The first objective (To provide an overview of psychological disorders) was removed, and the second objective was modified to ""to understand various psychological disorders, their symptoms and causes"

The term "viral problems" in unit I is replaced with "viral infections"

The term "theoretical explanations" in Unit II, III, IV and V was replaced by "theoretical perspectives" to denote etiology.

Unit V was renamed as "bipolar and depressive disorders"

Updated textbook:
Comer, R.J (2013). *Abnormal Psychology.* (8th ed.). Worth Publishers.

Appendix 1.2

In Unit 2 (personality), assessments (MBTI) related to workplace were added.

In unit 3 (motivation), introduction and application of contemporary theories of motivation were added. The theories are self-determination theory, job engagement, goal setting theory, self-efficacy theory, reinforcement theory, equity theory, organizational justice, and expectancy theory.

In unit 4 (understanding work teams), leadership, group dynamics, and power were added.

Appendix- 2.1

General Psychology-I

- Topics have been elaborated from units I –V.

Biological Psychology

- Topics have been elaborated from units I –V.

Introduction To Social Work

- Topics have been elaborated for units I, II, III and IV.

General Psychology-II

- Topics have been elaborated from units I –V.

Child Development

- Topics have been elaborated from units I –V.

Fundamental Statistics In Psychology

- Topics have been elaborated for Unit I

Social Psychology –I

- Topics have been elaborated for units I-V.

Social Psychology –II

- Topics have been elaborated from units I –V.

Consumer Behaviour and Marketing

- Topics have been elaborated for units I, II, IV and V.

Abnormal Psychology –I

- Topics have been elaborated for units IV and V

Abnormal Psychology –II

- Topics have been elaborated for units I, II, IV and V.

Organizational Beahviour

- Topics have been elaborated for units I, II and V.

Appendix- 2.2

General Psychology-I and II

- The textbook 'Weiten, W. (1995). *Psychology – Themes and Variations,* (5th ed.) Brooks / Cole Publishing Company.' has been replaced with its latest version of 'Weiten, W. (2012). *Psychology – Themes and Variations, (9th edition),* Wadsworth cengagelearning.Company

Appendix- 2.3

General Psychology I and II

- The format of textbook and reference book mentioned has been changed to standard APA format

Biological Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Introduction to social work

- The format of textbook and reference book mentioned has been changed to standard APA format

Fundamental Statistics in Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Social Psychology I and II

- The format of textbook and reference book mentioned has been changed to standard APA format

Psychology of Adolescence and Middle Adulthood

- The format of textbook and reference book mentioned has been changed to standard APA format

Consumer Behaviour and Marketing

- The format of textbook and reference book mentioned has been changed to standard APA format

Cognitive Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Psychology of Late Adulthood

- The format of textbook and reference book mentioned has been changed to standard APA format

Career Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Counseling Psychology

- The format of textbook and reference book mentioned has been changed to standard APA format

Appendix 2.4

General Psychology II

- the objectives have been modified to suit the course content

Social Psychology I and II

- the objectives have been modified to suit the course content

Cognitive Psychology

- the objectives have been modified to suit the course content

Abnormal Psychology I and II

- The objectives have been rephrased.

Psychology of late adulthood

- The objectives have been rephrased.

Career Psychology

- The objectives section has been added for the paper.

Appendix 2.5

Organizational Behaviour

- **The topics** 'Early Theories of Motivation - Hierarchy of Needs Theory, Theory X and Theory Y, Two-Factor Theory' has been added to unit II.

Appendix 2.6

Fundamental Statistics in Psychology

- For the clarity in question paper setting, the distribution of theory/problems as 40% theory and 60% problems has been mentioned.

Appendix 2.7

Organizational Behaviour

- The title of Unit II has been rephrased as 'Motivation theories and its application'.

DEPARTMENT OF COUNSELLING PSYCHOLOGY
The Madras School of Social Work (Autonomous)
(Affiliated to University of Madras)
32, Casa Major Road, Egmore, Chennai-600 008.

