

**MASTER OF SCIENCE
IN COUNSELING PSYCHOLOGY**

**DETAILED SYLLABUS
FOR 2009-2011 BATCH**

**DEPARTMENT OF POST GRADUATE
STUDIES IN PSYCHOLOGY**

CHRIST UNIVERSITY, BANGALORE

COURSE DESCRIPTION

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

MISSION

The Department of P.G. Studies in Psychology at Christ University is committed to the professional training and development of competent Counseling Psychologists who can serve the community in diverse settings as well as aim towards self-growth.

PHILOSOPHY OF TRAINING

The program in Counseling Psychology provides training to those who wish to promote mental health in individuals, families, organizations, and communities through careers in direct service, leadership, research, and education. The course follows the scientist-practitioner model of training students. Students are given a firm and balanced grounding in theory and research, research methods and counseling skills training in applied settings.

GOALS

The fundamental goal of the department is to help the students develop awareness, knowledge and skills in the discipline of Counseling Psychology.

1. To train the students to acquire the requisite competencies in the following areas :
 - a) **Assessment skills**
 - b) **Personal development**
 - c) **Research skills**
 - d) **Counseling/therapy skills**
 - e) **Development of ethical behavior in counseling settings**

ADMISSION CRITERIA

| | |
|---------------------------|--|
| 1. Name of the Course | M.Sc Counseling Psychology |
| 2. Duration of the Course | 4 Semesters |
| 3. Eligibility | a) 50% marks in an undergraduate degree from any recognized university with at least one paper in psychology or related field (Bed, BSW, Home Science, PG Diploma, Child Development etc.) |
| 4. Intake | 40 |
| 5. Admission | Admission is made based on the marks scored in the qualifying examinations and personal interview conducted by the admission committee. |

COURSE STRUCTURE

SEMESTER I

| Code | PAPERS | Marks | | Credit |
|------------|---|------------|-----|-----------|
| | | CIA | ESE | |
| 09 MCP 131 | Foundations of Counseling Psychology | 50 | 50 | 3 |
| 09 MCP 132 | Life – Span Psychology | 50 | 50 | 6 |
| 09 MCP 133 | Approaches to Counseling Psychology | 50 | 50 | 4 |
| 09 MCP 134 | Quantitative Research Methods in Psychological Counseling | 50 | 50 | 4 |
| 09 MCP 135 | Individual Counseling Skills – I | 50 | 50 | 6 |
| 09 MCP 171 | Professionalisation Seminar | - | | 2 |
| | TOTAL | 500 | | 25 |

SEMESTER II

| Code | Papers | Marks | | Credit |
|---------|--|------------|-----|-----------|
| | | CIA | ESE | |
| MCP 231 | Social and Cultural Processes | 50 | 50 | 4 |
| MCP 232 | Qualitative Research Methods | 50 | 50 | 4 |
| MCP 233 | Positive Psychology | 50 | 50 | 3 |
| MCP 234 | Psychopathology | 50 | 50 | 4 |
| MCP 235 | Individual Counseling Skills – 2 | 50 | 50 | 6 |
| MCP 236 | Application of Statistics in Behavioral Sciences | 50 | 50 | 2 |
| MCP 172 | Professionalisation Seminar | - | - | 2 |
| | TOTAL | 600 | | 25 |

Students will do volunteer work with any mental health agency at the end of the semester during the summer holidays.

SEMESTER III

| Code | Papers | Marks | | Credit |
|---------|-------------------------------------|------------|-----|-----------|
| | | CIA | ESE | |
| MCP 331 | Assessment in Counseling Psychology | 50 | 50 | 3 |
| MCP 332 | Educational Counseling | 50 | 50 | 4 |
| MCP 333 | Family and Marital Counselling | 50 | 50 | 4 |
| MCP 335 | Group Work in Counselling | 50 | 50 | 4 |
| MCP 336 | Multicultural Counseling Skills | 50 | 50 | 6 |
| MCP 337 | Professionalisation seminar | - | - | 2 |
| MCP 338 | Elective – I | 50 | 50 | 2 |
| MCP 339 | Elective – II | 50 | 50 | 2 |
| | TOTAL | 700 | | 27 |

SEMESTER IV

| Code | Papers | Marks | | Credit |
|---------|------------------------------|------------|-----|-----------|
| | | CIA | ESE | |
| MCP 471 | Professionalisation seminars | - | - | 2 |
| MCP 481 | Supervised Practicum | 200 | 100 | 16 |
| MCP 482 | Counseling Project | 50 | | 4 |
| MCP 483 | Dissertation (optional) | 100 | 100 | 6 (extra) |
| | TOTAL | 350 | | 22 |

Additional requirement

| Papers | Credit |
|------------|--------|
| Internship | - |

**Students will get a certificate on the successful completion of their internship.*

ELECTIVES

| Sl. No. | Elective Courses | Credit |
|---------|---|--------|
| 1. | Counseling in Health Settings | 2 |
| 2. | Pediatric (Infancy/Child) Counseling | 2 |
| 3. | Adolescent Counseling | 2 |
| 4. | Geriatric Counseling | 2 |
| 5. | Feminist Approaches to Counseling | 2 |
| 6. | Rehabilitation Counseling | 2 |
| 7. | Crisis Intervention & Trauma Counseling | 2 |
| 8. | Substance Abuse Counseling | 2 |
| 9. | Career Guidance and Counseling through the life span | 2 |
| 10. | Transactional Analysis | 2 |
| 11. | REBT | 2 |
| | Neuro-linguistic Programming | 2 |
| 12. | Human Resource Management | 2 |
| 13. | Yoga theory & practice | 2 |
| | CBT for common psychiatric disorders-theory and practice. | 2 |
| 14. | Disability & Challenge | 2 |
| 15. | Consciousness and lateralization | 2 |
| 16. | Comparative minds (animals, infants and children) | 2 |

