



**MASTER OF SCIENCE
COUNSELLING PSYCHOLOGY**

DETAILED SYLLABUS 2013-2015

**DEPARTMENT OF PSYCHOLOGY
CHRIST UNIVERSITY
BANGALORE, INDIA**

Programme Description

The Department of Psychology offers two year full-time M.Sc Course in Counselling Psychology. Master's course in Counselling Psychology is an advanced course aimed at competence building among the students from a holistic and an interdisciplinary perspective.

Programme Objectives

The main objective is to help the students develop awareness, knowledge and skills in the discipline of Counselling Psychology.

In specific the programme aims to train the students to acquire the requisite competencies in the following areas:

- a) Assessment skills
- b) Personal development
- c) Research skills
- d) Counselling/therapy skills
- e) Development of ethical behavior in counselling settings

Admission Criteria

1. Name of the Course	M.Sc Counselling Psychology
2. Duration of the Course	4 Semesters
3. Eligibility	50% marks in any undergraduate degree from any recognized university and a proven interest to work as a helping professional
4. Intake	60
5. Admission	Admission is made based on the marks scored in the qualifying examinations and personal interview conducted by the admission committee.

Programme Structure

SEMESTER I

Code	Courses	Marks		Credit
		CIA	ESE	
MPC 131	Foundations of Counselling Psychology	50	50	4
MPC 132	Life – Span Psychology	50	50	4
MPC 134	Quantitative Research Methods in Counselling Psychology	50	50	4
MPC 135	Counselling Theories and Techniques – 1 (Individual)	50	50	4
MPC 152	Multicultural Counselling Skills – I	50	50	4
MPC 174	Academic Writing and Research Seminar	50	-	2
MPC 175	Professional Development -1	50	-	2
MPC 176	Community Service -1			2
HED	Holistic Education			
	TOTAL	600		24

SEMESTER II

Code	Courses	Marks		Credit
		CIA	ESE	
MPC 232	Qualitative Research Methods in Counselling Psychology	50	50	4
MPC 233	Positive psychology	50	50	4
MPC 235	Social and Cultural Foundations for Counselling	50	50	4
MPC 236	Mental Health Disorders	50	50	4
MPC 237	Counselling Theories and Techniques – 2 (Group)	50	50	4
MPC 252	Application of Statistics in Behavioural Sciences	25	25	2
MPC 253	Multicultural Counselling Skills – 2	50	50	4
MPC 273	Professional Development -2	50	-	2
HED	Holistic Education			
	TOTAL	700		28

Students will do an internship with any mental health agency/ NGO/ Community service centre (community service-2) at the end of the semester during the summer holidays. The assessment of the internship will be added to the third semester marks card.

SEMESTER III

Code	Courses	Marks		Credit
		CIA	ESE	
MPC 335	Child and Adolescent Counselling	50	50	4
MPC 336	Counselling Theories and Techniques – 3 (Couples and Families)	50	50	4
MPC 352	Psychological Assessment	50	50	4
MPC 353	Supervised Practicum	50	50	4
MPC 372	Research Proposal and Supervision	50	-	2
MPC 382	Community Service -2 (summer placement)	50	-	2

	TOTAL	500	20
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SEMESTER IV

Code	Courses	Marks		Credit
		CIA	ESE	
MPC 431	Counselling interventions for special populations	50	50	4
MPC 471	Integrated Skills Training	50	50	4
MPC 472	Counselling Supervision Seminar	50	-	2
MPC 484	Counselling Internship	100	100	8
MPC 483	Block internship	50	-	2
MPC 482	Dissertation	50	50	4
	Elective	50	-	2
	Total	650		26

Evaluation:

All courses have continuous internal assessment. (CIA) .There are 3 CIAs for each course CIA 1 is the Mid Semester Examination which is a centralised examination. CIA 2 & 3 is flexible and decided by the course instructor and validated by the Head of the Department and Peers. All students are encouraged to participate actively in class and therefore marks are allotted for attendance as well. Detailed instructions, skills being assessed and evaluation criteria needs to be listed in the course plan.

Break up of CIA marks is as follows

CIA 1 = 50 points

CIA 2 = 20 points

CIA 3 = 20 points

Attendance = 10 points

TOTAL = 100 points

This is halved to get a total CIA mark out of 50.

End Semester Examination (ESE) is also of 100 points. The ESE is a must pass examination whereas the CIA is not. Overall the student must get 50% marks to pass the course.

SEMESTER I**FOUNDATIONS OF COUNSELLING PSYCHOLOGY**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 131	Foundations of Counselling Psychology	4	60	100

Course Description

This course provides an overview of the Counselling profession in India, including its historical development and its current status. It provides students with an understanding of the counsellor's roles within evolving practice environments and across the spectrum of the field of counselling Psychology

Course Objectives and Learning Outcomes:

After the completion of this course, a student will be able to:

1. Understand the differences between guidance and counselling
2. Critically analyze issues and debates in counselling psychology
3. Reflect on their role in different fields of counselling.

Unit I: Introduction**15 hours**

Concept of counselling; Defining features of counselling; Major goals of counselling; Difference between guidance and counselling; Counselling and psychotherapy; Types of counselling; Counselling psychology and other specialties and fields; Distinctiveness and overlap; Training, job setting and activities.

Unit II: Historic Perspectives**15 hours**

Development of the profession, Stages of the development of the profession; Traditional activities of counsellors, Counselling in India.

Unit III: Counselling Relationship & Ethical and Legal Guidelines **15 hours**

The importance of relationship; components of relationship; Facilitative conditions for the counselling relationship.

Ethical issues; Ethical dilemmas; Legal concerns of counsellors.

Unit IV: Current trends in counselling**15 hours**

Diversity issues in counselling, Different formats of counselling. Counselling and liasoning fields. Global Counselling and Trauma Counselling.

References

Essential Reading

Bond, T. (1997) *Standards and Ethics for counsellors in action*, New Delhi: Sage

Charles, G.J., & Bruce, F.R. (1995), *Counselling Psychology*, Harcourt Brace Publishers, U S A

Recommended Reading

Felthman, C., & Horton, I. (2000) (Ed), *Handbook of Counselling and Psychotherapy*, New Delhi: Sage

Robert, G. L., & Marianne, M.H. (2003), *Introduction to Counselling and Guidance*, Pearson education, Inc

Sharma, R .N.,& Sharma,R. (2004), *Guidance and Counselling in India*.

SEMESTER I**LIFE – SPAN PSYCHOLOGY**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 132	Life Span Psychology	4	60	100

Course Description

This course looks at life span development through the lenses of social, cognitive and biological theories. The course aims at providing conceptual understanding of healthy development and practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span.

Course Objectives and Learning Outcome:

After the completion of this course, a student will be able to:

1. Grasp the relevance of a developmental perspective to human development.
2. Understand and apply the major theoretical concepts related to different domains of development across the lifespan.
3. Recognize the major issues, challenges milestones and developmental tasks related to different domains of development.

Unit I: Introduction to Life-Span Development (10 hours)

Importance of studying Life-Span Development, Characteristics of life-span development, Nature of Development, Scope of Life span development
Social contexts of lifespan development.

Unit II: Biological Processes in Human Development**Part 1: Biological Bases to explain Human Development (10 hours)**

Heredity-Environment Correlations; Important physical changes; Challenges for psychological development.
Sleep Disorders across life span; Eating disorders in Adolescence, Obesity in adulthood, Chronic diseases and disorders in the Aging process. Bio-psycho social model of health.

Part 2: Endings of Life (10 hours)

Biological and social theories of aging, Successful aging; Death, Causes for death across life span, Suicide in adolescence and adulthood; Facing one's own death, coping with the death of someone else.

Unit III: Cognitive Processes and Development (10 hours)

Piaget and Vygotsky's theory of cognitive development; Age related challenges to cognitive development

Unit IV: Socio-Emotional Processes and Development Across Life Span (16 hours)

Part I: Development of Emotion, Temperament, Attachment and Love: Bowlby, Ainsworth, Sternberg.
 Development of Identity: Erickson's theory; Parenting.
 Moral Development, Contexts of moral development: Kohlberg's theory
 Fowlers Theory; life cycle theories: Levinson
 Introduction to counselling for developmental disorders. **(4 hours)**

References

Essential reading

Santrock, J.W. (2011). *A topical Approach to life-Span Development*. New Delhi: Tata McGraw-Hill Edition.

