# UNIVERSITY OF KERALA



## MASTER OF SCIENCE IN
## COUNSELLING PSYCHOLOGY
## (M.Sc. COUNSELLING PSYCHOLOGY)
### SYLLABUS
### (Semester Scheme)

**Two Year Full-Time Programme**
**(Based on OBE 2022 Admissions Onwards)**

# Table of Contents

# M.Sc. Counselling Psychology Programme

**Programme Overview**

The broad aim of the programme is to provide a comprehensive and in-depth theoretical and practical understanding of counselling psychology. The programme has been conceptualized as a comprehensive one at par with current international trends in college-level training in psychology. Guidelines published by American Psychological Association and the Learning Outcome Based Curricular Framework mooted by the University Grants Commission have been incorporated into the design of the programme. The Postgraduate course in Counselling Psychology envisions creating competent professionals who can provide counselling services in hospitals, educational institutions, industries, family and child care centers, rehabilitation institutions, legal sectors, and other related settings. These postgraduates are expected to be equipped to pursue research and contribute to the knowledge-building process in the same field.

The Postgraduate course leading to the award of the Master of Science Degree in Counselling Psychology by the University of Kerala is spread over four semesters. The academic work is a package of fifteen common theory papers, two practical papers involving the administration of psychological tests, and four concurrent practicum works. At the end of the fourth semester, the student is required to submit a dissertation that has to be started at the beginning of the third semester. The student has to appear for a comprehensive viva voce at the end of the last semester. Dissertation and viva voce are evaluated externally.

The syllabus is developed based on the principles of Outcome-Based Education (OBE). Accordingly, a detailed specification of the contents of the syllabus coming under each course is preceded by a brief statement of the nature of the course, background knowledge required for learning the course, and the specific outcomes/competencies a learner is expected to achieve at the successful completion of the course. These learning outcomes generally belong to two domains, viz., (a) cognitive domain and (b) skills/behavioural domain. Assessment of the learning outcomes belonging to the cognitive domain could be implemented by written examinations, while assessment of learning outcomes belonging to the skills/behavioural domain could be implemented through continuous assessment of practical assignments.

**Programme Learning Outcomes of MSc Counselling Psychology**

At the end of the two-year MSc Counselling Psychology programme, the students will:

1. Demonstrate deep knowledge of behavioural dynamics and develop a scientific research orientation.

2. Demonstrate professional competence skills and ethical decisions in counselling that are appropriate for various settings.

3. Demonstrate appropriate engagement and cultural and historical sensibility in the global community setting.

**Eligibility for Admission**

The admission requirement for the M.Sc. Counselling Psychology course is the same as for MSc Psychology of the University of Kerala.

# M.Sc. COUNSELLING PSYCHOLOGY- 2022 ADMISSION ONWARDS

## PROGRAMME STRUCTURE AND SCHEME

| Semester | Paper Code | Title of paper | Instructional hour/week | | ESA time | Maximum marks | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | | CA | ESA | Total | Sem Total |
| **I** | CP 511 | Psychological Processes | 5 | | 3 hrs | 25 | 75 | 100 | 425 |
| | CP 512 | Fundamentals of Counselling Psychology | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 513 | Positive Psychology | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 514 | Research methods in Behavioural Science | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 515 | Practicum I- Self Exploration | | 10 | | 25 | | 25 | |
| **II** | CP 521 | Cognitive Psychology | 5 | | 3 hrs | 25 | 75 | 100 | 525 |
| | CP 522 | Psychometry | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 523 | Psychopathology | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 524 | Theories and practices in Counselling and Psychotherapy | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 525 | Psychological Assessment (Practical) - I | | 5 | 3 hrs | 25 | 75 | 100 | |
| | CP 526 | Practicum II- Counselling skill development | | 5 | | 25 | | 25 | |

| Se mester | Paper Code | Title of paper | Instructional hour/week | | ESA time | Maximum marks | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory | Practical | | CA | ESA | Total | Sem Total |
| **III** | CP 531 | Neuropsychology | 5 | | 3 hrs | 25 | 75 | 100 | 550 |
| | CP 532 | Clinical and Community Psychology – Theory and Practice | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 533 | Counselling in social and educational setting | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 534 | Counselling in organizational setting | 5 | | 3 hrs | 25 | 75 | 100 | |
| | CP 535 | Psychological Assessment (Practical) - II | | 5 | 3hrs | 25 | 75 | 100 | |
| | CP 536 | Practicum III- Community Intervention | | 5 | | 50 | | 50 | |
| **IV** | CP 541 | Counselling in family setting | 6 | | 3 hrs | 25 | 75 | 100 | 600 |
| | CP 542 | Counselling in health setting | 6 | | 3 hrs | 25 | 75 | 100 | |
| | CP 543 | Counselling and legislations | 6 | | 3 hrs | 25 | 75 | 100 | |
| | CP 544 | Practicum IV- Clinical and Counselling Practicum | | 12 | 3 hrs | 25 | 75 | 100 | |
| | CP 545 | Dissertation | | | | | 100 | 100 | |
| | CP 546 | Comprehensive Viva-Voce | | | | | 100 | 100 | |
| | | Grand Total | | | | | | | 2100 |
| | CA: Continuous Assessment, ESA: End Semester Examination | | | | | | | | |

# PROGRAMME STRUCTURE AND SCHEME

| SEMESTER | COURSE CODE | NAME OF THE COURSE | CREDITS |
|---|---|---|---|
| **I** | CP 511 | Psychological Processes | 4 |
| | CP 512 | Fundamentals of Counselling Psychology | 4 |
| | CP 513 | Positive Psychology | 4 |
| | CP 514 | Research methods in Behavioural Science | 4 |
| | CP 515 | Practicum I- Self Exploration | 2 |
| **II** | CP 521 | Cognitive Psychology | 4 |
| | CP 522 | Psychometry | 4 |
| | CP 523 | Psychopathology | 4 |
| | CP 524 | Theories and practices in Counselling and Psychotherapy | 4 |
| | CP 525 | Psychological Assessment (Practical) - I | 4 |
| | CP 526 | Practicum II- Counselling skill development | 2 |
| **III** | CP 531 | Neuropsychology | 4 |
| | CP 532 | Clinical and Community Psychology – Theory and Practice | 4 |
| | CP 533 | Counselling in social and educational setting | 4 |
| | CP 534 | Counselling in organizational setting | 4 |
| | CP 535 | Psychological Assessment (Practical) - II | 4 |
| | CP 536 | Practicum III- Community Intervention | 2 |
| **IV** | CP 541 | Counselling in family setting | 4 |
| | CP 542 | Counselling in health setting | 4 |
| | CP 543 | Counselling and legislations | 4 |
| | CP 544 | Practicum IV- Clinical and Counselling Practicum | 4 |
| | CP 545 | Dissertation | 4 |
| | CP 546 | Comprehensive Viva-Voce | 2 |
| **TOTAL CREDITS** | | | **84** |

**Scheme of Evaluation**

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End of Semester Assessment (ESA). For all theory papers, the mark distribution will be 25% for CA and 75% for ESA. In the case of practicum, there shall be CA for the first three semesters (Practicum I & II, 25 marks each) and the third semester (Practicum III, 50 marks). For Practicum III, CA -20 and ESA (to be conducted by the internal board of examiners)-30. For Practicum IV and Psychological Assessment (Practical), out of a total of 100 marks each, 25 marks shall be given as CA and 75 marks as ESA. There will be no continuous assessment for dissertation work.

The allocation of marks for Continuous Assessment (CA) shall be in the following proportion.

| DIVISION OF MARKS | |
|---|---|
| **Division of marks in each paper** | |
| Continuous Assessment | 25 marks |
| End Semester Assessment | 75 marks |
| Total | 100 marks |
| **Division of marks in the Continuous Assessment: Theory** | |
| Attendance | 5 marks |
| Seminar | 5 marks |
| Tests | 10 marks |
| Assignment | 5 marks |
| Total | 25 marks |
| **Division of marks in the Continuous Assessment: Practical** | |
| Attendance | 5 marks |
| Record | 10 marks |
| Tests | 10 marks |
| **Division of marks in the End Semester Assessment: Practical** | |
| Plan and Procedure | 20marks |
| Conducting | 25 marks |
| Oral | 20 marks |
| Record | 10 marks |
| Total | 75 marks |
| **Division of marks in the Continuous Assessment: Practicum** | |
| Attendance | 5 marks |
| Record | 20 marks |
| **Total for all the four semesters** | **1900 marks** |
| **Marks for dissertation** | **100 marks** |
| **Marks for viva voce** | **100 marks** |
| **Total marks for the course** | **2100 marks** |
| **Division of marks in the End Semester Assessment: Theory Question Papers** | |
| The Question paper shall consist of three parts, of which Part-I shall consist of long essays, Part - II short essays, and Part-III concepts. In Part-I, two out of four, each carrying 15 marks), in Part II, five out of eight questions (each carrying 5 marks), and in Part III ten out of fourteen questions (each carrying 2 marks) shall be answered. Thus the total marks shall be 75. | |

# SEMESTER I
# CP 511 PSYCHOLOGICAL PROCESSES

This course enables students to learn about different fields of psychology and psychological processes in detail and to appreciate different approaches to psychological processes like intelligence, learning, motivation, and emotion. The course also renders students a platform for understanding human nature by introducing major classic and contemporary approaches to personality. Students can apply this knowledge to greater self-awareness and psychological well-being.

**Prerequisites**

Students should have an elementary understanding of the basic mental processes and basic understanding of various theorists of personality

**Learning Outcomes**

The syllabus is designed to build the competence of the learner in the following:

**(a) Cognitive Domain**

- Analyze the higher mental processes
- Evaluate the theories of intelligence, learning, and motivation
- Analyze the psychological foundations of human behavior
- Evaluate possible links between various functions of the mind and behavior
- Compare and contrast theories of personality.

**(b) Skills Domain**

- Explain diverse perspectives on the functioning of human behavior
- Utilize the knowledge for assessing higher mental processes
- Explain individual differences on the basis of theories of psychological processes
- Propose theoretical models of psychological processes based on related theories
- Apply the concepts of personality theories in understanding and facilitating one's own personal growth.

**Detailed Syllabus**

**UNIT –I: Introduction**

- Definition and Goals of Psychology
- Major Schools of thought in psychology – Structuralism, Functionalism,

Psychodynamic, Behavioristic, Gestalt, Cognitive, Humanistic.

- Methods in psychology –Survey, Case Study, Observation, Interview, Experiment.

## UNIT II – Intelligence

- Concept of Intelligence and IQ

  Theories of intelligence:

- Factor theories: Spearman, Cattell, Thurstone, Vernon

- Gardner's multiple intelligence approach

- Information Processing theory – Sternberg

- PASS model of Intelligence, Guilford-structure of intellect model

- Emotional intelligence: Goleman

## UNIT III – Emotion and Motivation

- **Emotion**: Emotion and components of emotion, Measurement of emotion.

- Theories of emotion - Cannon-Bard, James-Lange, Cognitive appraisal theory: Lazarus, Smith & Kirby, Arousal-interpretation theory: Schachter & Singer, Facial Feedback hypothesis

- **Motivation** – Defining motivation, Sources of motivation – extrinsic and intrinsic motivation, motivational concepts: instincts, needs, drives, incentives, homeostasis, motivational cycle.

- Theoretical perspectives- Instinct theories, Drive theory, Incentive theory, Opponent process theory, Arousal theory: Yerkes-Dodson law, Humanistic-Hierarchy of motives: Maslow's, ERG theory Alder, Two-factor theory: Herzberg.

- Biological motives – hunger, thirst, sleep, sex

## UNIT IV – Learning

- **Learning** – Definitions of Learning

- Classical conditioning-basic Processes – extinction, spontaneous recovery, generalization, discrimination, higher-order conditioning.

- Operant Conditioning-basics of operant conditioning; Reinforcement and punishment; Processes – Generalizations, Discrimination, shaping, chaining; schedules of reinforcement, the significance of operant conditioning.

- Social and Cognitive learning: latent learning, observational learning (Bandura), Insight learning (Kohler).