SEMESTER I

FOUNDATIONS OF COUNSELING PSYCHOLOGY

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|--------------|--------------|-------------|-------------|
| | | | | |

| | | | | |
|----------------|---|----------|-----------|------------|
| MCP 131 | Foundations of Counseling Psychology | 3 | 60 | 100 |
|----------------|---|----------|-----------|------------|

Objectives and Course learning outcomes: The course material is intended to provide students' with an understanding of the counselor's roles within evolving practice environments and across the spectrum of the field of counseling Psychology. This paper aims to familiarize students with the basic concepts and issues of counseling. It provides a comprehensive overview and general understanding of the profession of counseling. It aims to promote critical thinking about various issues and debates in counseling psychology.

Module 1: Introduction 15 hours

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

Module 2: Historic Perspectives 15 hours

Development of the profession, Stages of the development of the profession; Traditional activities of counselors, Counseling in India.

Module 3: 1.Counseling Relationship 15 hours

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

2. Ethical and Legal Guidelines

Ethical issues; Ethical dilemmas; Legal concerns of counselors.

Module 4: Current trends in counseling 15 hours

The nature of a counselor's work; Counseling in the private sector; The changing role of counseling in the workplace; Violence in the workplace today.

References:

Bond Tim (1997) Standards and Ethics for counselors in action, New Delhi: Sage

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

Gelso J Charles and Fretz R Bruce (1995), Counseling Psychology, Harcourt Brace Publishers, U S A

Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc

Sharma R N and Sharma R (2004), Guidance and Counseling in India.

SEMESTER - I

LIFE – SPAN PSYCHOLOGY

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|----------------------|--------------|-------------|-------------|
| MCP 132 | Life Span Psychology | 6 | 60 | 100 |

Objective: To make the students familiar with the developmental processes throughout the life span.

Module I : THE LIFE-SPAN PERSPECTIVE & BIOLOGICAL PROCESSES AND PHYSICAL DEVELOPMENT

Methods of developmental research; Physical Development and Biological Aging.
Disease, disability and Death.

Research lab

Developmental research methods
Review of research studies

Module II: COGNITIVE PROCESSES , SOCIO-EMOTIONAL PROCESSES AND DEVELOPMENT

Motor, Sensory and Perceptual Development
Cognitive development during adolescence, Growth beyond formal operational Stage,
Intelligence, Creativity, thinking and memory across the life-span
Moral Development; Language development
Development of Emotion; Attachment and love; Personality Across the life-span; Social
Contexts of Development: Families, Peers and Schools

Research Lab

Creativity
Thinking
Personality tests
Short Project on any one social context

Module III: INTRODUCTION TO DEVELOPMENTAL COUNSELING & THERAPY: THE VITALITY OF LIFESPAN WELLNESS

Our Developmental Nature

Wellness: Optimizing Human Development Over the Lifespan

Development Over the Lifespan: Developmental Counseling as Lifespan Therapy

Research Lab

Tamase's Introspective-Developmental Counseling Questions

Module IV: SKILLS AND STRATEGIES FOR A DEVELOPMENTAL PRACTICE

Assessing Developmental Style

Developmental Interventions & Strategies: Specific Interventions to facilitate Client

Cognitive & Emotional Development

Assessing Client Change: Creativity, Perturbation, & Confrontation

Developing treatment Plans: DCT & Theories of Counseling & Psychotherapy

Research Lab

Application of Developmental Counseling & Therapy

REFERENCES

Baltes, P B & O G (1978), *Life Span Development and Behaviour* NY: Academic Press

Berk, Laura E. (2008). *Exploring Lifespan Development*. New York: Pearson, Allyn & Bacon.

Ivey, Allen E., Ivey, Mary B., Myers, Jane E. & Sweeney, Thomas J. (2005). *Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan*. Lahaska Press, Houghton Mifflin Company.

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

Santrock, John W. (2007). *A topical Approach to life-Span Development*. New Delhi: Tata McGraw-Hill Edition.

SEMESTER I

APPROACHES TO COUNSELING

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|--------------------------|--------------|-------------|-------------|
| MCP 133 | Approaches to Counseling | 4 | 60 | 100 |

Objectives and learning outcomes

To impart knowledge to the students in various approaches to counselling, to implement at least three therapeutic techniques in each approach, and to impart knowledge on critiquing various approaches and develop skill to use them to diverse populations.

Module I

20 hrs

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

Brief psychotherapies: psychoanalytic therapy – Autonomous psychotherapy – Time Limited Dynamic Psychotherapy – Ego Psychology – Object Relations Psychology – Self Psychology.

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

Module 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.

Logo therapy: Introduction to personality theory – Therapeutic process – Techniques – Application of techniques and procedures – Therapy with diverse populations.

Asian approaches to counselling – Bhavad Gita – Taoism – Buddhism - Introduction to personality theory – Therapeutic process – Techniques – Application of techniques and procedures.