Recommended reading

Newman & Newman (2003). *Development through life: A Psychosocial Approach*. USA: Thomson Wadsworth.

SEMESTER I

QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGICAL COUNSELLING

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 134	Quantitative Research Methods for Counselling psychology	4	60	100

Course Description

This course provides an introduction to quantitative research methods and its application in counselling psychology. It gives a comprehensive overview of the different types of research designs, sampling methods, and methods of data collection. The process of quantitative research with special emphasis on experimental design is covered in this course.

Course Objectives and learning outcomes

After the completion of this course, a student will be able to:

- 1) demonstrate skills on designing quantitative research
- 2) demonstrate skills on collecting quantitative data using various methods
- 3) appreciate the importance of scientific research
- 4) conceptualize a research problem
- 5) understand ethical issues in research

Unit I: Foundations of Quantitative Research (15hrs)

History of scientific research in psychology; Definition of research; Purpose and need of research in Psychological counselling. Experimental, Exploratory and descriptive research; Ethical issues in psychological counselling research (8 hrs)

Research lab (7 hrs)

- 1) Review of research article
- 2) Code of ethics

Unit II: Process of Quantitative Research (15hrs)

Causality and experimentation; Definition and nature of variables; operationally defining variables; Independent variables; Dependent variables; formulation of research problems and hypothesis ; Different types of hypothesis ; Experimental manipulation and control of variables; steps in quantitative research (8 hrs)

Research lab (7 hrs)

- 1) formulation of research problem and hypothesis
- 2) proposal lab 1

Unit III: Sampling Techniques and Data Collection (15 hrs)

Population and sample; Basic assumptions Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests. (8 hrs)

Research lab (7 hrs)

- 1) Simulation techniques for learning sampling technique and various data collection methods
- 2) Skills training seminars

Unit IV - Experimental Designs (15 hrs)

Adequate vs Inadequate (faulty) research design; Types of experimental design based on subjects and factors; Within-subjects, between subjects, single-subject, single factor, and factorial design; Sources of error variance and its management in the various types of experimental designs; Mixed design (8 hrs)

Research lab (7 hrs)

- 1) APA style of writing
- 2) Skill training seminars on research design

References

Essential Reading

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill Company Limited

Coolican ,H.(2004).*Research methods and Statistics in Psychology* .London:Hoddes Arnold

Goodwin, C.J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.

Gravetter,F.J.,& Forzana,L.A.B(2009). *Research methods for behavioral sciences* .United States :Wordsworth cengage learning .

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Recommended Reading

Aron, A., & Aron, E.N. (1994). *Statistics for psychology*. New Jersey: Prentice Hall.

Breakwell, G.M., Hammond, S., Fife-Shaw, C., & Smith, J.A. (eds.). (2006). *Research methods in psychology* (3rd ed.). New Delhi: Sage.

Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement* (6th ed.). New York: McGraw-Hill.

Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioral sciences* (4th ed.). Pacific Grove, CA: Wadsworth/Thomson Learning.

Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology* (2nd ed.). Boston: Houghton Mifflin Company.

King, B.M., & Minium, E.M. (2003). *Statistical reasoning in psychology and education* (4th ed.). New Jersey: John Wiley & Sons, Inc.

Leong, F.T., & Austin, (1996). *The psychology research handbook: A guide for graduate students and research assistants*. Delhi: Sage Publications

Levin, J., & Fox, J.A. (2006). *Elementary statistics in social research* (10th ed.). New Delhi: Pearson Education.

McCall, R.B. (2001). *Fundamental statistics for behavioural sciences* (8th ed.). Belmont, CA: Wadsworth/Thomson Learning.

McGuigan, F.J. (1999). *Experimental psychology: Methods of research* (5th ed.). New Delhi: Prentice Hall

Miles, J. (2001). *Research methods and statistics*. Exeter: Crucial

Murphy, K.R., & Davidshofer, C.O. (2001). *Psychological testing: Principles and applications* (5th ed.). New Jersey: Prentice Hall.

Rosnow, R.L., & Rosenthal, R. (2002). *Beginning behavioral research: A conceptual primer* (4th ed.). New Jersey: Prentice Hall.

Schweigert, W.A. (1997). *Research methods psychology: A handbook*. Delhi: Sage Publications

Singh, A.K. (1997). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.

SEMESTER I**COUNSELLING THEORIES AND TECHNIQUES – 1**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 135	Counselling Theories and Techniques – 1(Individual)	4	60	100

Course Description

This course introduces the students to the various theoretical orientations to counselling. The major approaches like Psychoanalytic, Humanistic, Adlerian, Gestalt, Experiential, Cognitive, Behavioural, Multimodal and Integrative approaches are covered in this course. Specific techniques and interventions for each of the approaches are also covered.

Course Objectives and Learning Outcomes

After the completion of this course, a student will be able to:

1. Understand the various approaches to counselling
2. Implement at least three therapeutic techniques in each approach
3. Critique various approaches to counselling

Unit I**15 hrs**

Psychoanalytic psychotherapy: Introduction to Freud and his personality theory – Therapeutic process – Techniques – Application of techniques and procedures – therapy with diverse populations.

Adlerian psychotherapy: Introduction to Adler and his personality theory – Therapeutic process – Techniques – Application of techniques and procedures – Adlerian therapy with diverse populations.

Unit II**15 hrs**

Person Centred Psychotherapy: Introduction to Carl Rogers and Rogerian theory of personality – Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

Existential therapy: Introduction to Existentialism – Logotherapy - Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

Gestalt Therapy – Introduction to Gestalt therapy - Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

Unit III

15 hrs

Behavior Therapy: Introduction to behavioral theories –Behavioral therapeutic process – Techniques – Application of behavioral techniques and procedures – Therapy with diverse populations.

Lazarus Multimodal Approach to Psychotherapy: Introduction to Multimodal Psychotherapy theory – Therapeutic process – Application of techniques and procedures – Therapy with diverse populations.

Cognitive Behavior Modification: Donald Meichenbaum’s approach to therapy

Unit IV

15hrs

Cognitive Therapy: Introduction to Albert Ellis Rational Emotive Behavioral (REBT) theory – Therapeutic process – Techniques – Application of techniques and procedures – REBT with diverse populations.

Aaron Beck’s Cognitive Therapy: Introduction to Aaron Beck’s cognitive theory (CT) – therapeutic process – Techniques – Application of techniques and procedures – CT with diverse populations.

Integrative Approach to Psychotherapy: Integration vs. Eclecticism – An introduction to therapy, techniques and applications.

References

Essential Reading

Corey, G. (2008). *Theory and Practice of Counselling and Psychotherapy* (8th ed.) Canada: Brookes/Cole.

Corey, G. (2008). *Student manual for Theory and Practice of Counselling and Psychotherapy* (8th ed.). CA: Brookes/Cole.

Gilland, B.E., & James, R.K. (1998). *Theories and Strategies in Counselling and Psychotherapy*. Singapore: Allyn and Bacon.

Recommended Reading

James O. Prochaska & John C. Norcross. (2007). *Systems of Psychotherapy: A trans*

Palmer, S. (ed.). (1999). *Introduction to counselling and psychotherapy: The essential guide*. New Delhi: Sage.

Scharf, R.S.(2000). *Theories of psychotherapy and counselling: Concepts and cases* (2nd ed.).Singapore: Brooks/Cole.

Todd, J., & Bohart, A.C.(1999).*Foundations of Clinical and counselling psychology* (3rd ed.). New York. Longman.

SEMESTER - 1

MULTICULTURAL COUNSELLING SKILL S

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 152	Multicultural Counselling Skills -1	4	60	100

Course Description:

This is a practical course to train students in counselling skills. The developmental model of training is followed.

Course Objectives and learning outcomes:

After the completion of this course, a student will be able to:

1. Demonstrate Basic Counselling Skills
2. Reflect more on themselves as developing counsellors
3. Demonstrate a few counselling techniques.