### UNIT V – Personality

- Personality: Brief outline of determinants of personality
- Theories of personality-
- Classical Psychoanalytic theory and Other Psychodynamic theories
    - A. Sigmund Freud, Carl Jung, Alfred Adler, Eric Fromm, Erikson, Karen Horney
    - B. Overview of Object relations theories: Margaret Mahler and Melanie Klein
    - C. Overview of attachment theory: John Bowlby
- Trait theories of personality – Gordon Allport, Raymond Cattell, Hans J Eysenck, Big 5 personality theory
- Behavioristic, Cognitive, and Social-Cognitive Theories- Skinner, George Kelley, Albert Bandura
- Humanistic theories –Carl Rogers, Abraham Maslow
- Eastern Perspectives in Personality – Yoga, Zen, and Buddhist perspectives, Sufism

### Activity based Assignments

- Write an assignment about the applications of classical and operant conditioning in everyday life.
- Conduct a debate based on any two approaches/theories of personality.
- Personality analysis – Identify and explain a person's personality using any perspectives/theories.

### References:

Feldman (2002*).Understanding psychology*,(6th ed.). New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology*. New Delhi: Tata McGraw Hill.

Baron, R. A. (2005). *Psychology* (5th ed.). New Delhi: Prentice Hall.

Hayes, N. (2000). *Foundations of psychology* ( 3rd ed.). London: Cengage Learning.

Feist, J., Gregory J Feist, D., & Roberts, T. (2017). *Theories of personality*. McGraw-Hill Education.

Schultz, D. P., & Schultz, S. E. (2004). *Theories of personality* (8th ed.). Belmont, CA: Wadsworth.

Hall, C. S., Lindzey, G., & Campbell, J. B. (2001). *Theories of personality* (4th ed.). New York,  NY: Wiley.

Klein, S.B. (1991). *Learning, principles and applications* (2nd ed.). McGraw Hill.

Hergenhahn, B. R., & Olson, M. H. (2001). *An introduction to theories of learning*. Upper Saddle River, N.J: Prentice Hall.

**Suggested Readings:**

Petri, H.L. (1991) Motivation: Theory, Research and Applications. USA:   Wordsworth Publishing Company.

Cofer, C.N. &Appley, M.H.(1964).Motivation: Theory and Research, John Wiley& Sons Inc.

Edwards, D. C. (1999). Motivation and Emotion- evolutionary, physiological, cognitive, and social influences. London: Sage publications.

Ryckman, R. M. (2000). *Theories of personality*. Australia: Wadsworth Pub. Co.

# Semester I

## CP 512 Fundamentals of Counselling Psychology

This course aims to equip the students with theoretical knowledge and practical skills required for a psychological counsellor. Successful completion of the course will make the student competent enough to take up counselling assignments in a supervised manner.

The course draws upon the helping model of Egan and the process model of Hill for its orientation. Along with these generic models, the skills and processes involved in psychological counselling as described by Patterson and Welfel too are generally followed in the course. The theory cum practical course incorporates learning activities, lab work, and role-plays and demonstrations formulated by the authors of the books recommended. Instructions will accompany classroom demonstration and practice of skills and videos containing demonstrations by renowned practitioners.

**Pre-requisites**

The course presupposes that the student has the basic knowledge of the psychology of individual differences

**Learning Outcomes:**

The syllabus is designed to build the competency of the learner in the following:

### (a) Cognitive Domain

- Define and explain essential aspects of counselling and helping

- Explain helping models by Egan, Hill, and Ivey

- Demonstrate the techniques and skills of counselling

- Evaluate counseling skills of peers demonstrated in role play

- Understand the methods of counseling in various settings

- Understand ethical codes in counseling

### (b) Affective Domain

-Internalize the values required for a psychological counsellor

### (c) Skills Domain

At the end of the course, the learner will be able to:

-Demonstrate counselling skills by means of a verbatim record of a counseling assignment completed by the student and supervised by the teacher.

**Detailed Syllabus**

**Unit 1- Counselling and its evolution as a helping Profession**

Definitions, Nature & scope of Counselling

History and Development of the Profession, Influential Individuals– Frank Parsons, Carl Rogers, E. G. Williamson, Donald G. Paterson, Donald, E. Super

Goals of Counselling – Process goals and outcome goals

Conditions facilitating effective counselling

Counselor and Counselee as a person -Characteristics and expectations

Importance of personal therapy and Supervision

The Helping Professions – Social Work, Psychiatry, Psychology, Counselling - Commonalities and Difference between the Helping Professions

Similarities and differences in Counselling, Psychotherapy, and Guidance

Current Trends in Counselling


**Unit 2: Counselling Process**

Generic Models of Counselling: Gerard Egan, Clara Hill, Allen Ivey

An overview of Egan's Model. Stage 1 – The Current Picture, Stage 2- The preferred picture, Stage 3- The Way Forward

Clara Hill's process model of helping: Exploration through humanistic approach, Insight through psychodynamic approach, Action through the cognitive-behavioral approach.

Ivey and Ivey: Five stages of counseling session: Empathic relationship, story and strength, goals, restory, action.

Three stages of counseling in perspective (Patterson & Welfel): Initial disclosure, In-depth exploration, and Commitment to action.

Pre-counselling issues-interview, assessment (standardized and non- standardized measures),setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting

**Unit 3. Counselling Skills at different stages of counselling**

Importance of Counselling Skills

Application of Skills in each stage of Counselling

**Exploration Stage/ Initial disclosure**  - Goals for the exploration stage: Establishing rapport and developing a therapeutic relationship, Attending, listening, and observing, Exploring thoughts, Exploring feelings

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non - verbal skills (SOLER)

Non-verbal Behaviours: Eye contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Grammatical Style, Silence

Minimal Verbal Behaviours: Minimal Encouragers, Approval-Reassurance Non-verbal Behaviours to avoid Listening and Observation Skills: Verbal Messages, Non-verbal Messages Skills for Exploring Thoughts: Restatements, Open questions about Thoughts

Skills for Exploring Feelings. Reflection of feelings. How to reflect feelings. Identifying feeling words. Sources of reflections. Open questions about feelings

Paraphrasing & reflecting meaning, Paraphrasing & reflecting feeling, helping clients manage reluctance and resistance, Probing and Summarizing

Recognizing patterns & themes, Understanding client's frames of reference Structuring, Leading and Questioning techniques, Difficulties implementing the exploration stage. Coping strategies for managing difficulties.

*Practicum*:

Students pair up and take turns being helper and client. Peers can observe and give feedback using prescribed formats. Practice attending and listening exercises. Practice exploring thoughts. Practice exploring feelings. (Ref: Hill, iLab 4, 5, 6, 7)

**In-depth Exploration / Insight Stage -** Goals and methods of in-depth exploration

Feedback as the essential work in stage 2. Principles of giving feedback. Modes of providing feedback: Advanced empathy, Immediacy, Confrontation, Interpretation/ Reframing, Role-playing. Self-disclosure

Skills for fostering awareness: Challenges, Cognitive techniques, Two-chair technique, Humor, Non-verbal referents, Owning responsibility

Skills for facilitating Insight: Open questions, Interpretations, Disclosures of insight

*Practicum*:

Students pair up and take turns being helper and client. Peers can observe and give feedback using prescribed formats.

**Commitment to Action Stage -** Goals of stage 3 - Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, Direct guidance

Integrating action skills Termination. Termination skills

Basic listening sequence: Attending and empathy skills, observation skills, questions, encouraging, paraphrasing and summarizing, reflecting feelings

**Unit 4: Ethics in Counselling**

Definitions and need for ethics, values principles and purpose of ethics

Ethical codes- American Counseling Association, BACP

**Unit 5: Counselling in various settings**

Psychological First-aid, Marital/premarital Counselling, Geriatric counselling, Palliative counselling, Group Counselling, Rehabilitation Counselling

*Instructional strategies: Lecture, audiovisual presentations, analogies, illustrations, case analyses, practice, role play, peer evaluations, feedbacks, audio-video recordings and replays, learner presentations, appraisals, placements*

**References**

Bond, T. (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.

Brammer, L., M. & MacDonald, G. (1996). The helping relationship process and Skills. Boston: Allan & Bacon.

Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8thEd.) New York: HRD Press.

Colin Felthman and Ian Horton (2000) (Ed), Handbook of Counselling and Psychotherapy, New Delhi:Sage

Connor, M. (1994). Training Counsellor: An integrative model, London: Routledge.

Corey, (2001). Manual for theory and practice of counselling and psychotherapy.(6th ed.). Pacific

Corey, G. (2001) Student video &work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.

Corey, M., S. & Corey, G. (1998). Becoming a helper (3rd Edi). Pacific Grove CA: Brooks/Cole.

Cromier, W., H., &Cromier, L, S. (1991). Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour. Pacific Grove CA: Brooks/ Cole.

Culley, S. (2002). Integrative Counselling Skills in Action. (2 ed) London: Sage.

Egan, G. (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole.

Gladding, S. T.(2009): Counselling-AComprehensive Profession,SixthEdition,Pearson Education, Published by Kindersley

Hill, C.E. (2009). Helping skills: Facilitating exploration, insight and action. APA, Washington D.C.

Ivey, A. E., Ivey, M. B., Carlos P. Zalaquett, C.P. (2017). Intentional Interviewing and Counseling- Facilitating Client Development in a Multicultural Society. London: Brooks Cole.

Jones, R. N. (2008). Basic skills: A helper's manual. New Delhi: Sage Publications.

Liberman R.P., editor, *Effective Psychiatric Rehabilitation. New Directions for Mental Health Services*.53.San Francisco CA., Jossey-Bass,1992

Patterson, E.L., & Welfel, E.R. (2004). The counselling process. California: Brooks /Cole publishing Company.

Sharma R N and Sharma R (2004), Guidance and Counselling inIndia.

Shertzer, B. E. & Stone, S, C. (1980). Fundamentals of counseling, 3rd ed. Boston: Houghton Mifflin

Wing J.K., Morris B., (1981) *Handbook of Psychiatric Rehabilitation Practice*. Oxford university press

## SEMESTER I
## CP 513 POSITIVE PSYCHOLOGY

The course will provide an arena to incorporate and apply core concepts of positive psychology into their own lives and professional practice. The course will equip the students to develop an understanding of the implications of the science and application of positive psychology to biological, cognitive, interpersonal, and emotional outcomes. The students will learn about the key concepts, approaches, and research in the field of positive psychology to develop a deeper understanding of human development.

**Prerequisites**

Students should have an elementary understanding of the basic emotional states.

**Course Outcomes:**

The syllabus is designed to build competency of the learner in the following:

**(a) Cognitive Domain**

- Demonstrate an understanding of the key concepts, approaches, and research in the field of positive psychology.
- Examine the applications of positive psychology concepts at every stage of human development.

**(b) Skills Domain**

- Assess the implications of the science and application of positive psychology to biological, cognitive, interpersonal, and emotional outcomes.
- Integrate and apply core concepts of positive psychology into their own lives and professional practice.

**Detailed Syllabus**

**Unit 1: Psychology from a Positive Perspective**

- Introduction to Positive Psychology
- Perspectives on Positive Psychology: Western perspective- Athenian, Judeo-Christianity, Islam. Eastern perspective- Confucianism, Taoism, Buddhism, Hinduism.
- East and West(Brief outline): Individualism, Collectivism, Orientation to time, Thought processes, Different ways to positive outcomes
- Classification and measures of strengths: The VIA Classification of Strengths
- Positive Psychotherapy

**Unit 2: Positive Psychology across the lifespan**

- Living Well at Every Stage of Life - Resilience in Childhood, Positive Youth Development, Life tasks of adulthood, Successful ageing
- Benefit Finding and Growth

**Unit 3: Emotional Approaches**

- Positive Affectivity: Differentiating positive and negative affectivity, Structure of positive affectivity, Causes & correlates of positive affectivity, Significance of positive affectivity
- Broaden-and-build model of positive emotions
- Dfinitions of Happiness and Subjective well-being, eudaimonic and hedonic happiness, pleasant life, engaged life and meaningful life, PERMA model of well-being
- Complete State Model of Keyez and Lopez

**Unit 4: Cognitive Approaches**

- Self-Efficacy: Developmental antecedents of self-efficacy, Measures of self efficacy, Neurobiology of self-efficacy, Collective self-efficacy
- Optimism: Learned optimism (Seligman), Childhood antecedents of learned optimism, Neurobiology of optimism and pessimism
- Hope: Hope theory, Childhood antecedents of hope, Neurobiology of hope, Collective hope
- Mindfulness- Definition of mindfulness, Benefits of mindfulness
- Flow: Characteristics of Flow state, Autotelic Personality

**Unit 5: Interpersonal Approaches**

- Enhancement of closeness (Minding): Knowing and Being Known, Attribution, Acceptance and respect, Reciprocity in minding, Continuity and minding, Minding behaviors
- Forgiveness: Antecedents of forgiveness, Cultivating forgiveness, Associations of forgiveness with health and well-being
- Gratitude: State and Trait Gratitude, Measuring gratitude, Good of gratitude

**Unit 6: Positive Institutions**

- Brief outline of Family - Centered Positive Psychology
- Positive Schooling: Components of positive schooling, Characteristics of positive schools

- Positive Workplaces: Characteristics of Gainful employment, Capital at work, Positive Psychological Capital, Positive Organizational Behavior

**References**

Lopez, S.J. & Snyder, C.R. (2011). *The Oxford Handbook of Positive Psychology (2*nd Edition). New York: Oxford University Press.

Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2021). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (3rd Edition). New Delhi: Sage Publications.

**Activity based assignment**

1. Watch a movie related to positive psychology in the class and write a review of the movie.

2. Positive Journal for 6 weeks (Write down three good things that happened in the past week).

3. Share the greatest challenge you've overcome in your life with your classmates and write it down.

4. Share and write down the happiest moment in your life.

5. Write down the positive qualities of your classmates and give to them.

6. Complete the VIA Survey of Character Strengths at

http://www.viacharacter.org/www/Character-Strengths-Survey.   Students will print out their results and bring them to class. List your top five character strengths. Write a brief reflection.

**Recommended Reading**

Csikszentmihalyi, M. (2002).  Flow: The Classic Work on How to Achieve Happiness. London: Rider.

Diener, E. (2000).  Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index.  American Psychologist, 55, 34-43.

Emmons, R.A., & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. Journal of Social & Clinical Psychology, 19, 56-69.

Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden – and - build theory of positive emotions. American Psychologist, 56, 218-226.

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? Psychological Bulletin, 131, 803-855.

Lyubomirsky, S. (2007). *The How of Happiness: A New Approach to Getting the Life You Want*. New York: Penguin Press.

Peterson, C. (2000). The future of optimism. American Psychologist, 55, 44-55.

Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive Psychology: An introduction. American Psychologist, 55, 5-14.

Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. American Psychologist, 60, 410-421.

Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.

Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment.* New York: Free Press.

**CP 514 Research Methods in Behavioral Science**

This course enables the students to familiarize themselves with the methodology of research in behavioral science, specifically psychology. To enable the student to understand the process of "knowledge production" in psychology using both quantitative and quantitative research methods. Designing scientific research using both traditions and to analyze data. To familiarize the student with the basics of research report writing.

**Pre-requisites**:
1. Basic knowledge in descriptive and inferential statistics
2. Exposure to the field of scientific research in psychology
3. Basic knowledge in research report writing

**Course Outcomes:**

The syllabus is designed to build competency of the learner in the following:

**Cognitive domain**:
● Critically differentiate the different methods available for gaining knowledge
● Describe characteristics of scientific research and methods
● Explain various methods of collecting and analyzing quantitative and qualitative data
● Compare different types of research designs and its role in scientific research
● Evaluate articles published in reputed journals in psychology

**Skills domain**:

Identify and apply suitable statistical methods for the analysis of data

Write a Qualitative / Quantitative research proposal by:
● Articulating research question
● Developing Hypotheses / Objectives
● Designing the research by appropriate research strategies
● Demonstrating the knowledge in APA writing style

**Unit 1: Introduction to Research**

Methods of Knowing and Acquiring Knowledge, Scientific research, Meaning and characteristics of scientific research

Types of research: Experimental and nonexperimental research, Qualitative, Quantitative Research and Mixed Research.

Steps or stages in scientific research:

- Selecting a research problem,
- Operationalizing the variables and controlling of extraneous variables
- Formulating the hypothesis,
- Review of literature,
- Sampling methods: Population and Sample representativeness. Sample size. Probability and Non-probability sampling techniques, Sampling distribution, standard error.
- Tools for data collection: observational methods, surveys, questionnaires, interviewing methods, case study method, and psychometric tests.

Ethics in conducting and reporting research.

Problems encountered by researchers in India

**Unit 2: Quantitative approach in psychological research**

Research Strategies: Descriptive, Correlational, Experimental Strategies (True Experiment, Quasi and Non-experiment, Developmental designs: Cross sectional and Longitudinal designs)

Research Design: Meaning and purpose, criteria for research design, principles in experimental design, Types of research design: Between Group designs and Within Group Designs.

Campbell and Stanley classification of design: Pre-experimental design, true-experimental design, quasi-experimental design,ex-post facto design.

Validity in psychological research

**Unit 3: Inferences from the data**

*Note: the focus is on conceptual clarity and not on calculation*

Sample and population, normal curve, parametric and nonparametric statistical tests, difference among groups, correlation and regression

Basic Concepts of Factor analysis- Exploratory, Confirmatory factor analysis. Extraction Methods, Rotation, Interpretation.

Systematic and meta-analysis in research: PRISMA guidelines

Clinical research: Randomized Controlled Trials

## Unit 4: Qualitative approach in Psychological research

Meaning and essential features of qualitative research

Qualitative research model

Relevance of qualitative research

Theoretical perspectives of qualitative research

Research design strategies of qualitative research

Different traditions in Qualitative Research: Grounded theory, Phenomenology, Narrative approach, Ethnography, Discourse analysis.

Issues of Credibility, trustworthiness, and reflexivity. Triangulation of Theory, Method and Data. Sampling in Qualitative research, Theoretical sampling and Concept of saturation.

Methods of collecting qualitative data: Observation, Interview, Focus Group Discussion (FGD), Documents: Organizational Documents, Diaries, Internet communications, Audiovisual materials, Case studies, Life history, Conversation.

Data analysis and interpretation in qualitative research

Comparison of methods of qualitative and quantitative data analysis


## Unit 5: Research Report Writing

Purpose and goal of writing research report

General APA Guidelines for Writing Style and Format

Elements of an APA-Style Research Report

Writing a Research Proposal (Research funding agencies available in India and internationally)

Guidelines for paper and poster presentations (Significance of peer-reviewed journal publication and conference presentations)

Computer applications in research: Use of statistical software for coding, data entry, data verification, data processing, analysis, retrieval of information through internet, reference managing softwares.


## Assignments and Seminars

Possible assignments (teaching faculty may change the assignment):

1. Evaluate a quantitative and qualitative research article and write a report mentioning the research gap.

2. Identify a research problem with specifically focusing on the need/ significance of the research.

3. Submit a research proposal in the APA format.

4. Submit the report of a qualitative exploratory study conducted using observation, semi-structured interview, Case study, Content analysis, Thematic analysis, Narrative analysis or visual analysis, preferably in the intended area of dissertation (Not more than 10 pages).

5. Based on the data provided by the faculty, write a possible research question. Analyze using basic descriptive and inferential statistics and interpret the results

Possible Seminar:

Critical thinking: Students are expected to present an article published in a reputed academic journal by critically evaluating the Significance, Rationale and Methods.

**Reference books**:

Singh, A.K. (2019). *Tests, measurements and research methods in behavioral sciences* (6th ed.). Bharati Bhawan Publishers.

Gravetter, F. J., & Forzana, L. A. (2012). *Research methods for behavioral sciences* (4th ed.). Wadsworth cengage learning.

Coolican, H. (2014). *Research Methods and Statistics in Psychology* (6th ed.). Psychology Press.

Kothari, C. R. & Garg, G. (2018). *Research Methodology: Methods and techniques* (4th ed.). New Age International Publishers.

Robinson, P.W. (1981). *Fundamentals of experimental psychology*. NewJersey: Prentice Hall.

Flick, U. (2006). Sage Publications.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

**Suggested readings:**

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. Thomson Learning.

Broota, K.D. (1989). *Experimental design in behavioural research*. Wiley

Bryman, A (2012). *Social Research Methods* ( 4th ed.). Oxford University Press Inc.

http://www.prisma-statement.org

# SEMESTER I
## CP 515 Practicum I- Self  Exploration

The practicum is intended to equip students to attain self-awareness and self-esteem to evolve as professional counselling psychologists and also to develop observation skills in students.

**Prerequisites**

Students should have a basic understanding of the self-concept.

**Learning Outcomes**

The syllabus is designed to build the competence of the learner in the following:

   a) **Cognitive Domain**

- Demonstrate an understanding of self-awareness and self-esteem and their importance.
- Examine the significance of observation in mental health care practice.
- Analyse the working pattern of counselling centers.

   b) **Skills Domain**

- Assess self-awareness, self-esteem, and the observation skills required for professional competence.
- Integrate and apply the knowledge of self-awareness into their own lives and professional practice.

**Detailed Syllabus**

During the first semester, the students will be oriented to the discipline of Counselling. The Practicum in this semester will primarily consist of classroom demonstrations and field exposure visits (Child Center/ Counselling and Career Guidance Center/Family Counselling Center/AIDS Counselling Cell/Women's Center). In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, students learn to engage in peer-group interactions; as well as learn to observe interactions. They are encouraged to attend personal therapy sessions where they get feedback from the supervisor that will help students resolve personal issues as well as

handle their emotions well. Self-esteem-building exercises and role-plays will be used during the sessions. The students will also be taught the basics of systematic observation. As they progress through the classroom exercises, they will be required to make detailed notes of observations about the behaviors of all members of the group. The supervisor may select a theme for the observation—for example, aspects of non-verbal communication or specific aspects of verbal communication; for example, tone of voice by members of the group.

At the end of the first semester, the students will be required to submit a minimum of two field visit reports as well as a case record of two detailed systematic observations done by them during either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities.

<p style="text-align:center"><strong>SEMESTER II</strong></p>

<p style="text-align:center"><strong>CP 521 COGNITIVE PSYCHOLOGY</strong></p>

The course deals with the understanding of higher mental processes and their relevance in daily living. The study of cognitive processes is essential to gaining an understanding of contemporary approaches to basic mental processes like cognition, attention, perception, and memory. The course will equip the students to apply the study of cognitive processes to everyday life.

**Prerequisites**

Students should have an elementary understanding of the basic mental processes.

**Learning Outcomes**

The syllabus is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

- Demonstrate a critical understanding of cognitive processes that govern human behavior
- Compare and contrast different models of attention, perception, and memory
- Evaluate the theories of cognitive organization

**(b) Skills Domain**

- Evaluate the concept of cognition and its application in cognitive psychology.
- Assess normal mental processes and their relationship to brain, mind, and behavior
- Utilize strategies to improve problem-solving and decision-making skills

**Detailed Syllabus**

**Unit 1: Cognitive Psychology and Attention**

Cognitive Psychology and its relevance, Different approaches to the study of Cognitive Psychology

**Attention** - Attention and its Process,

Models of Attention -

- Early Selection Theories - Broadbent's Model of Selective Attention or Filter Theory; Triesman's Attenuation Model
- Late selection theories - The Pertinence model; Limited capacity models; Neisser's Synthesis Model

**Unit 2: Perception**

- Approaches to the study of Perception - Gestalt approach: perceptual organization,

Perception of motion, color, depth and size, Gibson, Top-down and Bottom-up processes theories.

- Constancy & Illusions, Perceptual styles
- Classical and modern psychophysics: classical psychophysical methods (in detail), Brief discussion of- Fetcher's contributions, Weber's law, Steven's power law, signal detection theory, and ROC curve.

## Unit 4: Memory

- Models of memory -Atkinson- Shiffrin information processing model (stage model or modal models) of memory, Levels of Processing model - (Self- Reference Effect), Baddeley- Hitch model of working memory.
- Theories of forgetting - Decay Theory/Fading Theory, Interference Theory, Tulving's Cue Dependent Theory of Forgetting, State-Dependent Memory and Forgetting, Retrieval Inhibition as a Theory of Forgetting, Trace Dependent Forgetting, Motivated Forgetting Theory.
- Measures of memory/forgetting. Methods to improve memory
- Biogenic and psychogenic forgetting- Alzheimer's disease, Infantile Amnesia, Korsakoff's Syndrome, Posttraumatic amnesia
- Constructive Processes in memory, Eyewitness testimony, Flashbulb memories.

## Unit 4: Cognition and Language

- Representation of knowledge – Categories, Prototypes, Schemas, Scripts
- Models of knowledge organization of declarative & procedural knowledge - prototype, feature comparison, Networks models – Collins & Quillian, Collins & Loftus, Connectionist Models, ACT,
- Cognitive styles - Field Dependent Vs. Field independent, Repressors Vs Sensitizers, Levellers Vs. Sharpeners.
- Problem-solving- Steps, Barriers to effective problem solving, Strategies of problem-solving: algorithms, heuristics, means to end analysis, backward search.
- Reasoning -Inductive & deductive reasoning, propositional, syllogistic, analogical, categorical.
- Creativity - features of creative thinking, Convergent & divergent thinking, stages of creativity
- Decision making – Stages, Biases in decision making, Decision-making models

- Psycholinguistics - Structure of language, language, and thought.
- Theories of language acquisition: Modularity Hypothesis, Whorfian hypothesis.
- Cognitive approaches to language acquisition, neuropsychological views.