Module III

15 hrs

Behaviour Therapy: Introduction to behavioural theories – Behavioural therapeutic process – Techniques – Application of behavioural 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 Behaviour Modification: Donald Meichenbaum's approach to therapy

Module IV

15hrs

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

Aron Beck's Cognitive Therapy: Introduction to Aron 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.

Pedagogy

Lectures, individual student seminars, group presentations and assignments will be made use of for teaching the course.

Assessment

This is offered as a four credit paper. The assessment consists of 50 percent marks allotted to theory and 50 percent for inbuilt practicum divided between midterm and end exam.

TEXT BOOKS

- Covey, G. (2008). *Theory and Practice of Counselling and Psychotherapy* (8th ed.) Canada: Brookes/Cole.
- Covey, G. (2008). *Student manual for Theory and Practice of Counselling and Psychotherapy* (8th ed.). CA: Brooks/Cole.
- Burl E. Gilland & Richard K. James (1998). *Theories and Strategies in Counselling and Psychotherapy*. Singapore: Allyn and Bacon.

References

- James O. Prochaska & John C. Norcross. (2007). *Systems of Psychotherapy: A trans theoretical analysis* (6th ed.). Thomson-Brooks/Cole.
- Palmer, S. (ed.). (1999). *Introduction to counselling and psychotherapy: The essential guide*. New Delhi: Sage.
- Simon, L. (2000). *Psychotherapy: Theory, practice, modern and post modern influences*. Westport, Connecticut: Praeger.
- Sharf, 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 I

QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGICAL COUNSELING

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

Objectives and learning outcomes

- 1) To provide foundation on quantitative research methods in psychological counseling
- 2) *To develop skills on designing quantitative research*
- 3) *Develop skills on collecting quantitative data using various methods*
- 4) *Sensitize the importance of scientific research*
- 5) *Develop skills on proposal writing*
- 6) *Sensitize the students on ethical issues in research*

Module I: FOUNDATIONS OF QUANTITATIVE RESEARCH (15hrs)

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

Research lab (7 hrs)

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

Module 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

Module 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

Module 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

Primary References

- 1) Kerlinger, N. (1996). **Foundations of behavioural research**. India: Prentice Hall
- 2) Gravetter,F.J.,& Forzana,L.A.B(2009). **Research methods for behavioral sciences** .United states :Wordsworth cengage learning .
- 3) Bordens, K.S., & Abbott, B.B. (2006). **Research and design methods: A process approach (6th ed.)**. New Delhi: Tata McGraw-Hill Company Limited
- 4) Goodwin, C.J. (2002). **Research in psychology: Methods and design (3rd ed.)**. New Jersey: John Wiley & Sons, Inc.
- 5) Coolican ,H.(2004).**Research methods and Statistics in Psychology** .London:Hoddes Arnold

6) Document compiled by the teacher in charge

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 behavioral 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 - 1

INDIVIDUAL COUNSELLING SKILL S

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|---------------------------------|--------------|-------------|-------------|
| MCP 135 | Individual Counseling Skills -1 | 6 | 60 | 100 |

Course Objectives and learning outcomes: The aim of this course is to train students in individual counseling skills. The developmental model is followed in imparting counseling skills to students. At the successful completion of the course, the student should have the following competencies:

- Knowledge of Counseling Skills
- Enhancement in self-awareness
- Development of skill in using counseling techniques.

MODULE I: Introduction

MODULE 2: Basic Communication Skills – Attending Behavior; Questions; Observation Skills;

MODULE 3: Reflection of Content; Reflection of Feeling

MODULE 4: Integrating Listening Skills

References

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

SEMESTER II

SOCIAL AND CULTURAL PROCESSES

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|-------------------------------|--------------|-------------|-------------|
| MCP 231 | Social and Cultural Processes | 4 | 60 | 100 |

Course objective and learning outcome : *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 behavior. Understanding the social and cultural roots of individual behavior orient the students demonstrate a range of interpersonal skills required in counseling psychology encounters.*

MODULE 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

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

MODULE 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.

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

MODULE 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.

IN FIELD: *Journal article reviews, Case works*

MODULE 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

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

ESSENTIAL READINGS:

- 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.

REFERENCES:

- 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

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|------------------------------|--------------|-------------|-------------|
| MCP 232 | Qualitative Research Methods | 4 | 60 | 100 |

Course objectives and learning outcomes

1. To provide theoretical foundation on qualitative research methods
2. To familiarize various traditions of qualitative research methodologies in psychology
3. To develop skills on designing qualitative research
4. Develop skills on collecting qualitative data using various methods
5. Sensitize the importance of interdisciplinary research
6. Develop skills on analyzing qualitative data manually and using soft wares
7. Develop skills on proposal writing and reporting qualitative research

Module 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

Module 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

Module III: METHODS OF COLLECTING QUALITATIVE DATA

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**

Module IV: ANALYZING QUALITATIVE DATA

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 / Nudist**
- 2) **Reporting qualitative research data**

PRIMARY READINGS

- 1) Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative research practice: A guide for social science students and researchers*. New Delhi: Sage
- 2) Biber, S. N. H. and Leavy (2006). *The practice of qualitative research*. New Delhi: Sage publications .
- 3) Silverman, D. and Marvasti, A. (2008). *Doing qualitative research*. New Delhi: Sage publication .
- 4) Document compiled by the teacher in charge

OTHER READINGS

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 II

POSITIVE PSYCHOLOGY

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|---------------------|--------------|-------------|-------------|
| MCP 233 | Positive Psychology | 3 | 60 | 100 |

Objectives and learning outcomes : The course examines 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. The course helps the students to acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

MODULE I: INTRODUCTION TO POSITIVE PSYCHOLOGY 15 Hrs

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

MODULE II: POSITIVE EMOTIONAL AND COGNITIVE STATES

- 12 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.