UNIT I: Introduction to counselling skills, Micro skill approach to counselling, ethics and multicultural issues in counselling.

UNIT II: Basic Communication Skills – Attending Behaviour; Questions; Observation Skills; Paraphrasing, Empathy and Basic Listening Sequence

UNIT III: Reflection of Content; Reflection of Feeling.

UNIT IV: Integrating Listening Skills.

References

Essential Reading

Ivey, A.E., & Ivey, M.B.(2007). *Intentional Interviewing and Counselling*. Thomson: Brooks/Cole.

Recommended Reading

Evans, D.R. , Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.

Nelson-Jones, R. (2008). *Basic Counselling Skills: A Helper's Manual*. New Delhi: Sage Publications.

SEMESTER 1

ACADEMIC WRITING AND RESEARCH SEMINAR

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 174	Academic Writing and Research Seminar	2	30	50

Course Description:

This Course will introduce students to the domain of academic writing and its intricacies. Every student, regardless of his or her area of interest, will be called upon to use an academic style of writing at different levels and at various points in time. This course will therefore seek to impart such knowledge about the styles of writing used in the current academic scenario. It will provide students with opportunities in the classroom setting to practice such styles, both individually and in collaboration with others. In doing so, it will allow students to delve deeper into scientific literature, while also preparing them for efforts in research. The insights gained from such a course can be used by students as a foundation in their specialized line of work.

Course Objectives and Learning Outcomes:

After the completion of this course, a student will be able to:

1. develop a writing style utilized in scientific journals
2. critically evaluate and review academic writing and articles
3. understand the varied forms through which scientific findings might be presented
4. demonstrate an understanding of APA guidelines and rules governing the styles of academic writing
5. understand the need to avoid practices such as plagiarism

Unit I: Introduction to Academic Writing: An overview of the current status of academic writing and its importance; different approaches and processes; key issues: plagiarism, biases and frequent errors

Unit II: Guidelines and rules in Academic Writing: Introduction to style and formatting guidelines from the American Psychological Association (APA); specific guidelines pertaining to in-text citations, references, and structures of academic papers

Unit III: Forms of Academic Writing: Abstract writing; summarization; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic papers

Unit IV: Experiential Learning as Assessment Strategies: Individual/Group presentations on forms and issues in Academic Writing; classroom assignments in generating abstracts, posters, reviews, etc

Reference

Hartley, J (2008) *Academic Writing and Publishing: A Practical Guide*. Taylor and Francis. ISBN 0 203927982

SEMESTER I

PROFESSIONAL DEVELOPMENT - 1

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 175	Professional Development -1	2	30	50

Course Description:

The counselling program is to shape responsible students to ultimately serve consumers of counselling services. It is necessary to monitor the student's academic progress in the domains that are both personal and professional. These qualities will enhance their counselling work. The most important aspect of this process of growing and becoming is the counsellor as a person and then a therapist. The program faculty therefore reiterates this as their duty and ethical responsibility to train students' during the counselling course. A process of reflection of principles, values related to counselling and skills will be the focus of this course.

Course Objectives and learning outcomes:

After the completion of this course, a student will be able to

1. Identify their values and beliefs as a counsellor in training
2. Be more reflective and self aware

Unit I

Identity (old vs. new); Effective helpers; Attachment theory and relevance to self and relationships. Self development

Unit II

Verbal and Non Verbal skills in self: Communication (interpersonal); Influences Culture in counselling relationships; Ethics in counselling

References

Goud, N. & Arko, A. (2006). *Psychology and personal growth*, Pearson, MA.

SEMESTER II**SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELLING**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 235	Social and Cultural Foundations for Counselling	4	60	100

Course Description

This course familiarizes the students with some of the major theoretical perspectives in social and cultural psychology. Appreciating interpersonal and group level psychological processes in the cultural context, this course analyzes multimodal influences on human behaviour. Applications to counselling will be discussed

Course objective and learning outcomes:

After the completion of this course, a student will be able to:

1. Understand the social and cultural roots of individual behavior
2. Demonstrate a range of interpersonal skills required in counselling psychology encounters.
3. Examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to teaching, counselling, and/or administration

Unit I: Social Self**15 Hrs**

Self and identity. Culture and Development of Self. Perception of Self and Others. Social Identity. Diverse identities.

Social cognition; impression management

Attribution, bias and errors in attribution.

Prejudice, Stereotypes and Discrimination;

Attitude organization

Methods of attitudes change; persuasion and propaganda techniques

Practical: *Simulated group exercises; Advertisement/ film analysis; Field exposure; Bogardus social distance scale*

Unit II: Social Relationships**15 Hrs**

Nature, dimensions and dynamics of interpersonal relationships; Interpersonal attraction; Sexuality and intimacy; Diverse and complex relationships – alternate sexualities

Altruism: Influences of helping; Long-term helpfulness

Aggression: Nature and characteristics; Individual differences in aggression; Violence-sexual harassment, genocide, terrorism.

Practical: *Sociometry: Studying a volunteer behaviour through interview; Newspaper analysis*

Unit III: Culture & Behaviour**15 Hrs**

Cross-cultural psychology: Diversity in socialization: Individualistic vs. collectivistic

culture: Poverty and deprivation.

Culture, personality and psychopathology: Traditional healing methods: Cross- cultural aspects of coping: Acculturation and mental health: Childhood disability in the sociocultural context.

Practical: *Journal article reviews, Case works*

Unit IV: Social And Cultural Issues

15 Hrs

Social psychology and contemporary issues – globalization, gender and diversity

Social psychology in clinical health settings

Dealing with ethnic minorities – the cultural dimension of individual behaviour

Complex world and social behaviour

Social psychology at work- application in job satisfaction and performance

Practical : Field visits to the most populated areas in Bangalore; Visiting hospitals of different socioeconomic strata; Interview with unemployed youths; Panel discussion with lawyers

References

Essential Reading

Aronson, E., Wilson, T.D., and Akert, R.M. (1999). *Social Psychology* (3rd ed.). New York: Longman.

Fraser, C., and Burchell, B. (2001). *Introducing Social Psychology*. Cambridge: Polity.

Recommended Reading

Berry, J.W., Mishra, R.C. & Tripathi, R.C. (Eds). (2003). *Psychology in human and social development: lessons from diverse cultures*. New Delhi: Sage.

Dalal, A.K. and Misra, G. (Eds.) (2002)., *New directions in Indian Psychology* (Vol 1: Social Psychology). (pp.19-49). New Delhi: Sage.

Dasen, P.R. Berry, J.W. & Sartorius, N. (1988) (Eds.). *Health and cross- cultural psychology: toward applications*. New Delhi: Sage.

Gilbert, D.T., Fiske, S.T., and Lindzey. G. (Eds). (1998). *The handbook of social psychology* (4th ed.). New York: Oxford University Press.

Kakar, S. (1982). *Shamans, Mystics and Doctors*. Delhi: Oxford University Press.

Kao, H.S.R., Sinha, D. (Eds.) (1997). *Asian perspectives on psychology*. New Delhi: Sage.

Kapur, R.L. (1994). Violence in India: A Psychological Perspective. D.L.N. Rao Murthy Oration, *Indian Journal of Psychiatry*, 36(4), 163-169.

- Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Australia: Thomson Wardsworth.
- Misra, G. (Ed.). (1990). *Applied social psychology in India*. ND: Sage.
- Moghaddam, F.M. (2005). *The staircase to terrorism: a psychological exploration*. *American Psychologist*, 60, 161-169.
- Pandey, J. (Ed.) (2004). *Psychology in India revisited (Vol-3)*. ND: Sage.
- Saraswathi, T.S. (Ed). (1999). *Culture, socialization and human development*. New Delhi: Sage.
- Semin, G. R. & Fiedler, K. (Eds.) (1996). *Applied social psychology*. London: sage.
- Smith, P.B., Bond, M.H. & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. London: Sage.
- Tuffin, K. (2005). *Understanding Critical Social Psychology*. ND: Sage.
- Vindhya, U. (Ed). (2003). *Psychology in India: Intersecting crossroads*. New Delhi: Concept publishing company.