Agenda

1. Welcome address by the Chairperson.
2. Reading the Minutes of the previous meeting.
3. Presenting B. Sc. Psychology syllabus with learning outcomes.
4. Presenting M. Sc. Counselling Psychology syllabus with learning outcomes.
5. Presenting M. Phil. Syllabus with learning outcomes.
6. Presenting PG Diploma in Rehabilitation Psychology.
7. Vote of thanks

MINUTES OF THE MEETING

B. Sc. Psychology Syllabus

Resolution 1

Resolved to request the board of studies to approve the removal of Objectives and inclusion of learning outcomes for all papers in the B.Sc psychology syllabus 2020 – 2021
(Appendix-1.1)

Resolution 2

Resolved to request the board of studies to approve the removal of the Term "CORE ELECTIVE" and replace it with "ELECTIVE"
(Appendix-1.2)

Resolution 3

Resolved to request the board of studies to approve the removal of Paper "Cognitive psychology" from semester IV and also from the syllabus
(Appendix-1.3)

Resolution 4

Resolved to request the board of studies to approve the removal of Elective paper "Career psychology" from semester IV
(Appendix-1.4)

Resolution 5

Resolved to request the board of studies to approve the removal of Elective Paper "Psychology of late adulthood" from semester VI and replace with Elective paper "Career psychology"
(Appendix-1.5)

Resolution 6

Resolved to request the board of studies to approve the removal of Core Paper "Child development" from semester II and replace the paper with Developmental psychology I
(Appendix-1.6)

Resolution 7

Resolved to request the board of studies to approve the removal of Core Paper "Psychology of adolescence and middle adulthood" from semester III and replace the paper with Developmental psychology II
(Appendix-1.7)

Resolution 8

Resolved to request the board of studies to approve the listing of Non major elective papers in the syllabus Grid
(Appendix-1.8)

Resolution 9

Resolved to request the board of studies to approve the inclusion of evaluation structure for the Soft skill papers in the Semester I, II, III and IV
(Appendix-1.9)

M.Sc. Counselling Psychology Syllabus

Resolution 1

Resolved to approve inclusion of learning outcomes for all papers according to Bloom's Taxonomy.
(Appendix – 2.1)

Resolution 2

Resolved to approve the inclusion of Cognitive Psychology paper in the place Statistics in Psychology as suggested by BOS members.
(Appendix – 2.2)

Resolution 3

Resolved to approve the inclusion of Statistics in Behavioural Sciences in the place of Advanced Statistics in Behavioural Sciences as suggested by BOS members.
(Appendix – 2.3)

M. Phil. Psychology Syllabus

Resolved to approve inclusion of learning outcomes for all papers.
(Appendix – 3)

PG Diploma in Rehabilitation Psychology

Resolved to approve syllabus for PG Diploma in Rehabilitation Psychology.
(Appendix – 4)

DEPARTMENT OF COUNSELLING PSYCHOLOGY
The Madras School of Social Work (Autonomous)
(Affiliated to University of Madras)
32, Casa Major Road, Egmore, Chennai-600 008.

BOARD OF STUDIES MEETING

MINUTES OF MEETING

DATE: 11.02.20120

VENUE: Psychology Lab

MEMBERS:

S.NO	NAME & DESIGNATION OF THE MEMBER	PSYCHOLOGY BOARD	SIGNATURE
1.	Dr. Vyjayanthi Mala Assistant Professor & Head Dept. of Counselling Psychology MSSW, Chennai – 8.	Chairman	
2.	Dr. Lavanya, Associate Professor, Department of Psychology University of Madras, Chennai - 5.	Vice Chancellor Nominee	DR. T. LAVANYA, M.A., ASSOCIATE PROFESSOR Dept. of Psychology University of Madras Chepauk, Chennai - 600 00
3.	Dr. S Usha Rani Assistant Professor, Dept. of Psychology, Women Christian college, Chennai – 6.	Subject Expert	Dr. S. USHARANI, M.A.,Ph.D.,P.G.D.V.(Japan), Assistant Professor, Department of Psychology, Women's Christian College, College Road, Chennai-600 006
4.	Dr. Ramya Maheswari , Assistant Professor & HOD , Dept. of Psychology, Ethiraj college for women, Chennai – 8.	Subject Expert	Head of the Department Department of Psychology Ethiraj College for Women Chennai - 600 008.
5.	Ms. Shrudhaa L	Alumnus	
	Mrs. Priya Magesh Assistant Professor & Head UG Dept. of Psychology MSSW, Chennai – 8.	Member	
	Dr. Subasree, Assistant Professor, Dept. of Counselling Psychology MSSW, Chennai – 8	Member	

8	Dr. Kalyani Kenneth Assistant Professor, Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	Kalyani
9.	Dr. Hannah John Assistant Professor, Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	Hannahjohn
10.	Mr Vivian B Assistant Professor, Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	B. Viv
11.	Mr. Sangeeth Gopinath, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	
12.	Mrs.Nikita Sunny, Assistant Professor, UG Dept. of Counselling Psychology MSSW, Chennai – 8.	Member	
13.	Ms.A. Madhuri, Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	Madhuri
14	Ms Ananya Lakshmi VR Assistant Professor, UG Dept. of Psychology MSSW, Chennai – 8.	Member	Anyalakshmi VR