MODULE III: PROMOTING POSITIVE RELATIONSHIPS -12 Hrs

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

*Case work, research article review.

MODULE IV: APPLICATIONS OF POSITIVE PSYCHOLOGY - 12 Hrs

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

References:

- 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.

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

PSYCHOPATHOLOGY

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|-----------------|--------------|-------------|-------------|
| MCP 234 | Psychopathology | 4 | 60 | 100 |

Objectives and learning outcomes:

1. To acquaint students with various manifestations of psychopathology
2. To impart knowledge and skills required for diagnosis of psychological conditions.
3. To introduce them to different perspectives and models of etiology.

MODULE I: CLASSIFICATION AND PSYCHOPATHOLOGY OF NEURO PSYCHOLOGICAL CONDITIONS.

10 hrs

Systems of classification, basic features

DSM-IV TR, ICD-10, similarities, differences and critical evaluation.

Dementia, delirium, head injury, epilepsy, other amnesic syndromes

MODULE –II PSYCHOPATHOLOGY OF ADDICTION, PSYCHOTIC AND PERSONALITY DISORDERS.

10 hrs

Clinical characteristics, etiology, models of addiction, schizophrenia, delusion, other psychotic disorders.

Clinical characteristics, etiology.

Clinical characteristics, etiology and theories of cluster A, B and C personality disorders

MODULE 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

MODULE 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:

- Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.
- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
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SEMESTER II

INDIVIDUAL COUNSELLING SKILLS - II

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|-----------------------------------|--------------|-------------|-------------|
| MCP 235 | Individual Counseling Skills - II | 6 | 60 | 100 |

Course objectives and learning outcomes The aim of this course is to impart advanced training to students in individual counseling skills. Developmental model is followed in training the students. At the successful completion of the course, the student should have the following competencies:

- Knowledge of advanced individual counseling skills.
- Continued enhancement in self-awareness
- Development of skill in using counseling techniques in applied settings.

Teaching Methods:

- Experiential methods
- Role-plays
- Observation
- Case Study
- Independent Study

Course Outline:

MODULE I – Review; Confrontation Skills; Focusing the Interview

MODULE 2: Reflection of Meaning; Influencing Skills – six strategies for Change

MODULE 3: Skill Integration; Integrating Micro skills with Theory

MODULE 4: Determining Personal Style & Future Theoretical/ Practical Integration.

Mode of 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

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

SEMESTER – II

APPLICATION OF STATISTICS IN BEHAVIOURAL SCIENCE

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|---|--------------|-------------|-------------|
| MCP 236 | Application of statistics in behavioral science | 2 | 30 | 100 |

Course objectives and learning outcomes

- 1) To offer foundation on psychological measurement and statistics
- 2) To provide application of statistics in psychological research
- 3) Develop skills on analyzing quantitative data using soft wares

Module 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

Module II: INFERENTIAL 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

PRIMARY READINGS

- 1) Gravetter, F.J., & Wallnau, L.B. (2002). **Essentials of statistics for the behavioral sciences (4th ed.)**. Pacific Grove, CA: Wadsworth/Thomson Learning
- 2) Coolican ,H.(2004).**Research methods and Statistics in Psychology** .London:Hoddes Arnold
- 3) Garrett,H.E(2005).**Satistics in psychology and Education** .New Delhi: Paragon international publishers

- 4) Document compiled by the teacher in charge.

OTHER READINGS

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

ASSESSMENT IN COUNSELLING PSYCHOLOGY

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|--------------------------------------|--------------|-------------|-------------|
| MCP 331 | ASSESSMENT IN COUNSELLING PSYCHOLOGY | 3 | 40 | 100 |

Course objective and learning outcome: This course is meant to provide students with an understanding of the principles on which frameworks of assessments in counseling psychology practice is built. Students will explore various types of assessment models and their administration and develop competence to identify appropriate assessment tools for various client concerns.

Module – 1

10 Hrs

The purpose of assessment in counseling. Frameworks for assessment from various counseling theories. Critique of assessment. Assessment principles

Module – 2

10 Hrs

Overview of assessment areas : Initial assessment in counseling, Intelligence and general ability testing. Measuring Achievement and aptitude.

Module - 3

10 Hrs

Assessment in career counseling, Appraisal of personality , Developmental assessment in counseling and therapy (DCT). Spiritual assessment strategies.

Module – 4

10 Hrs

Assessment in marriage and family counseling, Applications of assessment : Treatment planning, evaluation and accountability. Assessment and Diagnosis. Assessment with special populations, Ethical and legal issues in assessment, Technological applications and future trends.