SEMESTER II**QUALITATIVE RESEARCH METHODS IN COUNSELLING PSYCHOLOGY**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 236	Qualitative Research Methods in Counselling Psychology	4	60	100

Course Description

This course provides a theoretical foundation on qualitative research methods. Different methods of collecting qualitative data are discussed. Methods of Qualitative data analysis are also touched upon.

Course objectives and learning outcomes

After the completion of this course, a student will be able to:

1. understand various traditions of qualitative research methodologies in psychology
2. demonstrate skills on designing qualitative research
3. collect qualitative data using various methods
4. appreciate the importance of interdisciplinary research
5. develop skills on analyzing qualitative data manually and using soft wares
6. develop skills on proposal writing and reporting qualitative research

Unit I: Foundations of Qualitative Research (15 hrs)

Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research; Grounded theory, Narrative approach, Ethnography ,Action research and Discourse analysis (8 hrs)

Research Lab (7 Hrs)

- 1) Review of different article related to the different traditions of qualitative research
- 2) Skill training seminars

Unit II: Qualitative Research Design (15 hrs)

Conceptualizing research questions, issues of paradigm, .Designing samples, Theoretical sampling, Contrasting qualitative with quantitative approach in research process Issues of Credibility and trustworthiness (8 hrs)

Research Lab (7 Hrs)

- 1) Qualitative research proposal lab
- 2) Simulated techniques on designing qualitative research

Unit III: Methods of Collecting Qualitative Data (15 hrs)

What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies (8 hrs)

Research Lab (7 Hrs)

- 1) Simulated techniques on different data collection methods
- 2) Skill training seminars

Unit IV: Analyzing Qualitative Data (15 hrs)

Different traditions of qualitative data analysis ; thematic analysis, Narrative analysis, Discourse analysis, Content analysis (8 hrs)

Research Lab (7 Hrs)

- 1) Qualitative data analysis software ATLAS - ti / NUDIST
- 2) Reporting qualitative research data

References

Essential Reading

Biber, S.N.H & Leavy (2006). *The practice of qualitative research*. New Delhi: Sage publications .

Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative research practice: A guide for social science students and researchers*. New Delhi: Sage

Silverman, D & Marvasti, A. (2008). *Doing qualitative research*. New Delhi: Sage publication .

Recommended Reading

Bryman, A. (Ed.). (2007) *Sage Benchmarks in social science research methods Vol.I, Vol.II, Vol.III, and Vol. IV*. New Delhi : Sage Publications

Kapur, R.L. (ed.). (1999). *Qualitative methods in mental health research*. Bangalore: NIAS.

Kidder, L.H., & Fine, M. (1997). *Qualitative inquiry in psychology: A radical tradition*. In D. Fox and I. Prilleltensky (Eds.), *Critical Psychology: An introduction* (pp. 34-50). London: Sage.

Kvale,S.(Ed.) (1997).*Psychology & Post-modernism*. New Delhi:Sage Publications

Mason,J.(1996). *Qualitative researching*. New Delhi: Sage.

McGhee, P. (2001). Thinking critically about qualitative research in psychology. *In P. McGhee, Thinking psychologically (pp.98-111)*. New York: Palgrave

Smith,J.A.(ed.)(2003).*Qualitative psychology: A practical guide to research methods*.New Delhi: Sage.

Smith,J.A., Harre,R., & Langenhove,L.V.(eds.)(1995).*Rethinking methods in psychology*. New Delhi:Sage.

Tuffin,K.(2005).*Understanding critical social psychology*. New Delhi: Sage

Willig,C.(2001).*Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham:Open University Press.

SEMESTER III

POSITIVE PSYCHOLOGY

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 233	Positive Psychology	4	60	100

Course Description:

This course examines a paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life. A framework for a science of positive psychology is built on the aim to promote positive relationships which has implications in various areas of psychology.

Course objectives and learning outcomes:

On completion of this course a student will be able to

1. Acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

Unit 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 15 Hrs

The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Theoretical background of positive psychology

Unit II: POSITIVE EMOTIONAL AND COGNITIVE STATES 15 Hrs

Principles of pleasure; Positive emotions, happiness, subjective wellbeing; emotional states and positive health; emotional intelligence; quality of life; optimism and hope; self efficacy; wisdom and courage; faith; flow and spirituality.

*Field study from an interdisciplinary way.

Unit III: PROMOTING POSITIVE RELATIONSHIPS 15Hrs

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy.

*Case work, research article review.

Unit IV: APPLICATIONS OF POSITIVE PSYCHOLOGY 15 Hrs

Ageing, Health, Work, Mental Health and Behavior, Stress Management, Communities-ME/WE balance.

References

Primary Reading

Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.

Seligman, M. (1994). *What You Can Change and What You Can't*. New York: Knopf.

Secondary Reading

Anderson, N.B. (2003). *Emotional Longevity*. New York: Viking.

Andrews, F.M. and Withey, S.D. (1976). *Social Indicators of Wellbeing*. New York: Plenum Press.

Baltes, P., & Staudinger, U.M. (2000). *Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence*. *American Psychologist*, 55, 122-136.

Bradburn, N. and Caplovitz, D. (1965). *Reports of Happiness*. Chicago: Aldine.

Buss, D.M. (2000). *The Evolution of Happiness*. *American Psychologist*, 55, 15-23.

Csikszentmihalyi, M. (1975). *Beyond Boredom and Anxiety*. San Francisco: Jossey-Bass.

Csikszentmihalyi, M. and Csikszentmihalyi, I. (Eds) (1988). *Optimal Experience: Psychological Studies of Flow in Consciousness*. New York: Cambridge University Press.

Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper Perennial.

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.
- Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing good events. *Journal of Personality & Social Psychology*, 87, 228-245.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Headey, B. & Wearing, A. (1992). *Understanding Happiness: A Theory of Subjective Wellbeing*. Melbourne, Victoria, Australia: Longman Cheshire.
- Linley, P.A. & Joseph, S. (2004). *Positive Psychology in practice*. (eds.). NJ: John Wiley & Sons, Inc.
- Lyubomirsky, S. (2001). *Why are some people happier than others? The role of cognitive and motivational processes in well-being*. *American Psychologist*, 56, 239-249.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.
- Myers, D.G. (1992). *The Pursuit of Happiness*. New York: Morrow.
- Nesse, R.M. & Williams, G.C. (1994). *Why We Get Sick*. New York: Times Books.
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
- Prigogine, I. & Stengers, I. (1984). *Order Out of Chaos*. New York: Bantam.
- Salovey, P., Rothman, A.J., Detweiler, J.B. & Steward, W.T. (2000). Emotional States and Physical Health. *American Psychologist*, 55, 110-121.
- Schafer, W. (2000). *Stress Management for Wellness*. Australia: Thomson Wadsworth.
- 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.

Strack, F. and Argyle, M. and Schwartz, N. (Eds) (1991). *Subjective Wellbeing: An Interdisciplinary Perspective*. New York: Pergamon Press.

Vaillant, G.E. (2000). Adaptive Mental Mechanisms: Their Role in A Positive Psychology. *American Psychologist*, 55, 89-98.

SEMESTER II

MENTAL HEALTH DISORDERS

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 236	Mental Health Disorders	4	60	100

Course Description

The course acquaints students with various manifestations of mental health disorders across all ages. It provides different perspectives and models of aetiology.

Course Objectives and learning outcomes:

After the completion of this course, a student will be able to:

1. Make a provisional diagnosis of psychological conditions using the DSM or ICD.
2. Understand manifestation of various disorders in children and adults

Unit 1: CLASSIFICATION AND PSYCHOPATHOLOGY OF NEURO PSYCHOLOGICAL CONDITIONS.

15 hrs

Systems of classification, basic features; DSM-IV TR, ICD-10, similarities, differences and critical evaluation; Dementia, delirium, head injury, epilepsy, other amnesic syndromes

Unit II: PSYCHOPATHOLOGY OF ADDICTION, PSYCHOTIC AND PERSONALITY DISORDERS.