**Activity-based Assignments**

- Students should review articles in the area of cognitive psychology. Each student should make a presentation of one article review.
- Identify and interpret the cognitive styles of any individual.
- Write a report on how students helped an individual to make an important decision by applying decision-making models.

**References:**

Matlin, W. M. (2008). *Cognition (*7th ed.). New York: J. Wiley & Sons.

Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology*. USA: Wadsworth Cengage Learning Publishers.

Galotti, K. M. (2008) *Cognitive Psychology* (4th ed.). USA: Thomson Wadsworth

Glass, A. L. (1990). *Cognition*. New York: McGraw Hill.

Feldman. (2002*). Understanding psychology* (6th ed.). New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology*. New Delhi: Tata McGraw Hill.

Baron, R. A. (2005). *Psychology* ( 5th ed.). New Delhi: Prentice-Hall.

Hayes, N. (2000). *Foundations of psychology*. (3rd ed.). London: Cengage Learning

**Suggested Readings:**

Sternberg, J. S. (2009). *Applied Cognitive Psychology: Perceiving, learning and remembering*. Cengage Learning India Pvt Ltd.

Foley, H., & Matlin, M. (2015). *Sensation and perception*. Psychology Press.

Levitin, D. J. (2002). *Foundations of cognitive psychology: Core readings*. Cambridge, Mass: MIT Press.

Anderson, J. R. (2000). *Cognitive psychology and its implications*. New York: Worth Publishers.

# SEMESTER II
## CP 522  PSYCHOMETRY

This course aims to provide students foundation in the basics of measurement, scaling, and psychological testing and to recognise the scientific facts underlying the construction of psychological tests. It also familiarizes students with the classification of psychological tests that assess basic functions of the mind and behaviour and develop skills in analysing decisions and applying tests.

**Pre-requisites**
● Basic knowledge of psychological testing
● Familiarity with administering a psychological instrument

**Course outcomes**

The syllabus of the course is designed to build the competency of the learner in the following:

*(a) Cognitive domain:*

1. Describe the characteristics and types of psychological testing.
2. Describe the uses and ethical issues of psychological testing.
3. Describe the steps involved in standardizing psychological tests.

*(b) Skills domain*

1. Choose appropriate psychological tools suitable for the assessment of various characteristics of a person.

2. Construct an appropriate test/scale for collecting data based on demands

a. Identifying a construct

b. Developing items

c. Analysing items

**Detailed Syllabus**

**Unit I: Introduction to measurement, psychological testing, and data collection**

* Differences between psychological tests, assessment, and measurement
* Levels of measurement- Nominal, Ordinal, Interval, and Ratio
* Data collection- Questionnaire, Interview, Content Analysis, Observation, Rating scale- Q-sort technique, Semantic Differential, Behaviourally Anchored, Sociometry
* Scaling: Likert, Thurstone, Guttmann

**Unit II: Test Construction**

- Psychological test- Characteristics of psychological test
- Classification of psychological tests (briefly)-
  Based on administration: Speed test and power test, Individual and group tests, Verbal, nonverbal, and performance tests, objective or non-objective tests, standardized vs non-standardized tests, computerised tests
  Based on abilities: Intelligence, Personality, Aptitude, Attitude, Achievement, Interest
- General steps of test construction-Planning, Item writing, Preliminary administration, Reliability, Validity, Norms, Preparation of manual
- Uses and limitations of psychological tests
- Ethical issues in psychological testing

**Unit III: Psychometric properties of a Test**

- Reliability: Types of reliability (briefly) - Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter-scorer reliabilities
- Validity: Types of validity (briefly) - Content, Criterion-related, Construct, Face validities
- Norms: Types of norms (briefly) - Age, Grade, Percentile, Standardized norms

**Unit IV: Types of psychological tests**
**Different types of psychological tests:**

- Tests of attitude, aptitude, achievement, interest, and creativity
- Tests of intelligence- Binet, Wechsler, Culture-fair tests, Raven's Progressive Matrices - Coloured, Standard and Advanced Progressive Matrices
  Indian tests- BKT, Malin's, Bhatia
- Tests of personality:
  a) Inventories- MMPI, CPI, 16 PF, EPQ.
  b) Projective techniques- Rorschach, TAT, Word association test, Sentence completion test, Drawing tests

**Neuropsychological tests:**

a) **Attention -** Letter Cancellation test, Digit span test
b) **Memory-** Wechsler Memory Scale, PGI memory scale

c) **Executive functions-** Luria-Nebraska neuropsychological battery**,** Halstead-Reitan Neuropsychological Test Battery, Bender Gestalt Test

**Activity based assignment:**

- Students are expected to construct a psychological scale  (Group Assignment: 3-4 students in a team)
- Students are expected to identify journal articles about tool/scale construction and present.

**References**

Husain, A. (2012). Psychological Testing. Pearson Education India.

Singh, A. K. (2010). Tests, measurements and Research Methods in Behavioral Sciences. Bharathi Bhawan.

Gregory, R.J (2015). *Psychological Testing: History Principles and Applications* (7th ed.). Pearson Education Limited

Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). John Wiley & Sons, Inc.

Graham, J. R., & Naglieri, J. A. (2003).*Handbook of Psychology*, *Assessment Psychology* (Volume 10). John Wiley & Sons, Inc.

Anastasi, A., &Urbina S. (2017). *Psychological testing* (7th ed.). Pearson Education

Kaplan, R. M., & Sacuzzo, D. P (2005) Psychological testing (3rd edition). Brooks/ Cole publishing company.

Murphy, K. R., &Davidshofer, C. O. (1994). Psychological testing - Principles and applications. Prentice Hall.

# CP 523-PSYCHOPATHOLOGY

This course provides the students with a comprehensive understanding of psychopathology based on DSM-5, with emphasis on classification, epidemiology, symptomatology, and etiology of mental disorders. It also familiarizes students with tools that aid assessments and diagnostic formulation of mental disorders. After completion of the course, the student will be able to apply appropriate diagnostic tools to identify various mental disorders. The student will also be able to differentiate between characteristic features of various mental disorders.

**Prerequisites**

- Students must have an understanding of the basic Psychological processes.
- Students must have a basic understanding of the concepts of normality and abnormality.

**Course Outcomes:**

The syllabus is designed to build the competency of the learner in the following:

1. **Cognitive Domain**:

- Describe diagnostic criteria of various psychological disorders.
- Understand the basic concepts of epidemiology like prevalence, incidence, etc. in mental disorders
- Compare and contrast symptomatology of different psychological disorders.
- Compare and contrast the etiology of different psychological disorders.

2. **Skills Domain**

- Demonstrate the ability to apply DSM-5 to identify mental disorders
- Demonstrate skills in case history taking and mental status examination
- Demonstrate the skills required for diagnostic formulation.

**Detailed Syllabus**

**Unit 1: Introduction - Mental Disorders, Stigma and Classification**

Concept of abnormality, Definition of Mental Disorder, Concept of stigma and discrimination towards mentally ill, Historical and contemporary view on mental disorders

Epidemiological concepts-incidents, prevalence, lifetime prevalence, risk factors

Classification and Diagnosis: History and evolution of DSM, Systems of classification: DSM-5 and ICD-10; DSM-5 - from Multi-axial Classification to Single Axis

**Unit 2: Etiology, Assessment, and Diagnosis of Mental Disorders**

Overview on the risk factors and causal factors for psychopathology: neurobiological, psychological, social and cultural perspective towards etiology.

Case History Taking, Mental Status Examination, Principal Diagnosis, Provisional Diagnosis, Differential Diagnosis, Diagnostic Formulation, and Clinical Case Formulation.

Familiarise the students with administration, scoring, and interpretation of at least 3 rating scales: BPRS, PANSS, HAM-D, BDI, HAM-A, YBOCS, CAGE, CBCL, and Suicide Risk Assessment

**Unit 3: Neuro-developmental and Neurocognitive Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder

Delirium, Alzheimer's disease, Parkinson's Disease, and other neurocognitive disorders

**Unit 4: Schizophrenia Spectrum, Other Psychotic Disorders, and Mood Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia Schizoaffective Disorder.

Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder. Disruptive Mood Dysregulation Disorder Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia)

**Unit 5: Anxiety Disorders and Obsessive-Compulsive Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Separation Anxiety Disorder, Selective Mutism

Specific Phobia, Social Anxiety Disorder (Social Phobia)

Panic Disorder, Agoraphobia

Generalized Anxiety Disorder

Obsessive-Compulsive Disorder

**Unit 6: Somatic Symptom Disorders, Trauma, Stressor-Related Disorders, and Dissociative Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder Reactive Attachment Disorder, Disinhibited Social Engagement Disorder

Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders

Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder

**Unit 7: Disruptive, Impulse Control, and Conduct Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Oppositional Defiant Disorder, Intermittent Explosive Disorder

Conduct Disorder

Pyromania and Kleptomania

**Unit 8: Substance Use and Addictive Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

Alcohol Dependence - Related disorders

Other Substances commonly used and their effects – Caffeine, Cocaine, Cannabis, Hallucinogens, Inhalants, Opium, Stimulants, Tobacco

Non-substance related Disorder, Behavioral addictions - Gambling

**Unit 9: Personality Disorders**

*Diagnostic criteria, Characteristic features, and Etiological factors:*

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, ObsessiveCompulsive Personality Disorder

**Assignments and Seminars**

Possible assignments (teaching faculty may change the assignment) :

1. Submit a detailed case report (Case history, MSE, and Assessment) on anyone's Psychological disorder (cases can be taken from the textbook or videos if they have

not got an internship opportunity in a clinical setting). Each student needs to submit different cases

2. Critically evaluate the modifications in DSM-5 vs. DSM-IV TR
3. Evaluate the National Mental Health Survey: Nature and prevalence of mental health issues in India
4. Evaluate the National Mental Health Act 2017
5. An elaborate plan to conduct a mental health survey in a community setting using the rating scales discussed in the Unit. 2

Possible Seminar:

Critical thinking: The above assignments in the form of the class seminar

**References**

Hooley, J. M., Butcher, J.N., Nock, K.M & Mineka, S. (2017). *Abnormal psychology* (17th ed). Pearson.

Comer R.J. (2015). *Abnormal psychology. 9th edition.* New York: Worth publishers.

Carson, R.C., Butcher, J.N., & Mineka, S. (2014). *Abnormal psychology and modern life* (16th ed).

Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal psychology* (16th ed). Pearson.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Ahuja, A. (2000). *A Short Textbook of Psychiatry* (4th ed). Jaypee.

Murthy, R. S. (2017). National mental health survey of India 2015–2016. *Indian journal of psychiatry*, *59*(1), 21.

Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1994). *Synopsis of psychiatry* (7th ed). Williams & Wilkins Co.

**E-resources for learning:**

https://www.youtube.com/watch?v=Yj0KgCdbK00

https://www.youtube.com/watch?v=oWmdGAn6Zqw

https://www.youtube.com/watch?v=6jsB-6PAa_Q

https://youtu.be/SM1mSjYI5ng

https://youtu.be/8BU_hkGIJlU

**Suggested readings:**

Millon, T., Blaney, H. P., & Davis, D. R. (1999).*Oxford Textbook of Psychopathology*. Oxford University Press.

Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture*. Sage Publications. Hecker, J. E., & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics* (4th ed). Dorling Kindersley Pvt. Ltd.

Bellack, A.S., &Hersen, M. (1998). *Comprehensive Clinical Psychology- 6. Adults: Clinical Formulation & Treatment*. Elsevier Science.

# CP 524 THEORIES AND PRACTICES IN  COUNSELLING AND PSYCHOTHERAPY

The present course provides detailed information regarding different theories and techniques of counselling and psychotherapy. It includes classical traditional scientific therapeutic approaches that can be tailored for individuals to overcome their problems.