Essential Reading

Whiston, S.C (1999). Principles and applications of assessment in counseling , Wadsworth, Belmont. Brooks- Clole

SEMESTER III

EDUCATIONAL COUNSELING

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|------------------------|--------------|-------------|-------------|
| MCP 332 | Educational Counseling | 4 | 60 | 100 |

Course objectives and learning outcomes

1. To provide foundation on Educational Counseling and Assessment
2. *To develop counseling skills on dealing with behavioral problems of school children*
3. *To provide an understanding on career issues*
4. *To offer skills on educational assessment*
5. *Develop skills on different intervention strategies*

Module 1: Introduction

(15Hrs)

Definition, Need and Scope of educational counseling; Specific issues in educational setting: Behavioral problems of the children, exceptional children, career issues, academic problems (8hrs)

Practicum (7 hrs)

- 1) case studies
- 2) Skill training seminars

Module 2: Academic Development (15 Hrs)

Learning styles: reading writing and note making skills, study skills and study habits, time management .Cognitive issues: causes and factors affecting attention, concentration, remembering, forgetting, experimental evidence and cognitive training .Class room problems: discipline listening, peer relationships norms violation, aggression. (8hrs)

Practicum (7 hrs)

- 1) Skill training seminars
- 2) Development of training modules

Module 3: Techniques of Assessment(15 Hrs)

A: Non-testing Methods: observation, interviews rating scales, cumulative record, anecdotal record, case study and sociometry. B Testing methods : Cognitive Abilities – intelligence, memory, creativity, personality – questionnaires and projective tests: Motivation, Aptitude and interests achievement. (8hrs)

Practicum (7 hrs)

- 1) DBDA
- 2) Vocational interest inventory

Module 4: Techniques of interventions (15 Hrs)

Career guidance and counseling; teacher counseling and parent counseling ,Management of behavioral problems ,Risk prevention and specific Programmes(8hrs)

Practicum (7 hrs)

- 1) MBTI
- 2) Skill training seminars

References:

Anastasi Anne & Urbina, Susana (1997) *Psychological Testing* 7th Ed Indian reprint 2002 Pearson Education, Inc

Asch M (2000) *Principles of guidance and counseling* 1st ed New Delhi: Sarup & Sons

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

SEMESTER III

FAMILY COUNSELING

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|-------------------|--------------|-------------|-------------|
| MCP 333 | Family Counseling | 4 | 60 | 100 |

MODULE – 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)

MODULE – II

15 Hrs

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

MODULE – III

15 Hrs

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

MODULE – IV

15 Hrs

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

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.

SEMESTER III

GROUP WORK IN COUNSELING

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|--------------------------|--------------|-------------|-------------|
| MCP 335 | GROUP WORK IN COUNSELING | 4 | 60 | 100 |

Course Objectives and learning outcomes: At the successful completion of the course, the student should have the following competencies:

- Knowledge of group counseling theory and skills.
- Continued enhancement in self-awareness
- Understanding of use of group counseling techniques in applied settings.
- Aware about the ethical issues in group counseling.

Course Outline:

Module I: Introduction

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

Skills training Lab:

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

Module II: Using Counseling 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.

Module III: Issues in Group Counseling

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

Skills training Lab:

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

Module 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:

- Corey, Gerald (2000). *Theory and Practice of Group Counseling (5th Ed)*. Belmont CA: Brooks/Cole.
- 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 counseling: A micro skill approach*. Belmont CA: Wadsworth.
- Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). *Group Counseling: Strategies and skills*. Thomson: Brooks/Cole.
- Yalom, LD (1995). *The theory and practice of group therapy (4th Ed)*. New York: Basic books.

SEMESTER III

MULTICULTURAL COUNSELING SKILLS

| Course Code | Course Title | Credit Value | Total Hours | Total Marks |
|-------------|---------------------------------|--------------|-------------|-------------|
| MCP 336 | Multicultural Counseling skills | 6 | 60 | 100 |

Course Objectives and learning outcomes: At the successful completion of the course, the student should be able to:

- Recognize how their experience and that of their clients is a function of Multiple cultural identities and experiences (e.g., race, class, gender, sexual orientation, age);
- Increase their cultural self-awareness and intercultural sensitivity;
- Understand multicultural identity development models and apply this knowledge to themselves and "clients";
- Developing their multicultural case conceptualization skills;
- Apply multicultural- and contextually-aware counseling and Assessment principles to counseling situations.

Course Outline:

Module I: Meaning; Developing Multicultural Competence; Culture centeredness

Module II: Multicultural models; Tools of Assessment

Module III: Increasing multicultural awareness; culture-centered skill development

Module IV: Working with a culturally different client – different SES/ disability/ different sexual orientation/ a person from a different ethnic origin

Mode of Evaluation – Skills demonstration through journal writing, reflection, recorded sessions (audio/video), project report, assignments, written exam and viva-voce.

References:

- Pedersen, Paul B. & Ivey, Allen (1993). *Culture-Centered Counseling and Interviewing Skills: A Practical Guide*. Pager Paperback
- Sue, D.W., & Sue, S (2008). *Counseling the culturally diverse: Theory and practice (5th .ed.)*. New York: John Wiley & Sons, Inc

SEMESTER – IV
Course Code: MCP 481
Credits: 16

Max. Marks: 100

Supervised Practicum

Students have to undertake supervised practicum during the duration of the course. Students will be attached to various agencies where they will be trained and supervised in acquiring counseling 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 |

The objectives of the course are as follows:

- Help students develop counseling skills in applied settings.
- Students have to be aware and respect the ethical guidelines of the organization with which they are working.
- They have to demonstrate amicable relationship with their colleagues and co-workers at the agency as well as at the department.
- Co-ordinate effectively with their supervisors at the agency and the department.
- Effectively conceptualize the client's concerns, demonstrate and apply counseling skills and write a report.