15 hrs

Models of addiction, schizophrenia, delusion, other psychotic disorders. Clinical characteristics, etiology. Clinical characteristics, etiology and theories of cluster A, B and C personality disorders

Unit III: PSYCHOPATHOLOGY OF MOOD AND ANXIETY DISORDERS

15 hrs

Depression, bipolar affective disorders; Phobia, GAD, panic, OCD, PTSD, adjustment disorder; Clinical characteristics, etiology.
Dissociative disorder, somatoform disorder, other neurotic disorder

Unit IV: DISORDERS OF INFANCY, CHILDHOOD AND ADOLESCENCE.

15 hrs

Specific developmental disorder of scholastic skills; Pervasive developmental disorders
Behavioral and emotional disorders; Disorders of social functioning

References

Essential Reading

American Psychological Association. (1998). *Diagnostic and statistical manual of mental disorders (4th .ed.): text revision (DSM-IV-TR)*. New Delhi: Jaypee brothers' medical publishers (p) Ltd.

Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Adams, H.E., Sutker, P.B. (2001). *Comprehensive handbook of psychopathology (3rd Ed.)*. New York: Kluwer Academic publishers.

Hecker, S.E. & Thorpe, G.L. (2005). *Introduction to clinical psychology: Science, practice & ethics*. Delhi: Pearson Education, Inc.

Millon, T., Blaney, P., & Davis, R.D. (1998). *The oxford textbook of psychopathology*. London: Oxford University Press.

Smith, N.W. (2001). *Current systems in psychology: History, theory, research & applications*. USA: Wadsworth/Thomson learning.

SEMESTER II**COUNSELLING THEORIES AND TECHNIQUES – 2 (GROUP)**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 237	Counselling Theories and Techniques – 2 (Group)	4	60	100

Course Description

This course is an applied course with a focus on integration of theory and clinical group work, and discussion of clinical, professional, and ethical issues. This course is designed for students to gain group counselling skills and self-awareness about how one's own qualities, needs, motivations, and values can either facilitate or interfere with one's effectiveness as a group counsellor.

Course Objectives and Learning Outcomes:

After the completion of this course, a student will be able to:

1. to open and close a small group
2. identify group dynamics as they occur within a group.
3. identify the roles they play in group.
4. understand group theory
5. develop competence in counselling skills that are useful in conducting groups.

Unit I: Introduction

Goals; Functions and Definitions of Group guidance, Group Counselling & Group Therapy; Group vs. Individual Counselling; Types of groups.

Skills training Lab:

Planning and Starting Groups; Exercises; Therapeutic Forces; Dealing with problem situations in groups.

Unit II: Using Counselling Theories in Groups

REBT, Reality Therapy, Adlerian Therapy, TA, Gestalt Therapy, Solution-Focused Therapy, Tran theoretical Model; Psychodrama.

Skills training Lab:

Attending and Observation Skills; Focusing, pacing, leading and linking skills.

Unit III: Issues in Group Counselling

Co leading, Ethical Considerations; Legal Issues; Training of Group Counsellors

Skills training Lab:

Leadership skills of basic listening sequence; Skills of structuring dimensions and stages of groups.

Unit IV: Application of Group Processes to Special Groups

Children, Adolescents, Couples, Older Clients, Addiction Groups, Divorce Groups

Skills training Lab:

Skills and strategies for interpersonal influence; Closing a session or a group.

References**Essential Reading**

Corey, Gerald (2000). *Theory and Practice of Group Counselling (5th Ed)*. Belmont CA: Brooks/Cole.

Yalom, LD (1995). *The theory and practice of group therapy (4th Ed)*. New York: Basic books.

Recommended Reading

Corey, M.S., Corey, Gerald (2006). *Groups process and Practice (7th Ed)*. Thomson: Brooks/Cole.

Capuzzi, Dave (2002). *Approaches to Group Work: A Handbook for Practitioners*. London: Prentice Hall.

Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001). *Intentional group counselling: A micro skill approach*. Belmont CA: Wadsworth.

Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). *Group Counselling: Strategies and skills*. Thomson: Brooks/Cole.

SEMESTER II
MULTICULTURAL COUNSELLING SKILLS - II

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 253	Multicultural Counselling Skills - II	4	60	100

Course Description

This course is a continuation of the Multicultural Counselling Skills Course –I. Here the student is trained in the more advanced skills of influencing and bringing about client change. The student is also taught different models of problem conceptualization , how to make a multi-axial diagnosis and treatment planning

Course objectives and learning outcomes:

At the completion of the Course, the student will be able to

1. Demonstrate advanced individual counselling skills.
2. Use counselling techniques in applied settings.
3. Conceptualize client problems and effectively work towards client change and growth

Unit I – Review; Confrontation Skills; Focusing the Interview; Reflection of Meaning; Influencing Skills – Six strategies for Change

Unit II: Skill Integration; Integrating Micro skills with Theory; Determining Personal Style & Future Theoretical/ Practical Integration.

Unit III: Case conceptualisation using different models

Unit IV: Treatment Planning

Evaluation – Skill acquisition assessment, Advanced skills demonstration through self-reflections, recorded sessions (audio/video), case study analysis, verbatim analysis, assignments, written exam and viva-voce.

References

Essential Reading

Ivey, A. E. & Ivey, M. B. (2007). *Intentional Interviewing and Counselling*. Thomson: Brooks/Cole.

Recommended Reading

Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.

Nelson-Jones, Richard (2008). *Basic Counselling Skills: A Helper's Manual*. New Delhi: Sage Publications.

SEMESTER II**APPLICATION OF STATISTICS IN BEHAVIOURAL SCIENCE**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 252	Application of statistics in behavioural science	2	30	50

Course Description

The student is introduced to descriptive and inferential statistics. They are also taught how to use the statistical package for social sciences (SPSS).

Course objectives and learning outcomes

After the completion of this course, a student will be able to:

- 1) Gain a better understanding on psychological measurement and statistics
- 2) Apply statistics in psychological research
- 3) Develop skills on analyzing quantitative data using software

Unit I: DESCRIPTIVE STATISTICS**(15 hrs)**

Definition and purpose of psychological statistics; scale of measurement; application of statistics in Behavioral science Measures of central tendency and variability;; Correlation: product-moment, point-biserial, phi, biserial, tetrachoric, spearman's correlation coefficients. (8hrs)

Research lab (7 hrs)

- 1) SPSS- Data entry and Descriptive statistical analysis

Unit II: INFERENCE STATISTICS**(15 hrs)**

Probability distribution and normal curve; , Levels of significance, type – I and type – II errors, one-and two-tailed tests; Parametric and non-parametric tests of significance; Statistical analysis of single - sample study: testing a sample mean by t-test,; Statistical analysis of two-sample experiments: the independent samples t-test, the dependent-sample t-test; Statistical analysis of complex experiments: analysis of variance – F test (computing and interpreting one-way, two-way ANOVA and their logic); MANOVA and Post-hoc tests. (8hrs)

Research lab (7 hrs)

- 1) SPSS- inferential statistical analysis

References

Essential Reading

Coolican ,H.(2004).*Research methods and Statistics in Psychology* .London:Hoddes Arnold

Garrett,H.E(2005).*Statistics in psychology and Education* .New Delhi: Paragon international publishers

Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioral sciences (4th ed.)*. Pacific Grove, CA: Wadsworth/Thomson Learning

Recommended Reading

Aron, A., & Aron, E.N. (1994). *Statistics for psychology*. New Jersey: Prentice Hall.

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach (6th ed.)*. New Delhi: Tata McGraw-Hill Company Limited.

Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement (6th ed.)*. New York: McGraw-Hill.

Gravetter, F.J., & Wallnau, L.B. (2002). *Essentials of statistics for the behavioral sciences (4th ed.)*. Pacific Grove, CA: Wadsworth/Thomson Learning.

Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology (2nd ed.)*. Boston: Houghton Mifflin Company.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

King, B.M., & Minium, E.M. (2003). *Statistical reasoning in psychology and education (4th ed.)*. New Jersey: John Wiley & Sons, Inc.

Leong, F.T., & Austin, (1996). *The psychology research handbook: A guide for graduate students and research assistants*. Delhi: Sage Publications

Levin, J., & Fox, J.A. (2006). *Elementary statistics in social research (10th ed.)*. New Delhi: Pearson Education.

McCall, R.B. (2001). *Fundamental statistics for behavioral sciences (8th ed.)*. Belmont, CA: Wadsworth/Thomson Learning.