**Pre-requisites**

The course presupposes that the student has the basic knowledge of counselling and its processes and skills

The syllabus is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

- Explains different theoretical models of counselling and psychotherapy

- Explains scientific and alternate forms of therapy

- Demonstrate the techniques of counselling and psychotherapy

- Evaluate the effectiveness of each approach

**(b) Affective Domain**

-Internalize the therapeutic approach required for becoming a psychological counsellor

**(c) Skills Domain**

At the end of the course, the learner will be able to:

-Demonstrate counselling and therapeutic techniques with the help of the supervisor

**Detailed Syllabus**

**Unit 1: Psychoanalytic viewpoint**

Important figures - Freud, Adler, Jung, Horney, Sullivan, The process, Goals, and Specific techniques–free association, interpretation, transference analysis, dream analysis, working through. Brief psychodynamic therapy. Evaluation of Psychoanalytic viewpoint

**Unit 2: Client-centred viewpoint**

Carl Rogers - Goals of Counselling, Concepts – fully functioning individual, self-actualizing tendency Unconditional positive regard, empathetic understanding, Congruence - assumptions, Process, Evaluation

**Unit 3: Behavioural Counselling**

Major concepts, Applications of behaviour principles: Schedules of reinforcement, Shaping, Chaining, Aversive conditioning. Goals of Counselling, Specific Techniques–relaxation,

exposure therapies - Systematic Desensitization, Contingency Management, Assertiveness training, aversion therapy, Response Elimination and Extinction procedures Self-control procedures - Evaluation

**Unit 4: Cognitive-behaviour viewpoints**

Principles and Assumptions in Cognitive-Behaviour Therapy, Assessment in Cognitive-Behaviour therapy -Beck's Cognitive therapy – principles and techniques

Metacognitive therapy, Mindfulness-based Cognitive therapy

Ellis's Rational Emotive Therapy – principles and techniques Mindfulness-based therapies Motivational Interviewing for Behaviour Change

Trait and Factor viewpoint- Major concepts, Assumptions underlying the approach, Nature of Humans, Goals of Counselling, The role of the counsellor, Evaluation

**Unit 5: Gestalt approach**

Concepts, techniques, Assumptions, techniques, goals of counselling, evaluation.

**Unit 6: Existential viewpoint**

Concepts and proponents, Assumptions, Goals of Counselling, process, techniques used, Evaluation

**Unit 7: Eclectic Counselling**

Major concepts and assumptions, role of the counsellor, goals of counselling, Evaluation.

**Unit 8: Group counselling**

Goals, Functions and Definitions of Group guidance, Group counselling ,and Group therapy: Types of groups-structured and psychoeducational, theme centered, theory based, integrative styles. Stages in Group Development: Pre-group issues; Formation of the group:- Initial stage orientation and exploration; Transition-dealing with resistance; Workingstage-cohesion and productivity; Finalstage consolidation and termination; Post group issues-follow-up and evaluation.

group dynamics–Concept,definition,and importance of group dynamics,Components of group dynamics- Communication Processes and Interaction Patterns, Interpersonal Attraction and Cohesion, Social Integration and Influence, Power and Control, Group Culture; Social Interaction and Social Processes, Measuring Group Dynamics

**Unit 9 Supportive Therapy and Other Adjunct Therapies**

Principles and Techniques in: Supportive Psychotherapy, Psychoeducation, Creative therapies – Music therapy, Art therapy, Dance and Movement therapy ,Crisis Intervention – models, theory and techniques

Transactional Analysis - Concepts, Goals and techniques

Group therapy - Assumptions, Goals and techniques

**Unit 10: Recent developments in Counselling and Psychotherapy** –SFBT, Interpersonal therapy, family therapy, EMDR, Motivation enhancement therapy, relapse prevention techniques, positive psychotherapy, mindfulness-based therapies – MBSR, MBCT, DBT,

**Unit 11: Alternate forms therapeutic strategies for mental health care** – Yoga, mindfulness, hypnotherapy

**References:**

Bongar, B., &Beutler, E. L. (1995).*Comprehensive Textbook of Psychotherapy Theory and Practice*.Oxford University Press.

Brammer, M. L., & Shostrom, L. E. (1960).*Therapeutic psychology Fundamentals of Counselling and Psychotherapy.* Prentice Hall.

Carson, R. C., Butcher, J. C. & Mineka, S. (2000.) *Abnormal Psychology and Modern Life.* NewDelhi: Pearson Education.

Carson, R.C, Butcher; J. and Mineka, S. (1998). *Abnormal psychology and modern life*. N.Y.: Harper Collins College publishers.

Coombs, R. (2005). Family Therapy Review.Lawrence Erlbaum Associates Publishers New Jersey.

Corey, G. (1986). *Theory and practices of counseling and psychotherapy.* California:Brooks/cole.

Corey,(2001).Manual for theory and practice of counselling and psychotherapy. (6thed.).Pacific.

Gabbard et.al. (2005). *Oxford text book of psychotherapy.* Oxford: University press.

Garfield, S.L. and Bergin.A.E. (1986). *Handbook of psychotherapy and behaviour change.*

Gelo, O.C.G., Pritz, A. & Reiken, B. (2015). *Psychotherapy Research: Foundations, Processand Outcome*. Springer.

Gladding, Samuel T.(2009):Counselling- Comprehensive Profession, Sixth Edition, Pearson Education, Published by Kindersley

Golan, N. *Treatment in Crisis Situations –Treatment Approaches in Human Services*. The FreePress, Macmillan Pub Co. Inc.

Hofmann, S. G. (2012). *An introduction to Modern CBT*. USA: Wiley-blackwell.John Wiley & Sons

Johnstone, L., & Dallos, R. (Eds.). (2006). *Formulation in psychology and psychotherapy: Making sense of people's problems.* Routledge.

Kaplan and Sadock.(1988). *Comprehensive textbook of psychiatry*. Baltimore: Williams Wilkin Wolberg, R.L. (1954). *Technique of psychotherapy*. London: Grune & Stratton.

Kaplan, H. & Sadock, B. J.(1998). *Synopsis of Psychiatry* (9th ed.). New Delhi: B.I. Waverly Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and*

Kaplan, H.I. and Sadock, B.J. (1991*). Synopsis of psychiatry*. Baltimore: Williams and Wilkin.

Leahy, R. L., Holland, S. J., & McGinn, L. K. (2011*). Treatment plans and interventions for depression and anxiety disorders.* Guilford press.

Malan, D. H. (Ed.).(2013). *A study of brief psychotherapy*. Routledge. New York: Academic Press.

Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. Academic Press.

Wolman, B. B. (Ed.). (1976). *The Therapist's Handbook: Treatment Methods of Mental Disorders*. Van Nostrand Reinhold Company.

Wolman, B.B. (1965). *Handbook of psychotherapy*. New York: Mc-Graw Hill Inc.

# SEMESTER II

## CP 525 PSYCHOLOGICAL ASSESSMENT (PRACTICAL) – I

The course is meant to provide students with an understanding of the principles on which frameworks of assessments in psychology practice are built. The course enables students to implement psychological assessments/tests using apparatus, paper-pencil, and computer.

**Prerequisites:**

The student should have a basic knowledge of the psychological processes/phenomena

**Learning Outcomes:**

The syllabus is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

- Explore various types of assessment models and their administration
- Evaluate scientific base, application, and opportunities in Psychological assessment
- Understand and apply basic concepts of attention, intelligence, social functioning, locus of control, problem-solving, adjustment, self-concept, interest, aptitude, values, and motor skills.

**(b) Skills Domain**

- Apply the general concepts of psychology through experimentation and testing
- Carry out psychological tests/assessments and interpret results
- Identify appropriate assessment tools for various client concerns.

**Detailed Syllabus**

### Psychological Tests/ Assessments (Minimum 8)

*Intelligence-*- Binet Kamat Test, Bhatia's battery, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, SPM, Seguin Form Board

*Social functioning:* -Vineland Social Maturity Scale, Vineland Adaptive Behavior

*Problem-solving*- Tower of Hanoi

*Locus of control*- Locus of control scale

*Adjustment-* Adjustment inventory

*Self-concept*- Self-concept scale

*Interest-* Vocational Interest Inventory, Comprehensive Interest Inventory, Educational Interest Inventory, Career Preference Record

*Aptitude-* Differential Aptitude Test, DBDA, Holland

*Values-* Study of values

*Computerized tests*: Span of attention, Reaction time

**Record of Psychological Assessment (Practical) - I**

- **Reports of Assessments and Tests** - The report of each practical should contain an introduction, aim, method, result, discussion, conclusion, and references in APA Format.

# SEMESTER II
## CP 526 PRACTICUM II
## COUNSELLING SKILL DEVELOPMENT

The practicum is intended to develop counselling skills among students.

**Prerequisites**

Students should have a basic understanding of the counselling process.

**Learning Outcomes:**

The syllabus is designed to build the competence of the learner in the following:

**(a) Cognitive Domain**

- Demonstrate an understanding of the importance of counselling skills and techniques.
- Evaluate the counselling skills of peers demonstrated in role play.
- Examine the values required for a psychological counsellor based on the skills acquired.

**(c) Skills Domain**

- Integrate and apply counselling skills necessary for professional competence.
- Assess the implications of counselling skills in the counselling process and the counselling relationship.

**Detailed Syllabus**

The first few weeks of Practicum II will focus on providing the students with skill-building exercises for basic attending, active listening, and paraphrasing skills. Role plays, modelling, videotaped sessions, video/audio taped feedback of their own sessions and group discussions, and personal feedback sessions based on the same will be conducted by the supervisor. As the semester progresses, skills of the middle phase of counselling and advanced skills will also be demonstrated. The skills of communication of empathy, reflection, summarizing, and probing will be taken up for discussion. Students can go for field visits wherein they can select cases for discussion in the sessions with other group members and the supervisors. The discussions would have the objective of building case conceptualization skills in students. Students could engage in peer counselling sessions, which would involve self-disclosure of personal

issues. The skills required for the later stages of counselling will be demonstrated by the supervisor through role-plays and audio/visual aids.

**Evaluation:**

At the end of the semester, each student will be required to submit a verbatim case record of counseling sessions for 2 cases (a minimum of 3 sessions each). The emphasis here will be on demonstrating specific micro-skills practiced during the Practicum hours in the semester. The cases for submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases wherein some personal issue is handled in the session.

# SEMESTER III
## CP 531- NEUROPSYCHOLOGY

This course provides fundamental knowledge about the neurobiological basis of behavior. The content covers an introductory portion that describes the development of neuropsychology, and the topographical and cellular organization of the brain. It also introduces the students to the neurobiological basis for sensory and motor processing and lobe functions. This course will also introduce students to the neurobiological reasons for neurological and psychiatric disorders.

**Pre-requisites**

The learners are expected to have some familiarity with the basic concepts of human physiology.

**Course Outcomes:**

The syllabus of the course is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

Explain the basics of anatomical and functional aspects of the brain

Examine the brain-behavior relationship

Make use of the knowledge about the advancements in the field of neuropsychology

Elaborate the basic neurological correlates of psychological processes and functions

Understand the neurobiological reasons for neurological and psychiatric disorders.

**(b) Skills Domain**

Ability to identify the brain areas associated with different higher cortical functions in human beings.

**Detailed Syllabus**

**Unit 1: Introduction**

Development of the field of neuropsychology, Origin of the human brain and behavior, Organization of the nervous system, the structure and electrical activity of neurons, communication between neurons, Imaging the brain's activity, Effect of drugs and hormones on behavior

**Unit 2: Cortical organization**

Cortical organization of sensory system, motor system, principles of neocortical function, cerebral asymmetry, variations in cerebral asymmetry

**Unit 3: Cortical Functions**

Occipital lobes, parietal lobes, temporal lobes, frontal lobes, disconnection syndromes.

**Unit 4**: **Higher functions and neuropsychological assessments**

Learning and memory, Language, Emotion, spatial behavior, attention and consciousness

Neuropsychological assessment of various functions

**Unit 5**: **Plasticity and disorders**

Brain development and plasticity; developmental disorders; plasticity, recovery and rehabilitation of adult brain.

Neuropsychological explanation to neurological disorders; psychiatric and related disorders.

**Assignments and Seminars**

Possible assignments (teaching faculty may change the assignment) :

1. Compare and contrast between methodology adopted in neurophysiology, neuropsychology and neuroimaging. Explain it with examples
2. Evaluate the issue of ecological validity in neuropsychological assessment and relevance of cross-cultural adaptation.
3. Compare and contrast the neuropsychology of normal aging and pathological aging.
4. Cognitive functioning and everyday impact of various types of dementia
5. Cognitive functioning and everyday impact of traumatic brain injury
6. Cognitive functioning and everyday impact of any two psychiatric disorders

Possible Seminar:

Critical thinking: Students are expected to present an article published in a reputed academic journal by critically evaluating the future directions in the neuropsychological assessment of everyday functioning.