Evaluation

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

SEMESTER IV
Course Code: MCP 482
Credits: 4

Max. Marks: 50

COUNSELING PROJECT

Objective: To assess the students' ability to conceptualize their supervised practicum experience into a research framework.

Project is compulsory for all students.

Methodology: Students will work on a research project based on their supervised practicum training. They will effectively integrate research methodology with their practicum experience. Students will be allocated a supervisor (internal faculty).

Evaluation: The project would be sent to an external examiner through the COE. There will be viva-voce where both the external examiner and the internal faculty (supervisor) would be present.

SEMESTER IV
Course Code: MCP 483
Credits: 6 (Extra)

Max. Marks: 100

DISSERTATION (Optional)

Objective:

To assess the student's ability to organize learnt concepts, conceptualize and work on short feasible projects by applying their knowledge of research methodology creatively.

This is an optional paper.

Methodology:

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

(End of II Semester)



Proposal defense } (CIA- 15 marks)
(3rd week of III Semester)



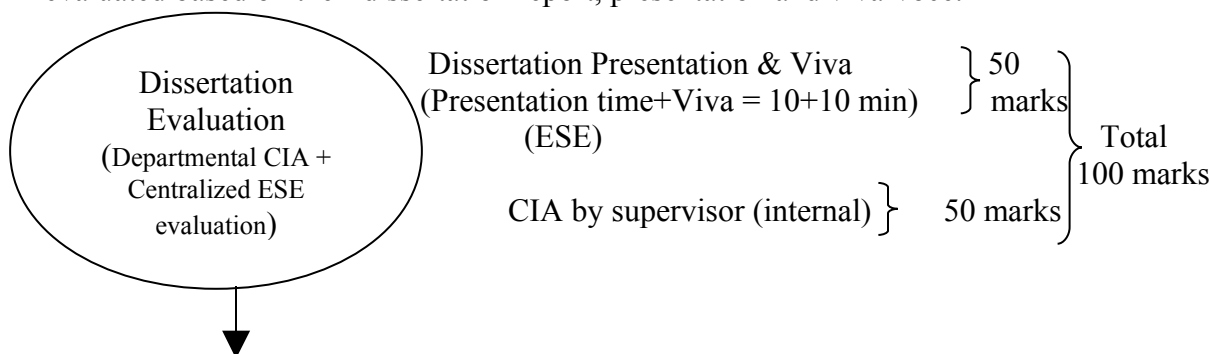
Research seminar } (CIA- 15 marks)
(till end of III Semester)



Submission of final project report } (CIA- 20 marks)
(By end of February)

Mode of 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.



The completed dissertation will be sent to the external examiner through COE before the viva exam.

INTERNSHIP

Objective: It is basically block placements 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.

Goals: The goals of internship are as follows:

- a) To provide for practicing competencies developed throughout the postgraduate program.
- b) To acquaint the counselor trainee with organizational structure, protocol, relationships, processes, and working conditions.
- c) To stimulate the formulation and identification with 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 during the V semester. The students have to complete 500 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.

Mode of evaluation:

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

ELECTIVES

Counseling in Health Settings

- Develop understanding of the nature and significance of health psychology and highlight the importance of social and psychological perspectives of health and science.
- Critical understanding of holistic approach to health and healing based on the possibilities and availability of alternate methods of healing mainly of Eastern origin.
- Focus on indigenous and culturally accepted/ practiced therapeutic methods and its close relation to the theoretical positions of Psychology.
- Rethinking the behavioral factors, disease prevention and health promotion in the context of holistic philosophy of health.

Pediatric (Infancy/Child) Counseling

This course would focus on the dynamics and processes of child counseling. The students would be made familiar with some of the mental health problems specific to the child population. The history and development of the area will also be traced. They would be made familiar with various counseling techniques like play therapy as applied to child problems.

Adolescent Counseling

This course will introduce students to the developmental needs of adolescents, Assessment of adolescent problems and counselling interventions for adolescents. The course will provide the students practice frameworks to deal with adolescent issues.

Geriatric Counseling

The proposed syllabus contains Introduction to geriatric care, Biology of aging, Geriatric care and modern medicine, Geriatric counseling and guidance and rehabilitation of the elderly.

INTRODUCTION TO GERIATRIC CARE which would contains philosophy and scope, concept of geriatric medicine, historical review of health care for the elderly, development of geriatrics in India etc.

BIOLOGY OF AGING which would focus on the topics like, concept of aging, theories of aging, social psychology of aging etc.

GERIATRIC CARE AND MODERN MEDICINE would cover topics such as anatomy, infectious diseases- hypertension- mind and body, dementia and palliative care.

GERIATRIC COUNSELLING AND GUIDANCE which would cover factors contributing to the emergence of counseling, introduction to the basic principles, therapeutic relation with the client etc.

REHABILITATION OF THE ELDERLY which would cover retirement plans, physical fitness, to age with grace and dignity etc.

Feminist Approaches to Counselling

- Exploration of the principles, philosophies and schools of feminism which guide counseling practice.
- Understanding of the impact of feminist movement in Psychology research and practice and be aware of the processes involved in gender related oppressive and exclusionary practices within Psychology.
- Critical awareness of how patriarchal society constructs women's experiencing and the impact of these experiences on the counseling process.
- Familiarity with feminist counseling methods to analyze how they handle the role of power.