Miles, J. (2001). *Research methods and statistics*. Exeter: Crucial

SEMESTER II**PROFESSIONAL DEVELOPMENT-2**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 273	Professional Development -2	2	30	50

Course Description:

This course is an extension of the professional development course offered in the first semester and encourages students to continue to examine their developing identities as counsellors and psychotherapists.

Course Objectives and learning outcomes:

After the completion of this course, a student will be able to:

3. Work on their strengths and weaknesses as a counsellor in training
4. Be more reflective and self aware

Unit I

Personal vs Professional Values, Beliefs and Attitudes; Characteristics of effective helpers

Unit II

Self awareness & interpersonal awareness; Exploring our Emotions and Feelings.

Reference

Goud, N. & Arko, A. (2006). Psychology and personal growth, MA. Pearson

**SEMESTER III
PSYCHOLOGICAL ASSESSMENT**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 352	Psychological Assessment	4	60	100

Course Description

This is a practical course aimed at familiarizing students with different assessment methods including psychological tests. A range of Personality, Intelligence, Aptitude and Achievement tests are covered.

Course objective and learning outcome:

After the completion of this course, a student will be able to:

1. Demonstrate competence in administering, scoring and interpreting a range of psychological tests.
2. Identify relevant tests to be used for specific counselling needs.

Unit I

10 Hrs

The purpose of assessment in counselling. Assessment principles. Overview of assessment areas: Initial assessment in counselling – Case history, MSE: Identifying a clients problem using a clinical interview,

Unit II

20 Hrs

Intelligence and general ability testing (BKT, Bhatia's battery, Vineland Social Maturity Scale, Bharatraj Development Schedule). Measuring Achievement and aptitude.(DBDA)

Unit III

10 Hrs

Assessment in career counselling (Comprehensive Interest Schedule), Developmental assessment in counselling and therapy (DCT). Spiritual assessment strategies.

Unit IV

20 Hrs

Appraisal of personality (16PF, MAPS, MBTI, EPQ-R,TAT, SCT, CAT, Rorschach-Demo only) ,

References

Aiken, L.R., & Groth- Marnat, G.(2006). *Psychological Testing and Assessment* – twelfth edition. Boston, MA: Pearson.

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.

Cormier,S.& Cormier,W.H. *Interviewing Strategies For Helpers: Fundamental Skills And Cognitive- Behavioural Interventions (Counselling Series)*. Wadsworth Publishing Co.

Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.

Whiston, S.C (1999). *Principles and applications of assessment in counselling*, Wadsworth, Belmont. Brooks- Cole

SEMESTER III**CHILD AND ADOLESCENT COUNSELLING**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 335	Child and Adolescent Counselling	4	60	100

Course Description

This course will provide students with skills and principles to work with children and adolescents in a variety of settings: school/ educational, family and community. This course is a pre requisite and must be taken along with supervised practicum in the third semester.

Course objectives and learning outcomes

At the end of the course students will be able to

1. Understand the principles and skills needed for counselling children and adolescents
2. Demonstrate understanding of assessment and interventions for children and adolescents with emotional difficulties
3. Assess and demonstrate ability to assess career needs of adolescents
4. Demonstrate and choose appropriate educational assessment tools

Unit I: Counselling Process and Relationship**15 Hrs**

Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community, at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). Characteristics of child and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Child counselling skills, use of play and art with children, Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills.

Unit II: Counselling in Educational context**15 Hrs**

Specific issues in educational setting: Career Counselling, Special needs children including intellectually different students (the gifted and the mentally handicapped); children with learning disabilities, children with behavioural problems, and those with communication disorders, sensory impairments.

Unit 2: Learning and Teaching**15 Hrs**

Learning styles: VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey & Mumford Model, Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model. Study skills: Reading, Writing, Note Making skills, Time Management. Cognitive issues: Factors influencing Attention and Concentration, Remembering, Forgetting

Unit 4: Psychosocial Interventions**15 Hrs**

Counsellor as Educational Consultant: Consultation Models and Skills, Career guidance and counselling: Theories of Career Development, Influences on Career Development. Behavioural Management: Functional Analysis and Techniques of Behaviour Modification. Individualized educational programmes, Play Therapy
Promotive and preventive counselling strategies – Life skills education

References

Asch M (2000) *Principles of guidance and counselling* (1sted) New Delhi: Sarup & Sons

Bowe Frank G (2000). *Birth to five – early Childhood special education*, New York Delmar Publishers Inc.

Butler, G. & Hope, T. (1997). *Managing your mind: The mental fitness guide*. Oxford University Press.

Cohen, L.G., & Spenciner, L.J (2003). *Assessment of Children and Youth with Special Needs*. Boston: Allyn & Bacon.

Mangal S.K (2008) *Essentials of Educational Psychology*, New Delhi, Prentice Hall of India Pvt ltd

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

Woolfolk, A. (2007). *Educational psychology* (10th ed.). Boston, MA: Allyn & Bacon.

SEMESTER III**COUNSELLING THEORIES AND TECHNIQUES – 3 (COUPLES AND FAMILIES)**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 336	Counselling Theories and Techniques – 3 (Couples and Families)	4	60	100

Course Description

This course provides an overview of the different family therapy models. It historically traces the development of family therapy, the main contributors and the theory as it stands today.

Course Objectives and Learning Outcomes

After the completion of this course, a student will be able to:

1. Demonstrate skill in drawing genograms of clients
2. Critically evaluate the various theories of family therapy
3. Understand how to assess family dynamics using different family therapy models.

Unit I**15 hrs**

Historical evolution of the field of marriage and family therapy. Current and Future trends. Foundations of Family Therapy. Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

Unit II**15 Hrs**

Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive Behavioural.

Unit III**15 Hrs**

Recent Developments- Post modernism, Feminist critique, Solution focused therapy, Narrative Therapy, Integrative models

Unit IV**15 Hrs**

Evaluation of Family Therapy, Family therapy research – Empirical foundations and Practice implications.

References**Essential Reading**

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

Recommended Reading

Essential Skills in Family Counselling. JoEllen Paterson, et al. New York, New York. Guilford Press. 2009.

Gehart,D.R.Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation

Gladding, S.T.Family Therapy: History, Theory, and Practice (4th Edition)

Gottman, J.M.The Marriage Clinic: A Scientifically Based Marital Therapy

Satir.V.(2008) Satir Transformational Systemic Therapy. Publisher: Science & Behavior Books

Steve de Shazer.(1982) Patterns of Brief Family Therapy: An Ecosystemic Approach. Guilford Publications

Satir.V.(2008) Satir Transformational Systemic Therapy. Publisher: Science & Behavior Books

Napier, A.Y & Whitaker, C. (1988). The Family Crucible: The Intense Experience of Family Therapy

SEMESTER III**SUPERVISED PRACTICUM**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 353	Supervised Practicum	4	250 hrs	100

Course Description:

The students will be at practicum sites 2 days a week. They will engage in counselling which includes, individual counselling, group counselling and psycho-education. Two hours a week they will receive supervision at college in batches of 8-10 students. The students discuss cases seen at their practicum sites and elicit feedback from their peers and supervisors.

Course Objectives and Learning Outcomes:

After the completion of this course, a student will be able to:

1. See the benefits of being in supervision
2. Adopt a broader perspective when interacting with clients
3. Understand the self in relation to the client

Unit I

Working with client's problems: Conflict in self vs. conflict in the field

Unit II

Reflection of values related to counselling and skills (basic listening) –its application in the field

References

Borders, L D & Brown, L .L (2005) *New Handbook for Counselling Supervision*, Lawrence Erlbaum Associates, New Jersey

Jongsma Jr, A.E., Peterson,L. M., & Bruce, T.J. (2006). *The complete adult psychotherapy treatment planner*, 4th Ed, Hoboken, NJ. Wiley.

Jongsma Jr, A.E., Peterson,L. M.,Mc Innis, W.P., & Bruce, T.J. (2006). *The adolescent psychotherapy treatment planner*, 4th Ed, Hoboken, NJ. Wiley

SEMESTER III**RESEARCH PROPOSAL AND SUPERVISION**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 372	Research Proposal and Supervision	2	30	50

Course Description

This course is intended to help students develop skills of writing a research proposal and defending it. Students are supported as they progress through the different stages their research work which includes data collection, data analysis and writing up their dissertation.