**References**

Kolb, B, & Whishaw, I.(2008). *Fundamentals of Human neuropsychology* (6th edn). Freeman & Company.

Graham, J, B. (2008). *Introduction to neuropsychology* (2nd edn). The Guilford Press.

Goldstein, H, L & McNeil, E, J. (2013). *Clinical neuropsychology: A practical guide to assessment and management for clinicians* (2nd edn). John Wiley & Sons Ltd.

**Suggested readings:**

Walsh, K. (2005). *Neuropsychology* (3rd edn).Church hill.

Marcotte, D.T & Grant, I (2010). *Neuropsychology of everyday functioning*. The Guilford Press.

Joseph, R.(2013). *Neuropsychology, neuropsychiatry and behavioural neurology*. Springer Science & Business Media

## CP 532  Clinical and Community Psychology – Theory and Practice

This course intends to introduce and provide a broad overview of the field of Clinical Psychology with a focus on theory and practice. Students will be familiarized with the historical and current trends of this field and the relevance of Clinical Psychologists in various settings with a special interest in the community setting. The students will be introduced to the 'clinical attitude'- the desire to understand people in order to help them. The ethical and practical aspects involved in clinical practice will also be discussed.

**Pre-requisites**:

Basic knowledge regarding the diagnostic criteria and features of various mental disorders, major perspectives, and classification systems of maladaptive behavior is required.

**Course outcomes:**

The syllabus is designed to build the competency of the learner in the following:

**Cognitive domain**:

1. Describe the historical background of Clinical Psychology
2. Explain the theoretical and practical advancements in Clinical Psychology
3. Evaluate the principles and methods of community intervention

**Skill domain**:

1. Recognise the role of Clinical psychologists in various settings
2. Application of crisis intervention and psychological first aid.
3. Identify the general ethical principles and standards required in Clinical practices
4. Identify the laws and guidelines to execute ethically correct practices in Clinical settings

**Detailed Syllabus**

**Unit I: Introduction to Clinical Psychology**

Definition and Characteristics of clinical psychology: Emphasis on science, maladjustment, individual, and helping

Historical and recent developments in the field of clinical psychology

Professional activities and employment settings of clinical psychologists: Research, Teaching, Assessment, Psychotherapy, Consultation, Administration

Influence of major theoretical models on Clinical Psychology: Psychoanalysis, Interpersonal models, Humanism, Behavioural model, Cognitive model (Current status and Implications in clinical practice need only be discussed)

## Unit 2: Clinical assessment
Nature and purpose of clinical assessment
Informal assessment and clinical relationship
Interviewing and observation in clinical psychology
Testing in clinical psychology

## Unit 3: Clinical interventions
Basic features of clinical intervention
Psychoanalysis, Humanistic- Existential Psychotherapy, Behavioral therapy and Cognitive-Behavioral psychotherapies
Recent Developments and modern approaches to Psychotherapy: Mindfulness based Cognitive Therapy (MBCT), Dialectical Behaviour Therapy (DBT), Acceptance and Commitment Therapy, Solution focused therapy, Interpersonal Psychotherapy, Gender sensitive therapies
Other modes of clinical intervention: Group and family therapy, technological innovations
Research in clinical intervention

## Unit 4: Community Psychology
Evolution and orientation
Principles and methods of community intervention: Need assessment, Prevention Programs, Crisis intervention, Participatory action research, Consultation, Non-professional in community psychology, Mental health education
Theory and research in community psychology: ecology, General system theory, Evaluation research
Critical evaluation of community psychology

## Unit 5: Professional and Ethical considerations in Clinical Practice
Professional training, professional regulation, professional independence, multicultural competency

General ethical principles (APA): Beneficence and Non-maleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity

Laws and guidelines: Mental health care act 2017; Rights of Persons with Disabilities Act, 2016; RCI Regulations and Act 2000, Process of getting license for clinical practice

Training, roles and responsibilities, Future of clinical psychology

**Assignments and Seminars**

Possible assignments (teaching faculty may change the assignment) :

1. Critically evaluate the different intervention models in the field of clinical psychology
2. Select a recent article on 'effectiveness' of any mode of psychotherapy and critically evaluate the same
3. Interview a Clinical Psychologist who is currently practicing in a clinic/hospital and identify the nature of practice, work settings, ethical and legal issues he/she deals with on a day-to-day basis. Write a report of the same and present in the class.
4. Plan and conduct a psychosocial/educational needs assessment in the college community and present your findings. This can be carried out as a group activity.
5. Critically evaluate the Mental health care act.

**Possible Seminar:**

Critical thinking:

1. Interview a Clinical Psychologist who is currently practicing in a clinic/hospital and identify the nature of practice, work settings, ethical and legal issues he/she deals with on a day-to-day basis. Write a report of the same and present in the class.
2. Plan and conduct a psychosocial/educational needs assessment in the college community and present your findings. This can be carried out as a group activity.
3. Critically evaluate a recent effectiveness study conducted in the area of psychotherapy

**Reference books**:

Korchin, J. S. (2004 ). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.

Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics* (4th ed.). Dorling Kindersley Pvt. Ltd.

Barlow, D. H. (Ed.). (2011). *The Oxford handbook of clinical psychology*. Oxford University Press.

Palmer, S. (2000). *Introduction to counselling and psychotherapy: The essential guide*. SAGE Publications.

Kramer, P.G., Bernstein, A. D & Phares, V (2014). *Introduction to Clinical Psychology* (8th ed). Psychology Faculty Publications.

**Suggested reading**:

Norcross, John C., 1957- editor.; VandenBos, Gary R., editor.; Freedheim, Donald K., editor.; Domenech Rodriguez, Melanie M., editor.; Olatunji, Bunmi O., editor.; Krishnamurthy, Radhika, editor.; Pole, Nnamdi, editor.; Campbell, Linda Frye, 1947- editor. (2016). *APA handbook of clinical psychology*. American Psychological Association.

**SEMESTER III**

**CP 533 COUNSELLING IN SOCIAL AND EDUCATIONAL SETTING**

This course offers an understanding of the developmental characteristics and needs of students in schools (children and adolescents). It introduces students to the discipline of educational and social psychology and its underlying principles. It provides students with an understanding of the role of a counsellor in school and college settings. Acquiring the necessary skills in offering counselling and guidance to needy students is the main focus.

**Pre-requisites**

● Basic principles of psychology and process of counselling

● Familiarity with an academic setting

**Course outcomes**

The syllabus of the course is designed to build the competency of the learner in the following:

*(a) Cognitive domain:*

●   Demonstrate an understanding of the key concepts and theories in the field of educational and social psychology

●   Examine the applications of educational and social psychology in an academic setting

●   Describe the role of a counsellor in an educational setting

*(b) Skills domain*

●   Integrate and apply the core concepts of educational and social psychology in an educational setting

●   Acquire the necessary skills in providing counselling and guidance to needy students

**Detailed Syllabus**

**Unit 1: Educational Psychology**

▪   Definition of Educational Psychology

▪   Overview of theories of Piaget, Vygotsky, Bronfrenbrenner, Kohlberg

▪   Multicultural education

**Unit 2: Children with Special Needs**

▪   Definition of Exceptional Children

▪   Children with disabilities- Learning Disabilities, ADHD, Intellectual disability, Physical disorder, Sensory disorder, Speech and Language disorder, Autism spectrum Disorders, Emotional and Behavioural Disorders

- Gifted Children
- Counselling the children with special needs

**Unit 3: Managing the students**

- Behaviour Modification- Rewarding, Schedules of reinforcement, Modelling, Shaping, Contingency contract, Applied Behaviour Analysis in education
- Life skills training
- Study skills

**Unit 4: Social Psychology**

- Social Psychology (Definition)
- Social Cognition - Potential sources of error in social cognition
- Social perception -Nonverbal communication, Deception and Micro- expressions.
- Attribution- Theories of attribution- Jones and Davis, Kelly, Basic sources of attribution errors
- Impression formation (Definition), Impression management- tactics.
- Aggression- Brief outline of determinants of aggression- Social, Cultural, Personal and Situational
- Attitude- Brief outline of how attitudes develop?, Persuasion(definition), Cognitive Dissonance(definition)
- Groups: Key components of the group (briefly) - Role, Status, Norms, Cohesiveness, Brief outline of effects of the presence of others: Social facilitation, Social Loafing, Effects of being in a crowd: Deindividuation.

**Unit 5: Applying social psychology to the classroom**

- Brief outline of Cognitive Errors and Student:-Teacher Relations: Fundamental Attribution Error, Belief Perseverance, and Social Categorization
- Brief outline of Teacher expectation and student achievement:- Self-fulfilling prophecy, Stereotype threat
- Brief outline of Self-Perceptions and their Academic Consequences:- Self-Handicapping, Self-Serving Bias, Over-justification Effect

**Unit 6: Guidance and Counselling in the educational setting**

- Educational Guidance- Guidance needs related to educational setting
- Educational Counselling- Counselling at school, Counselling at college
- Career Guidance and Counselling- Distinction between Career Guidance and Career Counselling, Role of a Career counsellor

- Individual Counselling and Management Plan- Students engaging in substance abuse, Student who is sexually abused, Student who attempt to harm himself, Student who has interpersonal problems

**Activity-based Assignment:**
- Visit educational settings (schools/colleges) and list out the major problem areas among students after the discussion with them.

**References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology*. Pearson.

Baron, R.A. & Branscombe, N.R. (2015). *Social Psychology*. Pearson.

Santrock, J.W. (2011). *Educational Psychology* (6th Edition). McGraw-Hill Education.

Narayana Rao, S. & Sahajpal, S. (2013).*Counselling and Guidance* (3rd Edition). Tata McGraw Hill Education Private Limited.

Gladding, S.T. (2018). *Counselling: A Comprehensive Profession* (8th Edition). Pearson India Education Services Pvt. Ltd

Patel, V., Aronson, L. & Divan, G. (2013). *A school counsellor case book.* Byword Books Private Limited

Steg, L., Buunk, B. & Rothengatter, T. (2008). *Applied social psychology: Understanding and managing social problems.* Cambridge University Press.

## CP 534 COUNSELLING IN ORGANIZATIONAL SETTING

This course provides detailed information regarding different theories and techniques of counselling applied in Organizational settings. It enables students to understand organizational dynamics, and different issues that a counselling psychologist should handle in an organizational setting

**Pre-requisites:**

The course presupposes that the student has the basic knowledge in counselling and its processes and skills. The students are expected to read the prescribed text books and contents before appearing for lecture classes and discussion

**Course Outcomes:**

The syllabus is designed to build competency of the learner in the following:

**(a) Cognitive Domain**

- Explains different theoretical constructs of organizational behavior
- Helps to understand different issues that need to be handled by an organizational counselling psychologist
- Demonstrate the techniques of counselling to handle counterproductive behaviors
- Evaluate evaluates the effectiveness different mental health care preventive strategies applied in organizational setting

**(b) Affective Domain**

-Internalize the therapeutic value required for becoming and organizational counselling psychologist

**(c) Skills Domain**

At the end of the course, the learner will be able to:

- Learn skills to apply counselling strategies to enhance productive behaviors and reduce counterproductive at work place

**Detailed Syllabus**

**Unit 1: Introduction to Organizational Psychology** Definition, Historical Influences in Organizational PsychologyPlacing the Counsellor in the context of the Organization Differences between Workplace Counselling, Mentoring, Coaching and Training

## Unit 2: Organizational Socialization

Organizational Socialization – Definition, Dimensions, Stages Role of the Workplace Counsellor at each Stage

## Unit 3: Leadership behaviour – Managerial Qualities

Definition and theories, Models of leadership behaviour

Leadership qualities for counselling psychologist

## Unit 4: Group Behaviour in organizations Definition and Characteristics of Groups

Stages of Groups, Group dynamics

Impact of Groups on Individual

Group Effectiveness – Determinants and Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies

## Unit 5: Counselling and Consultation in the organizational Setup

Its process, principles, skills. Types of Consultation: Triadic Behavioural Consultation, Triadic Mental Health ConsultationProcess Consultation.

Consultation Process: Consultation Models, Consultation Skills, Blocher's seven models of consultation, Brown (1985) Five Stages in Consultation

## Unit 6: Individual Behaviour in Organizations

Productive and Counterproductive Behaviour in Organizations – definitions Job Satisfaction

Organizational counselling for counterproductive behaviors:

- Occupational Stress
- Employee Absenteeism -Chronic absentees
- Accident prone
- Employees with family problems
- Employees with alcoholism & drug addiction
- Maladjusted employees
- Indisciplined employees
- Harassment and Discrimination
- Passive –Aggressive Behaviour
- Employee turnover

## Unit 7: Management of Counterproductive Behaviour and Stress

– Application of Basic Skills and Approaches of Counselling to Specific Problems

Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches, Handling Procrastination and Perfectionist Behaviours at Workplace.