Rehabilitation Counseling

The rehabilitation counselling course offers the opportunity for students to learn the concepts and skills needed in vocational and adjustment counselling for people undergoing rehabilitation. Rehabilitation counselors work in a variety of settings, assisting those with physical and psychosocial disabilities to achieve their highest level of adjustment. They are involved in client/consumer assessment, counselling and guidance, obtaining medical and training services for the people with disability, and placement in the work environment. Many rehabilitation counselors are employed with state and central rehabilitation agencies, rehabilitation centers, employment services, prisons, hospitals, clinics, welfare offices, educational facilities, and in research settings.

The program offers opportunities for interested students to specialize in counselling individuals with problems such as chronic pain, brain injury, dementia, epilepsy, cancer, and psychiatric disorders. Opportunities for specialization in neuropsychological assessment also exist.

This course is designed to offer students the opportunity to learn the relevant theory and basic skills important to the profession of rehabilitation counselling psychology: 1) rehabilitation history; 2) psychological assessment; 3) counselling theory and techniques; 4) behavioral approaches to personality change; 5) personality dynamics and theory; 6) occupational information and vocational appraisal; 7) community organization and resources; 8) cultural diversity; and 9) family and group interventions. Practicum and internship sites and research projects can be organized to enhance basic course.

Work. Students can orient their training toward people with severe disabilities, including head injury, psychiatric illness, and developmental disabilities

Pedagogy and Assessment - Lectures, individual student seminars, group presentations and assignments will be made use of for running the course.

This is offered as a four credit paper. The assessment consists of 50 percent marks allotted to theory and 50 percent for field based practicum divided between midterm and end exam.

Crisis Intervention & Trauma Counseling

Students would be made familiar with the concept of 'trauma.' They would be given skills to conceptualize trauma at personal, interpersonal and community levels. They will understand the clinical outcome --- PTSD of such events. Trauma counseling and crisis intervention as a technique would be discussed.

Substance Abuse Counseling

The students would be made familiar with various types of drugs. The paper focuses on the ICD – 10 classification, diagnosis and etiology of addiction behavior. Mental health interventions including addictions counseling and rehabilitation would also be discussed.

Career Guidance and Counselling Through the Life Span

This subject is relatively new to Indian academic scenario in psychology. It started in the United States as vocational guidance in high schools more than a century ago. Later, on the development of counselling as a profession, career counselling has been added.

Humans make their choice of subjects of study in senior classes in high school and later in colleges and universities and ultimately choose their jobs based on their subject expertise. This appears to be a natural process which does not need much of an intervention. This is not really so. Things could go wrong for want of career counselling at every stage of career development as evidenced by the fact that we come across people getting caught in wrong jobs, lack of motivation/satisfaction in their profession, suffering from mid career crisis etc.

Psychologists have developed theories around the development of career whose beginning is said to start as early as elementary school days or even earlier to that. A number of theories are proposed in this regard. Most of them deal with the development of career aspirations spreading the entire life span.

The *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*, two important documents published and revised every five years by the labour department of US and psychological assessment of personality, aptitude, interest, ability and value system of career aspirants provide the under grid for career counselors to offer counselling regarding career choice and helping strategies in career transitions.

Holland's Hexagonal model of personality types and work environment along with *Self Directed Search* is the popularly used tools for career counselling. This model categories human as well jobs into six categories and try to match the personality profile of the clients with that of job profiles indicating the same variables. This leads to a sort of job-person fit. There is ample research support for this model. There are a number of other models in use.

In India many dailies like Times of India, The Hindu, and several business magazines bring out regular features on career related issues. Business television channels also answer career related questions. These columns and telecasts mostly deal with providing information on subjects of study for pursuing career and other related matters. The important idea of job-person fit is rarely emphasized.

Corporate initiatives regarding career development consists of career planning workshops, career counselling, mentoring, personal development plans, career workbooks and others.

Psychologists trained in career counselling will have avenues starting from schools, colleges, universities, and later in the world of work.

Transactional Analysis

Transactional analysis means analyzing the communication between two individuals in terms of the basic unit of communication called transaction. Communications flow from ego states namely, Parent, Adult and Child. Ego states are the structures of mind. Parent ego state consists of what we have picked up from our parents and parental and other figures that influence us when we are in the childhood period. The Child ego state is made up of our memory of our feelings and reactions towards those who create feelings during the same period. Adult ego state is the person in us who weigh the consequences in any situation and choose the best one for the personality. These states of mind can be identified by observing the transactions. The transactions themselves take place for the important reason of obtaining stroke – the psychological comfort we enjoy when we are in the presence of a fellow human being especially receiving warm attention and appreciation from him. Humans have a constant hunger for strokes. Obtaining these strokes in a healthy manner is often thwarted by our stroke procuring strategy. During a very early period in our life we decide on what is called our life position. Life position means how I estimate me and others. The four life positions are ‘I am OK’ ‘You are OK,’ ‘I am not OK You are OK,’ ‘I am OK You are not OK’ and ‘I am not OK’ ‘You are not OK.’

Transactions with others to obtain stroke is influenced by the life positions that we assume. Three conditions – awareness, autonomy and intimacy – the hall marks of a healthy mind ensure healthy transactions yielding healthy strokes. The best life position which support this mind set is ‘I am OK’ ‘You are OK.’ All the rest of the three facilitates gamy transactions. The level of psychological health commensurate with the level of gaminess in our transactions.