Course Objectives and Learning Outcomes

- . After completion of the course, students should be able to
 1. Develop relevant research questions
 2. Critique their own and other peoples research work with regard to their research designs, data collection methods, sample etc.

References

Coolican ,H.(2004).*Research methods and Statistics in Psychology* .London:Hoddes Arnold

Garrett,H.E(2005).*Statistics in psychology and Education* .New Delhi: Paragon international publishers

SEMESTER III**COMMUNITY SERVICE - 2**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 382	Community Service- 2	2	100 - 150 hours	50

Course Description

Students will do volunteer work with any community / mental health agency at the end of the second semester during the summer holidays for a minimum period of 30 days under the guidance of a faculty member.

The main expectations from the Internship are to:

Willingly accept to assist, support or help the agency in activities which may include the following -

1. Working & supporting the client population
2. assisting in administrative responsibilities
3. assisting in the agency helpline
4. any other activity as outlined by the agency

Choose a volunteer opportunity that best suits their skills, availability, and expectations.

Identify an Interest

No. of Hours – 100 hrs

Evaluation:

Students are expected to prepare a log book in the following format:

Name of the Agency

Date:

Day:

No. of Hrs:

Time	Brief description of work done

Total No. of Days

Total No. of Weeks

Total No. of Hrs

Signature & Name of the Authority

In addition they are required to get a certificate letter from the Agency for volunteer work/ internship.

The final Reflective report may follow the following format:

Name –

Course –

Name of External Supervisor -

Name of Organization –

Name of Internal Supervisor –

Outline

CHAPTER I: INTRODUCTION

- General Introduction

CHAPTER II: PROFILE OF THE ORGANISATION

- Profile
- Policy of the Organization regarding volunteer work

CHAPTER III: VOLUNTEER WORK

- Activities that you did
- Experiential learning
- Integration with Counselling concepts & theories

CHAPTER IV: SUMMARY & CONCLUSION

- Summarize & Conclude

Marks

- Logbook – 10 marks
- Report – 40 marks

SEMESTER IV

COUNSELLING INTERVENTIONS FOR SPECIAL POPULATIONS

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 431	Counselling interventions for special populations	4	60	100

Course Description:

This course provides an overview of counselling interventions for special populations. Various domains like Substance abuse counselling, mental health counselling, child abuse and trauma and rehabilitation counselling are dealt with in this course.

Course objectives and learning outcomes

On completion of this course students will be able to

1. Understand addictions and deal more effectively with people addicted to various substances
2. Assess mental health problems and convey diagnosis to patients and also psycho educate them and their families
3. Understand processes involved in reporting child abuse and neglect
4. Appreciate psychosocial aspects of disability and provide appropriate interventions

Unit 1: Substance Abuse counselling

15 Hours

Understanding Use, Abuse and Dependence; Types of Drugs; Early Identification (risk factors); Nicotine Dependence; Assessment tools and application; Counselling for Motivation Enhancement; Brief Intervention Therapy; Denial; Counseling Individuals; Relapse Dynamic & triggers ; Processes in Recovery (refusal skills)

Unit II: Mental Health Counselling

15 Hours

Identifying and assessing mental health problems, conveying of diagnoses, managing stigma, compliance counselling; Psychopharmacology: mechanisms, educating clients; psycho-education in families, communities, promotion of mental health

Unit III: Child Abuse and Trauma

15 Hours

Types and characteristics of the various forms of child abuse and neglect, child abuse and neglect reporting laws and the reporting responsibilities of mandated reporters; interaction of biological, psychological and societal factors in the causation of child maltreatment , appropriate treatment plans and intervention approaches, community resources to aid in the prevention, intervention and treatment of child abuse

Unit IV: Rehabilitation Counselling

15 Hours

History of rehabilitation , Principles of psychiatric rehabilitation, Counselling theory, skills, and techniques, Psychosocial aspects of disability, Case management and rehabilitation planning, Disability assessment, Vocational evaluation and training, Job development and placement, Career counselling, CBR services , Family education, Awareness programs, Technological adaptation

References

- Ackerman, R.J. (1983). *Children of alcoholics: A guidebook for educators, therapists, and parents* (2nd ed.). Holmes Beach, FL: Learning Publications.
- Aiken, L.R., & Groth- Marnat, G.(2006). *Psychological Testing and Assessment – twelfth edition*. Boston, MA: Pearson.
- Alcoholic Anonymous World Services, Inc. (1976). *Alcoholics Anonymous. The AA big book*. New York: AA World Services, Inc.
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SEMESTER IV**INTEGRATED SKILLS SEMINAR**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 471	Integrated skills Training	4	60	100

Course Description:

This course covers 2 main theoretical approaches to counselling such as CAT, CBT, Satir Model of Transformational change or any other. The student is taught how to assess client issues, conceptualize client problems and provide therapeutic interventions using a particular theoretical framework

Course Objectives and learning Outcomes:

On successful completion of the course a student will be able to

1. Integrate assessment and interventions in counselling from a variety of approaches learnt during the Course.

Unit I:**40 hrs**

Cognitive Analytical Therapy (CAT)

- Introduction and theoretical roots of CAT
- Integration of different modalities
- The shape of a CAT therapy
- The model of “self” at the heart of CAT
- Reciprocal roles : the building blocks of CAT
- Reformulation, identifying patterns and anticipating ruptures
- Diagrams to help with the recognition of harmful patterns and with finding exits
- Traps, dilemmas and snags
- Specific presentations in CAT (1) Borderline and Narcissistic Personality Disorder
- Specific presentations in CAT (2) Eating disorders and addictions
- Specific presentations in CAT (3) Working with people who have physical illnesses or disability, including diabetes
- Endings, loss and bereavement
- Working with endings using the goodbye letter
- Using CAT to understand dynamics in teams and in the workplace

Unit II**20 hrs**

Any one of the below:

Satir Model of Transformational Change
 Cognitive Behavior Therapy (CBT)
 Behavior Therapy
 Developmental Counselling and Therapy (DCT)
 Gestalt Therapy
 Transactional Analysis (TA)
 Person-Centred Therapy
 Psychodynamic Therapy

References

Jellema, A. (2002) *CAT and Attachment Theory: where are we now?* ACAT News Summer 2002 (conference paper)

Ryle, A. and Bennet, D. (2007) Case formulation in Cognitive Analytic Therapy ch in Eells, T. (ed) *Handbook of Psychotherapy Case Formulation*. Guildford Press New York pp 289-313

Ryle, A. (1985) Cognitive Theory, object relations and the self. *British Journal of Medical Psychology* 58 pp 1-7

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SEMESTER IV

COUNSELLING SUPERVISION SEMINAR

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 472	Counselling Supervision Seminar	2	30	50

Course Description

This course aims at providing group supervision to the counsellor trainees who are practicing in the field. It will follow a small group format where 6-8 students are supervised by one supervisor. Students will be asked to present cases they are seeing in the field

Course Objective and learning outcomes:

On successful completion of this course students will be able to

1. Understand the importance of supervision
2. View client issues with a wider perspective
3. Understand how their personal lives are influencing and being influenced by their clients and therapy

Evaluation:

Students will be evaluated based on their level of engagement with their clients, their own personal and professional development over the course of the semester and their case presentations.

Supervisor Evaluation (15 Marks)

Site Supervisor Evaluation (15 Marks)

Pre and Post Course Assessment (15 Marks)

Attendance (5 Marks)

Supervisor Evaluation & Site Supervisor Evaluation is done using a prescribed form .