## Unit 8: Psychological assessment in organizational settings

Psychological screening tools – Intelligence, aptitude, personality, Sensory /motor abilities tests Computer adaptive testing

Controversial methods of assessment: Drug testing, Polygraph or lie detection, Graphology, Tests of emotional intelligence, Letters of recommendation

Interviews: Types of interviews, How to conduct interviews, The role of psychologist in interviews, The Do's and Don'ts of interviews, Using interviews as an effective tool during selection, orientation, performance appraisal, assessment, and attrition process (Exit interviews).

## Unit 9: Training and development in Organizational settings

*For Employees:*

Life Skills Training, Ensuring Employee- Work fit in the selection process, increasing self-awareness through relaxation and meditation techniques

*For managers:*

Assessment Centres. Business game, work samples, In basket exercises. T-group training. Sensitivity training. Cultural diversity training, Sexual harassment training, 360 degree feedback, Mentoring, Shadowing technique, The post training environment, Evaluation criteriaof training programs.

Performance appraisal – Meaning, purpose and methods

## Unit 10: Trends in Workplace Counselling

Counselling for Enhancement of Performance of Individuals – Goal-setting and Feedback Interventions

Well-being, Self-Regulation, Stress management and Performance – From Analysis to InterventionVocational counselling:

Counselling for career planning & development. Adjustment on the job. Promotion counselling. Pre- retirement counselling. Counselling for displaced employees, lay offs

Ergonomics

**References:**

Arnol J., & Robertson, I .T., & Coopen, C. L. (1995). Work Psychology- Understanding human behavior in workplace. London: Mc Millan.

Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.

D.R. Fuqua, D.R & Kurplus, D.K. (1993) .Conceptual Models in Organizational Consultation,Journal of Counseling and Development, 71, p.617

Flippo, E.B. (1980). Personnel management. New Delhi: Mc-Graw Hill.

Furnham, A. (2005). The Psychology of behaviour at work. The individual in the organization.

Gelso, J. C. & Fretz, B, R. ( 1995). Counseling Psychology. Prism Books

Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons. Inc, NewYork.

Kinicki, A. &Kreitner, R. (2006). Organisational behaviour: Concept, skill, practices, 2nd Edn. New Delhi: Tata Mc-Graw Hill.

Kinicki, A. &Kreitner, R. (2006).Organisational behaviour: Concept, skill, practices, 2ndEdition. New Delhi: Tata Mc-Graw Hill.

Lilly NerryPscyhology at work, 2nd Edn. Tata McGraw Hill.

Muchinsky, P. M. (2004). Psychology applied to work, 6thEdn. Bangalore: Wadsworth. Rao, N. (1994). Counselling and Guidance, 2nd edition. Bombay: Tata Mc-Graw Hill. Nerry. L. Psychology at Work. 2nd edition. Tata Mc-Graw Hill.

Murphy, K.R., & Davidshofer, C.O. (1998).Psychological testing: Principles and applications,4th Edition. New Jersey: Prentice-Hall International.

New York: Psychology press.

Robert L. Gibson, L. R. & Mitchell, H, M. (2003). Introduction to Counseling and Guidance(VI Edition). Prentice-Hall of India Private Limited

Sonnentag, S.(2002).Psychological Management of Individual Performance. John Wiley & Sons Ltd.

Soofi, F. Human Resource Management:  An introduction. Amazon India Inc: Kindle.

Thomas, J.C., Hersen, M. (2002). Handbook of Mental Health in the workplace. London Sage Publications.

## CP 535 PSYCHOLOGICAL ASSESSMENT(PRACTICAL) - II

The course will enable the students to implement psychological assessments/tests. The students will conduct the assessment in clinical/school/organizational settings accordingly.

**Prerequisites:**

The students should have a basic knowledge of the psychological process/phenomena. The students should have proper theoretical knowledge about the assessments.

**Learning Outcomes:**

The syllabus of the course is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

- Explore various types of assessment models and their administration
- Evaluate scientific base, application, and opportunities in Psychological assessment
- Understand basic concepts of memory, creativity, personality, anxiety, depression, well-being, clinical and neuropsychological tests and apply them for assessment.

**(b) Skills Domain**

- Apply theoretical knowledge to the practical assessment process.
- Carry out psychological tests/assessments and interpret results.
- Identify appropriate assessment tools for various client concerns.

**Detailed Syllabus**

*Psychological Tests/Assessments (Minimum 5)*

*Memory-* Wechsler Memory Scale, PGI memory Scale, Digit span test

*Creativity -* Torrance Test of Creativity, PASSI test of Creativity

*Well-being* – Psychological well-being scale, General Health Questionnaire, Oxford Happiness Questionnaire, Subjective happiness scale

*Personality:*

**Self-reports**- 16 PF, EPQ-R, Big Five factors inventory, Emotional Intelligence Inventory, Emotional Maturity scale

**Projective Tests**- TAT, Sentence Completion Test, Rorschach Inkblot test, Draw a person

*Clinical Assessment (Minimum 3):*

**Anxiety-** State-Trait Anxiety Scale, Beck Anxiety Inventory

**Depression-** Beck Depression Inventory, Suicide ideation scale

**Neuropsychological assessment-** Trail making test, Verbal Learning test, Bender Gestalt test, NIMHANS Neuropsychological Battery

**Record of Psychological Assessment (Practical) - II**

- Reports of 8 psychological assessments (Minimum of 3 from clinical assessment) - Report of each practical should contain an introduction, aim, method, result, discussion, conclusion, and references in APA Format.

# SEMESTER III
## CP 536  Practicum III -Community Intervention

The students are intended to gain skills in conducting need assessments and providing appropriate psychological intervention in a community setting.

**Prerequisites**

Students should have a basic understanding of the various community settings.

**Learning Outcomes:**

The syllabus is designed to build the competence of the learner in the following:

**(a) Cognitive Domain**

- Analyse the mental health care needs in the community.
- Examine the needs assessment tools and strategies required for community engagement.

**(b) Skills Domain**

- Assess the specific needs of various community settings.
- Integrate and apply various counselling intervention strategies suitable to the specific community settings.

**Detailed Syllabus**

In this semester, students, in groups of not less than 4 (the number of students in a group is left to the discretion of the supervisor), should carry out a community intervention based on the knowledge and skills acquired from semesters 1 and 2. The students should identify and assess the needs of a community setting that requires psychological intervention based on need assessment. The supervisor must ensure that the students decide on a topic for community intervention based on the need assessment. The students can do interviews, observation, discussion, and psychological assessment tools and should provide psychological intervention based on the community's needs.

Every phase of the work should be finalized only after getting the consent of the supervisor. Students must maintain the following: 1. A log sheet that includes the date, time, and activities they engage in with the supervisor's signature; 2. A daily report of the work done in the community setting. By the end of the

community intervention, students have to submit a project report. The project report should have the following: need/problem identified; methods used to identify the need; relevance; interventions done; and post-assessment of the identified need/problem after the intervention. The project report (APA format) must be spiral bound and should contain a minimum of 20 pages.

The marks for Practicum III shall be given as per the following scheme:

| | |
|---|---|
| CA by the supervisor (Attendance- 5, Log book and Daily report- 15) | 20 |
| ESA (to be conducted by an internal board of examiners and marks shall be given separately for each student based on the performance of the student at the viva and project report) | 30 |
| **Total marks** | **50** |

# SEMESTER IV
## CP 541 COUNSELLING IN FAMILY SETTING

This course has been conceptualized to provide an overview of the different family therapy models. Students will be encouraged to view the historical and cultural contexts within which family and marital therapy (including couples counseling) have emerged. To enable students to assess and conceptualize dynamics that contributes to or maintains pathology in families. To familiarize students to plan appropriate interventions to address pathology in families.

**Pre-requisites**:

Students must have already gained adequate knowledge of psychopathology and its etiology from 3rd semester. From that students will have a basic understanding of the family dynamics that contribute to pathology.

**Course outcomes:**

The syllabus is designed to build the competency of the learner in the following:

**Cognitive domain**:

Trace the historical development of family therapy

Compare and contrast different types of family theories

**Skills domain**:

Familiarize students with family assessment used in the family therapy setting

Apply concepts from family system theories to understand family dynamics and thereby develop treatment plans for couples and families.

**Detailed Syllabus**

**Unit 1: Foundations and evolution of family therapy**

Foundations of Family Therapy: Individual Vs Family therapy; the power of family therapy

Evolution of family therapy

Early models: group process and communication analysis

Family assessment techniques

Fundamental concepts

**Unit 2: The classical schools of family therapy**

Bowen Family therapy

Strategic Family therapy,

Structural Family therapy

Experiential Family therapy

PsychoanalyticFamily therapy

Cognitive-Behavioral Family therapy

## Unit 3: Recent Developments

Postmodernism

Feminist critique

Solution focused therapy

Narrative Therapy

Integrative models

## Unit-4: Evaluation of Family Therapy

Theoretical Formulations

Normal Family Development

Development of Behavior Disorders

Integrative Models

Family therapy research

Empirical foundations and Practice implications

## Unit- 5: Current challenges in family therapy

Therapy with single-parent led family

Therapy with remarried couples

Therapy with cohabiting couples

Therapy with homosexual couples

Handling dual-career families

## Assignments and Seminars

Possible assignments (teaching faculty may change the assignment) :

1. Compare and contrast two classical schools of family therapy
2. Formulate a case (hypothetical) based on family therapy theoretical framework
3. Formulate a case (hypothetical) based on family therapy theoretical framework and plan family therapy intervention

Possible Seminar:

Critical thinking: Students are expected to present an article published in a reputed academic journal by critically evaluating the latest development in the area of family therapy

**References**

Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods* (7th ed). Pearson education, Inc.

Metcalf, L. (2011). *Marriage and family therapy: A practice-oriented approach*. Springer Pub. Co.

Lebow, L.J (2005). *Handbook of clinical family therapy*. John Wiley & Sons, Inc.

Bellack, S.A & Hersen, M (1998). *Comprehensive Clinical Psychology*. Elsevier Science.

Goldenberg, H & Goldenberg, I (2000). *Counseling Today's Families*. Thomson Learning.

Video:

https://studio.youtube.com/video/Exishk2zXXY/edit

**SEMESTER IV**

**CP 542 COUNSELLING IN HEALTH SETTING**

This course will enable students to understand the role of psychology in health and wellbeing; to understand the stress and coping strategies, prevent illness and promote good health, and provide students with an understanding of the role and scope of a counsellor in health settings. It also orients students in special areas of counselling.

**Prerequisites**

Students should have an elementary understanding of health and illness.