Students who take this course will be able to use these concepts in their work especially if they are using an integrated approach to counselling or clinical work.

Pedagogy and assessment

This course is offered as a one credit course with lecture and supervised practical work. End exam followed by viva-voce on the practical work done by the student with 50 percent marks for each part is planned.

Rational Emotive Behavioral Therapy

This students study this topic in their ‘Approaches to counselling’ paper as a part of a module. However, a one credit course on this subject exposes the student to the level that she will be able to make use of this approach effectively for her work.

Debilitating emotions or unhelpful emotions are created not because of activating events but because of your beliefs, interpretations, inferences etc., about the events. Therefore, to optimize your emotions you should work not on your emotions but on your beliefs, interpretations and inferences etc.

The important tool to optimize your emotions is freeing your cognitions from the three core irrationalities:

1. ‘Because it would be highly preferable if I were outstandingly competent and/or loved by significant others, I absolutely should and must be. It is awful when I am not and I am therefore a worthless individual.’
2. Because it is highly desirable that others treat me considerately and fairly, they absolutely should and must do so and they are rotten people who deserve to be utterly condemned when they do not.’
3. ‘Because it is preferable that I experience pleasure rather than pain, the world absolutely must arrange this and life is horrible, and I can’t bear it, when the world does not.’ and the method to do is disputation of your cognitions on the grounds of evidences and logics.

The result is a changed belief system which yields optimal and helpful emotions instead of debilitating emotions. The abbreviation ABCDE stands for activating events, belief systems, consequences (debilitating emotions), disputation and effect (helpful emotions).

Pedagogy and Assessment:

The course will be taught through lectures and home practicum assignments. Homework is an important tool to practice rational thinking. End exam followed by viva-voce on the practical work done by the student with 50 percent marks for each part is planned.

Neuro-linguistic Programming

What is NLP about?

People differ in deployment of their senses as channels of communication. Some learners understand better by simply hearing a discourse or a lecture. Some want visuals. Few others want experiential exercises. The predicate verbs learners and other persons in communication use like “I see that...” (Visual), “I hear that.” (Auditory) or “I feel that”(Kinesthetic) indicate their preferred sense (channel) for receiving and processing information.

We can pace with a person by feeding her information through her preferred channel of communication and insisting the same privilege for ourselves. Pacing involves an emotional synchrony enabling valid capturing of the cognitive maps of individuals in relationship and respecting their maps by affirmation. A validly captured cognitive map is the fountain head from which the spring of interpersonal excellence flows. This is what in essence emotional intelligence is about. A study of Neurolinguistic Programming (NLP) teaches us how to achieve interpersonal excellence by pacing with our fellow humans and mapping their cognitive world in relationships.

Objectives of the program

- To teach the basics of NLP to the participants
- To teach the participants involved in class room teaching how to apply the knowledge of NLP to design their teaching-learning process
- To train the executive participants how to enhance their competency in interpersonal excellence
- To show the partners in relationships how to master the art of pacing leading to rich interpersonal experience

Human Resource Management

The subject Human Resource Management deals with hiring, motivating, and maintaining people in an organization. Human resource planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal, job evaluation, employee and executive remuneration, motivation and communication, welfare, safety and health, industrial relations etc., are the line of activities carried out by the HR professionals.

A qualified psychologist can add further services like conducting periodical attitudinal surveys, on HR aspects like employee engagement for the purpose of

making correctional interventions, counselling employees with problem behaviors, conducting in house training programs for number of purposes like conflict management, leadership, negotiating skills, running assessment centers etc.

Psychology students who plan for jobs in corporate world in HR establishment will find this paper very helpful.

Pedagogy

Lectures, individual student seminars, group presentations and assignments will be made use of for running the course.

Assessment

This is offered as a four credit paper. The assessment consists of 50 percent marks allotted to theory and 50 percent for inbuilt practicum divided between midterm and end exam.

Yoga theory & practice

This paper covers the introduction to the philosophy of yoga, the systems in yoga and pranayama. Body mind medicine and asanas, relevance, methods and benefits. The introduction to yoga therapy –principles and the basics of treatment.

CBT for common psychiatric disorders-theory and practice.

This paper focuses on the theory of CBT, the assessment strategies involved and the basics of treatment. Treatment of depression, anxiety, psychotic symptoms, sexual disorders, personality disorders and application in childhood disorders.

Disability & Challenge

The course considers the mental lives of disabled individuals with sensory disabilities such as the visually challenged or the auditorily challenged and the need to overcome their disabilities with appropriate training as in mobility in space without vision or signing and lip reading in the deaf.

The need to be sensitive to learning and reading disabilities such as dyslexia and the orthopaedically challenged will also be considered in the light of their self concept and societal attitudes.

Consciousness and lateralization

The paper deals with why we are lateralized and the need to understand lateralization of function such as eyedness and handedness. Comparing the consciousness of split brain and normal people, the assessment of lateralization, particularly handedness has revealed a prognosis for psychopathology in people with equal hand performance, whereas normal individuals can gain from practice with their preferred and non preferred hands and benefit for vocational training.

Thus there is a need to understand the differentiation between lateralization and ability.

Comparative minds (animals, infants and children)

Do animals such as cats and dogs respond like human infants/children to cues of human referential communication? The course studies the response of human referential communication (pointing at and human gaze) in animals and its comparison to human infants and young children. The course pursues the need to understand this evolutionary perspective in communication.