Pre-course self-assessment - Write a four- to five-page paper assessing yourself as a developing counsellor. The paper should include the following: (a) your strengths as a counsellor in training, (b) growth edges, (c) learning goals for the semester, (d) counter-transference issues requiring additional examination and work, and (e) theoretical orientation(s) to which you subscribe. The paper must be written using APA style. The pre-course self-assessment paper is due **First week of December**

Post-course self-assessment - Write a four- to five-page paper reassessing yourself since you have completed one semester as a counsellor trainee. Please make note of areas that are similar to and different from your initial assessment. The paper should include the following: (a) strengths, (b) growth edges, (c) learning goals for future training, (d) counter-transference issues, and (e) theoretical orientation(s). The paper must be written in APA style. The post-course self-assessment paper is due **Last week of February**

Attendance: A student can miss a maximum of only one group supervision class in the to meet the university requirement of 85% attendance. Beyond which he / she will not be permitted to appear for the VIVA VOCE exam.

SEMESTER IV**COUNSELLING INTERNSHIP**

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 484	Counselling Internship	8	500	200*

Course Description

Students have to undertake counselling internship during the duration of the course. Students will be attached to various agencies where they will be trained and supervised in acquiring counselling skill competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council.

Students have to complete 750 – 1000 hours of supervised practicum. The details are as follows:

Direct Hours (face-to-face)	250 Hours
Indirect Hours	500 – 750 Hours

Course Objectives and Learning Outcomes:

On completion of this course students will be able to

1. Demonstrate competence of counselling skills in applied settings.
2. Appreciate and respect the ethical guidelines of organizations with which they work
3. Demonstrate amicable relationship with their colleagues and co-workers
4. Co-ordinate effectively with their supervisors.
5. Effectively conceptualize the client's concerns, demonstrate and apply counselling skills and write reports.

Evaluation

Skills evaluation would be done periodically by the supervisors. Students' case reports would be evaluated and there will be a competency viva – voce.

*End Semester Exam (ESE) - Comprehensive Clinical Viva based on 5 cases submitted and practicum (100 marks)

Continuous Internal Assessment (100 Marks) which includes-

- Case records - 5 cases (75 Marks)
- Mid Semester Exam - Viva (25 Marks)

SEMESTER IV

DISSERTATION

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 482	Dissertation	6	80	100

Course Description

The student engages in original research work and writes a dissertation. This course assesses the student's ability to organize learnt concepts, conceptualize and work on short feasible projects by applying their knowledge of research methodology creatively

Course Objectives and learning outcomes

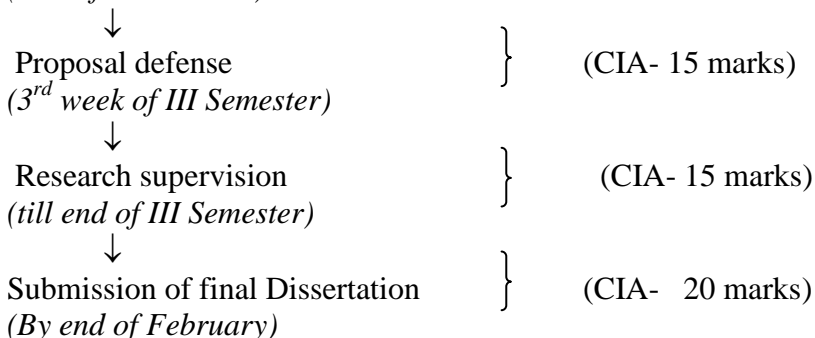
On successful completion of the course a student will be able to

1. Demonstrate competence in conducting original research work on their own
2. Frame relevant research questions for further research

Methodology:

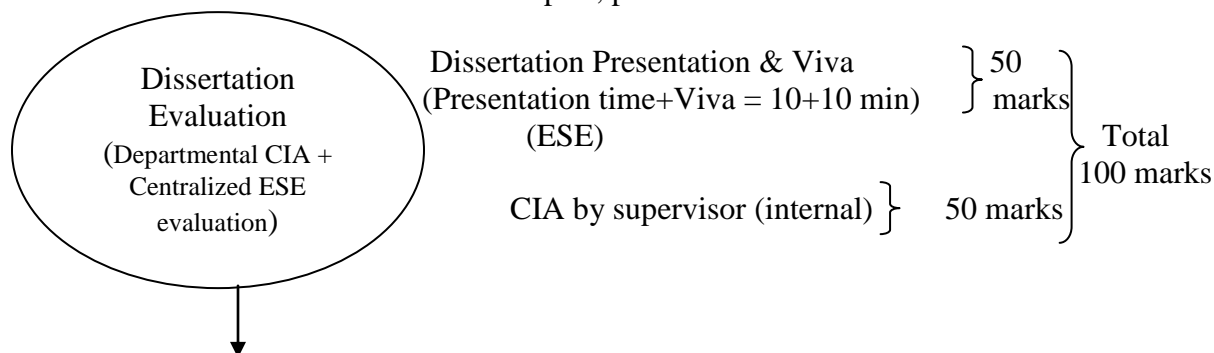
Topic selection by students and allocation of supervisors (internal faculty)

(End of II Semester)



Evaluation:

Departmental CIA and Centralized (Board of examiners consisting of HOD, Supervisor and External) ESE. However, there will be no written ESE. The students will be evaluated based on their dissertation report, presentation and viva-voce.



SEMESTER 1V

BLOCK INTERNSHIP

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 483	Block Internship	2		50

Course Description

This is a block placement for short field training. Students are required to search, examine and carve their niche in the field related to their chosen specialization. The basic purpose is to create awareness for the students as well as the field so that the career progression of the students and the growth of the discipline both can be realized.

Course Objectives and learning Outcomes

On completion of the internship the students will be able to

1. Demonstrate competencies developed throughout the postgraduate program.
2. Appreciate organizational structure, protocol, relationships, processes, and working conditions.
3. Identify with their professional role.

Methodology:

The students will have block placements in any one (or more) of the various organizations working in the area of mental health. The students have to complete 200 hours during the internship period. They will maintain a field notebook. Students have to follow the ethical guidelines of the organization/agency to which they are attached and report to the supervisor in that organization/ agency.

Evaluation:

Students have to submit a report at the end of their internship period. They will be awarded a certificate at the successful completion of their internship.

References not required for this course

SEMESTER 1V

ELECTIVE

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 432 A	Elective	2	30	50

Asian Healing Practises and Psychotherapy

Course Objectives

1. Awareness about the philosophical and logical foundations of health and illness conceptualized by Asian healing methods in relation to Western medicine.
2. Critical understanding of holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
3. Develop understanding of the nature and significance of health psychology and highlight the importance of social and psychological perspectives of health and science.
4. Focus on indigenous and culturally accepted/ practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
5. Rethinking the behavioural factors, disease prevention and health promotion in the context of holistic philosophy of health.

Unit I: Introduction to Asian Healing Practises

Science and scientific reasoning in healing; Origin and relevance of CAM. Concepts, Causes, Classification, Diagnosis and Treatment of Health & Illness in Ayurveda,

Naturopathy, Unani & Siddha and Reiki & Acupuncture; Indigenous methods of healing – Shamanism, Religious based and Ritual art form based healing methods.

Unit II: Nature of Mental Illness- Debates on Psychiatry

Philosophical foundations; Problematizing the notion of mental illness; Various conceptions of mental illness; Anti-psychiatry movement

Unit III: Asian Healing Practises and Psychotherapy

Philosophy for counselling and psychotherapy; Issues of integration; Implications to Health Psychology ; Psychotherapy and medical treatment.

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Howard, A. (2000). *Philosophy for counselling and psychotherapy*. Palgrave.

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White, P. (Ed.). (2005). *Biopsychosocial medicine: an integrated approach to understanding illness*. Oxford: Oxford University Press.

Course Code	Course Title	Credit Value	Total Hours	Total Marks
MPC 432 B	Life Coaching	2	30	50

Course Objective

The objective of the course is to help the student to acquire skills to tackle self-defeating thinking and replace it with a problem-solving outlook.

Unit I

The evolution of professional coaching and coaching psychology, integrating positive psychology in coaching, Indian concepts in coaching/preventative mode.

Unit II

Dealing with troublesome emotions, overcoming procrastination, becoming assertive, tackling poor time management, handling criticism constructively, taking risks and making better decisions.

Unit III

Cognitive Behaviour Coaching, NLP Coaching

References

Primary Reading

Dryden, W. and Neenan, M. (2010). Life Coaching .New York: Routledge.

Palmer, S. and Whybrow, A. (2010). Handbook of Coaching Psychology. London: Routledge.