**Course outcomes**

The syllabus of the course is designed to build the competency of the learner in the following:

*(a) Cognitive domain:*

1. Describe biopsychosocial correlates of illness from Health Psychologist's perspective
2. Describe the need of health psychology and the importance of health behaviours
3. Demonstrate the importance of psychoneuroimmunology, stress management, the relevance of a healthy lifestyle, and the role of coping mechanisms
4. Examine the role of counsellor in health settings

*(b) Skills domain*

- Integrate and apply the principles of health psychology into their own lives and professional practice.
- Able to take up the role of counsellor in special areas

**Detailed Syllabus**

**Unit 1: Introduction to Health Psychology**

- Definition of health psychology, Need of Health Psychology
- Biomedical model, Biopsychosocial model- Advantages and Clinical implications of the biopsychosocial model

**Unit 2: Health Behaviours**

- Concept of Health Literacy
- Concept of Health-compromising behaviours

- Health Promoting behaviours- Exercise, Accident prevention, Vaccination and screening, Sun safety practices, Developing a healthy diet, Sleep, Rest, Renewal, Savouring
- Changing health habits- Attitude change and health behaviour, Health belief model, Theory of planned behaviour, Criticisms of attitude theories
- Cognitive behavioural approaches to health behaviour change- CBT, Self-monitoring, Stimulus control, Social skills and Relaxation training, Motivational Interviewing, Relapse prevention
- Changing Health behaviours through social engineering

**Unit 3: Stress and Coping**
- Concept of stress, stressor, appraisal of stressors
- Contribution of stress to illness
- Coping with stress- personality, psychosocial resources, resilience, coping style, problem-focused and emotion-focused coping, coping and external resources, coping outcomes
- Coping interventions- Mindfulness meditation, Expressive writing, Self-affirmation, Relaxation training, Coping skills training
- Effect of social support on illness

**Unit 4: Management of Pain**
- Nature of pain
- Clinical issues in pain management – Acute and Chronic Pain, Pain and personality
- Pain control techniques – Pharmacological control of pain, surgical control of pain, Sensory control of pain, Biofeedback, Relaxation techniques, Distraction, Coping skills training, CBT

**Unit 5: Management of Chronic and Terminal Illness**
- Coping with Chronic Health disorders
- Psychological interventions and chronic health disorders
- Psychological issues in advancing and terminal illness
- Kubler- Ross's Five stage theory of dying
- Counselling with the terminally ill

**Unit 6:  Psychophysiological disorders**

- Major Psychophysiological disorders (briefly)
- Etiology of Psychophysiological disorders
- Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management.
- Hypertension: Role of stress, management


**Unit 7: Psychoneuroimmunology and immune-related disorders**

- **Psychoneuroimmunology-** The immune system, stress, and immune functioning, negative affect and immune functioning, coping and immune functioning, interventions to improve immune functioning
- AIDS- Psychosocial impact of HIV infection, Interventions, HIV-AIDS Counselling
- Cancer: Psychosocial factors of Cancer, Interventions


**Unit 8: Special areas in Counselling**

- Sex education and counselling
- Crisis intervention counselling
- Bariatric Counselling
- Counselling of "differently-abled" persons
- Counselling for alcohol and substance abusers
- Counselling the legal offenders
- Counselling victims of abuse and violence
- Counselling for weaker sections and minorities


**Activity-based assignment**:

- Visit places where counselling for the special population is done.
- Visit patients with chronic illnesses/pain and palliative centre

**References**

Shelley, E. T. (2015). *Health Psychology* (10th edition). McGraw-Hill Education.

Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology*: Theory, Research and Practice (3rd Edition). Sage Publications

Sarafino, E. P. & Smith, T. W. (2011). *Health Psychology: Biopsychosocial interactions* (7th Edition). John Wiley & Sons, Inc.

Marks, D.F. (2002). *The Health Psychology Reader.* Sage Publications.

Narayana Rao, S. & Sahajpal, S. (2013).*Counselling and   Guidance* (3$^{rd}$ Edition). Tata McGraw Hill Education Private Limited.

George, R. L., & Cristiani, J. S. (1986) *Counselling: Theory and practice* (4$^{th}$ Edition). Prentice hall.

# SEMESTER IV
## CP 543 COUNSELLING AND LEGISLATIONS

The present course provides detailed information regarding the significance of understanding legal frameworks that facilitates the process of counselling and mental health care. It enables students to understand the need for ethics, legal aspects of health, legal aspects related to children, women, families, and cyber laws.

**Pre-requisites:**

The course presupposes that the student has basic knowledge of counselling and ethics. The students are expected to read the prescribed textbooks and contents before appearing for lecture classes and discussions. Students are expected to read the laws before the lecture session.

**Course Outcomes:**

The syllabus is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**

- Explains the need for legal frameworks in and related to counselling psychology
- Helps to understand ethical issues in counselling and mental health care
- Evaluates the current status of legal support and initiative provided to counselling

**(b) Affective Domain**

- Internalize the ethical and legal values required for becoming an organizational counselling psychologist

**(c) Skills Domain**

At the end of the course, the learner will be able to:

- Learn skills to handle different counselling cases that have legal connections

**Detailed Syllabus**

**Unit 1: The Counselling Code of Ethics**

Definition of ethics, Ethics and counselling, Professional Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Ethical decision making, Guidelines for

Acting Ethically, The Right of Informed Consent, Dimensions of Confidentiality, Ethical Issues in Multi-Cultural Perspective - Focusing on Individual and Environmental Factors, Dual and Multiple Relationships in Counselling Practice, Strategies for Maintain Ethical Standards, violations of ethics, Limitations of Ethical Codes

## Unit 2: Legal aspects of Health

Medico- Legal Problems in relation to health administration - Law of Contracts, Specific Performance - Law applicable to Hospital employees - Medical jurisprudence and functioning of hospitals;

Legislations: Consumer Protection Act, Organ transplantation Act, PNDT Act, Drugs and Cosmetics Act; International health organization / NGOs; Medical Ethics

Health Insurance in developing and developed countries; Different Health Insurance Policies; Concept of combined Life Insurance and Health Insurance; GOI & State Govt. Policy in implementation of Health insurance; TPA , Insurance Companies

## Unit 3: Registration of Counselling Centre

Provisions and various legislations pertaining to registration of counselling centre - Societies Registration Act, Trust Act, RCI; Registration with Social Welfare Board

## Unit 4: Legal aspects in Industrial relations

Office rules & regulation & discipline - Employment Standing Orders Act - Wage & Salary. Qualification, Experience, Pay fixation,- collective bargaining - definition, scope and importance of industrial relations - Payment of Wages Act, Payment of Bonus Act, Industrial Disputes Act, Trade Unions Act, Industrial relations in health services industries

## Unit 5: Legal aspects in Child and Women care

Protection of Children from Sexual Offences Act (POCSO Act)

Juvenile Justice (Care and Protection of Children) Act

Prohibition of Child Marriage (Amendment), Bill, 2021

Protection of Women from Domestic Violence Act

## Unit 6: Cyber laws

Cyber laws in India, sections

**References**

Basu, D. D. (2018). *Introduction to the Constitution of India*.Prentice-Hall

Bond, T. (2015). *Standards and Ethics for counselling in action* (4th edition). Sage Publications.

Flavia (1997) Give us this Day, Our Daily Bread, Procedures and Case Law on

Gaikwad, P. E. (2004) Law Basic Concepts, Pune : YASHADA.

Galanter, Marc (1992) Law and Society in Modern India, Delhi: Oxford Press.

Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi : Concept Publishing Company.

Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.

https://www.infosecawareness.in/cyber-laws-of-india

Kant, A. (1997) Women and the Law, New Delhi: APH Publication Corporation.

Maintenance.

Mathew, P. D. (1993) Constitution of India Simplified, New Delhi, Indian Social Institute.

Pradhan, V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (1st Edition).

Purohit, B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur: Rawat Publication.

Qureshi, M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.

Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company

Saxena, D. R (1996) Law Justice and Social Change, New Delhi: Deep & Deep Publications.

Shah, G. (1998) Social Justice- A Dialogue, Jaipur: Rawat Publication.

Sharma, S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications

Singh, A. (1992) Women in Muslim Personal Law, New Delhi: Rawat Publications.

Singh, Shiv Sahai (1993) Unification of Divorce Laws in India

**SEMESTER IV**

**CP 544 PRACTICUM IV-CLINICAL AND COUNSELLING PRACTICUM**

In the fourth semester, each student is expected to have practical exposure in a clinical setting and other settings. The practicum is envisioned to provide an opportunity to enhance the skills required to thrive in the field. The training part of this course aims at introducing the students to the theoretical aspects of professional skills to enable them to deal effectively with the cases that they come across. The practicum is intended to provide opportunities for the students to get acquainted with the professionals in the field and to become competent in the field by inculcating and practicing skills for dealing with individuals with psychological issues. This course also aims to help students become aware of the challenges and demands faced by professionals in this field during practice.

**Prerequisites**
- Basic knowledge regarding psychopathology
- Knowledge about psychological tests in clinical settings
- Awareness of counseling skills and strategies
- Basic knowledge to execute an initial interview and counselling session with the client.

**Learning Outcomes**

The syllabus of the course is designed to build the competency of the learner in the following:

**(a) Cognitive Domain**
- To analyze different disorders and their causes in a practical setting
- To understand the principles of psychological intervention
- To evaluate the scope and limitations of the different approaches towards dispensing psychological services.
- To help students evolve as a professional counselling psychologist

**(b) Skills Domain**
- Plan and Implement Clinical Interventions
- Applying skills and strategies used in the field of clinical   psychology
- Gain practical exposure in the field of clinical psychology
- To train students with case conceptualization

**Detailed Syllabus**

## PART 1- COUNSELLING PRACTICUM

**Component 1: Training**

The students will be trained in different counselling skills and models. Demonstration of specific counselling skills will be done through audio/videotapes, role-plays, and role-reversals. The students will continue to have group discussions, peer consultations, and discussions with the supervisor throughout the semester.

**Component 2: Field visit/Practicum**

The students should visit various settings (educational/community/organizational) as part of the practicum.

**Component 3: Record**

At the end of the fourth semester, each student will have to submit 3 counselling case study records from different settings (educational/community/family/organization).The submission of each case record should include personal details, the background of the case, and a verbatim record of the progression of the case. The student must specify each of the counselling skills used. The session details must have an initial phase, a middle phase, and the termination phase. The record must include a minimum of 3 sessions for each case.

## PART II- CLINICAL PRACTICUM

**Component 1: Training**

Students will be equipped to conduct different types of interviews and assessments. They will learn the ethical practice of clinical psychology and assessment. Students will also learn to write a psychological case report based on case history and MSE format.

**Component 2: Practicum/Internship**

Each student has to undergo a supervised internship in institutions or centers related to their clinical practice.

**Component 3: Record**

The record must include a minimum of 3 case studies taken from the internship center and presented in a structured format (case history & MSE, Diagnostic formulation, and Management/Interventions planned). The students are expected to submit 2 adult cases and 1 child/youth case.

**Component 4: Presentation (not part of assessment)**

Present one real case (which the student has seen during the clinical internship) with all the details (Case-history, MSE, Provisional diagnosis, Management plan)

**Evaluation**

| CA | Attendance-5, Counselling Practicum Record-10, Clinical Practicum Record- 10 |
| ESA | Counselling Case Report- 25, Clinical Case Report-25, Viva-25) |

## CP 545 DISSERTATION

**Course Outcomes:**

- Familiarize the student with the methodology of psychological research
- Develop relevant research questions
- Sensitize the student to various psychological factors involved in the problems and needs of society and to explore those factors.
- Explore with suitable and preferably simple statistical procedures or qualitative/ exploratory methods
- Demonstrate competence in conducting original research work

**Planning research work, Synopsis and Report writing**

- Each student is required to do a dissertation based on a topic of his/her own choice and under the supervision of a teacher, which will be evaluated at the end of the last semester.
- The project work will have begun by the end of the first semester
- Students are required to submit and present a research proposal for the study to be pursued, prepared in the prescribed format — the *research problem, its relevance, and need for the study stated based on the review of literature, Summary of the review of literature, the method, and implications*
- An initial synopsis presentation must be made and the proposal should be defended before the supervisors in the department.
- The supervising teacher will monitor the student's progress in the study, which will be evaluated internally.
- The report of the dissertation should be written following the APA format. The following standard format is suggested for the report.

**The organization of the report should be as follows (APA guidelines-format and citation):**

- Provide a brief and comprehensive summary in a single paragraph as the abstract.
- Introduction (General introduction, Need and significance of the study, Objectives, Hypotheses)
- Review of literature (Theoretical review, Empirical review - Categorise various studies into sections, Identify research gap)

- Method (Research Design, Participants, Tools, Data Analysis)
- Results and Discussion (Result, Discussion and interpretation of results)
- Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research)
- References (APA format)
- Appendices
- In the case of qualitative/exploratory work, appropriate changes can be made in the format.

**End Semester Assessment**

The ESA will be done by the external examiner appointed by the university. The evaluation will focus on:

- The novelty and originality of the research topic
- Having conceptualized the topic and presenting it in the introduction, establishing the need and significance of the study,
- Reviewing the literature
- The researcher's contribution in summarizing the reviews
- A clear methodology which includes information like design, sample, tools, techniques, procedures, using appropriate statistics with its rationale,
- Presenting the results and interpreting the scores meaningfully by referring to the review and personal observations, and finally consolidating the findings and implications, etc.

**The distribution of marks shall be as per the following pattern:**

| Sl. No. | Contents | Marks |
| --- | --- | --- |
| 1 | Introduction | 15 |
| 2 | Review of literature | 15 |
| 3 | Method | 15 |
| 4 | Result & Discussion | 25 |
| 5 | Summary & Conclusion | 5 |
| 6 | References | 5 |
| 7 | Viva Voce | 20 |
| | **Total** | **100** |

**SEMESTER IV**

**CP 546 COMPREHENSIVE VIVA-VOCE**

**Course Outcomes:**

- Demonstrate knowledge in the programme domain
- Present views cogently and precisely

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally.