

**SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV COLLEGE FOR
WOMEN**

(AUTONOMOUS)

CHENNAI - 600044.

Re accredited with A+ Grade by NAAC

MASTER OF SCIENCE

M.Sc. COUNSELLING PSYCHOLOGY

(Shift – II)

Under the faculty of Arts/Science/Commerce

PSYCHOLOGY



CHOICE BASED CREDIT SYSTEM (CBCS)

OUTCOME BASED EDUCATION (OBE)

(Effective from the Academic Year 2022-23)

Department of Psychology
M.Sc. Counselling Psychology Syllabus 2022-2023

Preamble

Psychology is the study of human behaviour and mental processes. In all walks of life we find value in communication, interpersonal relationships, decision making, critical and creative thinking in facing/dealing with the challenges of life. Such skills determine our well-being and quality of life. The need for scientific study of such micro skills and processes has been on the rise in the recent past. The need for the presence of psychologists and counsellors in hospitals, schools, colleges, workplaces, human resource management teams, life skill training firms and in private practice have confirmed the same. Counselling involves a strong, collaborative relationship between client and counsellor built on trust, understanding, compassion and empathy, considering the salience of cultural factors on the client's presenting concern and following a Code of Ethics, to protect the client and the public. Schultz (2000) describes counselling as a “professional occupation, and one of the unique roles of a profession is that members exercise independent judgment, make decisions and provide help” (p. 18).

Considering the demand for trained counselors and the uniqueness of the course in training students to develop personality enrichment to suit the role of a counsellor, the curriculum for M.Sc. Counselling Psychology has been framed. The course has practicum components each semester to enable training with practice such that students build confidence in migrating to work after college. The syllabi also trains students on excelling in their research knowledge and skills by undertaking guided research projects, presentation in seminars and conferences and publishing results in reputed peer reviewed journals.

Rules and regulations- As per the norms of UGC

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Post graduates of various disciplines would be fully equipped:

PEO 1: To hone their critical intelligence, professional behaviour and strive towards a creative Endeavour.

PEO 2: To augment research and professional skills supplemented with rich skills of communication, teamwork and leadership to excel in their profession.

PEO 3: To imbibe a deep sense of rationality and in depth knowledge of the various contemporary issues that would elevate their comprehension in the global context.

PEO 4: To pursue research and development and publish their original work in social science.

PEO 5: Secure jobs in the field of Education and in Institutes and Industries that require scientific thinking and critical problem solving skills.

PROGRAMME OUTCOMES (POs)

The Postgraduate students of all disciplines will be able to:

PO 1: Identify and analyse the complex problems reaching substantiated conclusions using domain knowledge.

PO 2: Apply investigative research, specialise in problem identification, formulate research design, utilise analytical tools, draw valid inferences and provide suggestions leading to nation building initiatives.

PO 3: Strengthen professional ethics and career planning with systematic building of intrapersonal and interpersonal skills to participate in the intellectual diasporas.

PO 4: Establish oneself as a self-reliant, empowered individual to have an inclusive, healthy and compassionate understanding towards life and society.

PO 5: Equipped with technical/managerial expertise to innovate and critically analyse various attributes which constitute pivotal issues in a multidisciplinary scenario.

PO 6: Emerge as innovators and pioneers to create new avenues of employment catering to the global trends as well as demands.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO 1: Students would gain knowledge about theoretical principles, practical processes and ethical considerations in facilitating individual and group counselling and psychotherapy.

PSO 2: Students would gain proficiency in undertaking and reporting of psychological assessment, diagnosis and case formulation.

PSO 3: Students would gain the requisite competencies and skills in facilitating counselling process for varied population.

PSO4: Students would gain proficiency in various research methods, undertake scientific research projects in psychology and counselling, present in seminars and conferences and publish the findings in reputed peer-reviewed journals.

PSO5: Students would be confident in assessing need, plan, develop and implement a psycho-educational training program for various groups.

QUESTION PAPER PATTERN:

QUESTION PAPER PATTERN FOR OBE (2020-21 onwards) Theory

PG –Question paper Pattern - conventional on - paper mode

| Bloom's Category Level | Sections | Marks | Word limit |
|-------------------------------|--|--------------|---------------------------------------|
| K1, K2 | Multiple Choice Questions | 30 | Correct choice |
| K3, K4 | Section B - 5 Questions out of 7 questions*5 Marks | 25 | Short answers (approx 500 words) |
| K4, K5, K6 | Section C - 1out of 3 Questions*10 Marks + Compulsory Question* 10 marks | 20 | Elaborate answers (approx 1000 words) |
| | Total Marks | 75 | |

K1 & K2 - Understanding Level

K 3 - Apply Level

K 4 - Analyze Level

K 5 -Evaluate Level

K 6 - Create Level

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Chromepet, Chennai — 600 044.

M.A/M.Com/M.Sc/MSW

END SEMESTER EXAMINATION APRIL/NOV....

SEMESTER –I

Subject code – Title

| Total Duration: 3 hours | | | Total Marks: 75 Marks | |
|---|---|----------------------|------------------------------|---------------|
| MCQ: 30 mins | | | MCQ: 15 Marks | |
| Descriptive: 2 hours and 30 mins | | | Descriptive: 60 Marks | |
| Section B (6X5 =30 Marks) | | | | |
| S.No | Answer any SIX | Bloom's level | Course outcome | Unit |
| 1 | one from each unit and not exceeding two from each unit | K1/K2/K3 | CO1/CO2 | Unit (any) |
| 2 | | K4 | CO3 | |
| 3 | | K3 | CO4 | |
| 4 | | K1/K2/K3 | CO5 | |
| 5 | | K1/K2/K3 | CO1/CO2 | |
| 6 | | K4 | CO3 | |
| 7 | | K3 | CO4 | |
| 8 | | K3/K4/K5 | CO5 | |
| Section C (3X10=30 Marks) | | | | |
| S.No | Part A-Answer any TWO (2X10=20) | Bloom's level | Course outcome | Unit |
| 9 | ONE from each unit of the syllabus | K3/K4 | CO1 | Unit (any) |
| 10 | | K3/K5 | CO2 | |
| 11 | | K4/K5 | CO3 | |
| 12 | | K5/K6 | CO4 | |
| Part B Compulsory question (1X10=10 Marks) | | | | |
| 13 | from the unit not included in the previous section | K4/K5 | CO5 | Unit (any) |

The guidelines for End semester examination- (question paper Format)

- The faculty are requested to set a question paper in the given format for STUDENTS of BATCH- 2021 ONWARDS (under OBE framework).
- The Question paper to cover all COs and Units as per the blueprint
- QP should be set accordingly so that a student will score max marks (centum) only by not omitting any CO and Unit.
- Sec B of descriptive QP shall be from first 4 LEVELS(sometimes K5) ;one from each unit and not exceeding two from each unit
- Sec-C of descriptive QP shall be from K3 to K6 levels ;ONE from each unit of the syllabus
- Questions that address K1,K2&K3 levels not to exceed 50% of total marks
- Question paper to consist of 60% easy/direct questions & 40 % tough/conceptual questions.

BLOOM’S CATEGORY LEVEL (ANNEXURE chart)

| S. No | K component scale | Verbs for question |
|-------|-------------------|--|
| 1. | K1 & K2 Verbs | Verbs to be used for questioning are “choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce. define, list, quote, revise, explain, show, sketch, illustrate, interpret, describe, substitute convert, give example, rephrase |
| 2. | K2 & K3 | The questions may contain the verbs such as explain, show, sketch, illustrate, interpret, describe, substitute, convert, examFle, rephrase, apply, relate, solve, classify, predict, compute, prepare |
| 3. | K4 | The questions may contain verbs - Apply, relate, solve, classify, predict, compute, prepare. |
| 4. | K5 | The questions may contain any of the following verbs : Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve. |
| 5. | K6 | The questions may contain any of the following verbs: Appraise, conclude, critique, judge, assess, contrast, deduce, weigh. Compare, criticize, evaluate. |

Question paper pattern for Continuous Assessment Test (CAT)

Subject code – Title

| | | |
|--|-------------------------|------------------------------|
| Total Duration: 2 hours 30 mins | | Total Marks: 60 Marks |
| MCQ: 30 mins | | MCQ: 15 Marks |
| Descriptive: 2 hours | | Descriptive: 35 Marks |
| Section B (3X5 =15 Marks) | | |
| S. No | Answer any THREE | |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| Section C (2X10=20 Marks) | | |
| S. No | Answer any TWO | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |

M.Sc. COUNSELLING PSYCHOLOGY PROGRAMME SYLLABUS

TOTAL CREDITS: 91

EXTERNAL MARK: 60

INTERNAL MARK: 40

| Code No | Course | Paper Name | Code | L | T | H | C |
|---------|-----------------|---|------|---|---|---|---|
| | | Semester I | | | | | |
| | Core I | Counselling process, skills and techniques | | 3 | 1 | 6 | 4 |
| | Core II | Theories of Personality | | 3 | 1 | 6 | 4 |
| | Core III | Quantitative Research Methods | | 3 | 1 | 6 | 4 |
| | Core IV | Psychological Assessments 1 | | 3 | 1 | 6 | 4 |
| | Elective I | Neuropsychology | | 2 | 1 | 5 | 3 |
| | Soft Skills I | Interpersonal and communication skills | | | | 1 | 2 |
| | | Semester II | | | | | |
| | Core V | Counselling theories and practices - I | | 3 | 1 | 6 | 4 |
| | Core VI | Advanced Statistics in Psychology | | 3 | 1 | 6 | 4 |
| | Core VII | Psychological Assessments 2 | | 3 | 1 | 6 | 4 |
| | Core VIII | Qualitative Research Methods in Counselling Psychology | | 3 | 1 | 6 | 4 |
| | Elective II | Counselling Children with developmental disorders | | 2 | 1 | 5 | 3 |
| | Soft Skills II | SPSS | | | | 1 | 2 |
| | | Internship | | | | | 2 |
| | EDP I | Choose from list | | | | | 3 |
| | | Semester III | | | | | |
| | Core IX | Counselling theories and practices - II | | 3 | 1 | 6 | 4 |
| | Core X | Psychometry | | 3 | 1 | 6 | 4 |
| | Core XI | Training and development - Training modules | | 3 | 1 | 6 | 4 |
| | Core XII | Counselling and Psychotherapy – Practicum | | 3 | 1 | 6 | 4 |
| | Elective III | Counselling in educational and organizational settings | | 2 | 1 | 5 | 3 |
| | Soft Skills III | Research proposal and Scientific report writing | | | | 1 | 2 |
| | EDP II | Choose from list | | | | | 3 |
| | | Semester IV | | | | | |
| | Core XIII | Counselling and therapy for groups and special population | | 3 | 1 | 6 | 4 |
| | Core XIV | Dissertation | | 3 | 1 | 9 | 4 |
| | Core XV | 4 Case studies – practicum | | 3 | 1 | 4 | 4 |
| | Elective IV | Clinical Training and Supervised Clinical Practicum | | 2 | 1 | 5 | 3 |
| | Elective V | Contemporary therapies | | 2 | 1 | 5 | 3 |

| | | | | | | | |
|--|-------------------|--|--|--|--|---|----|
| | Soft Skills IV | Seminar/conference presentation and publication | | | | 1 | 2 |
| | | Total credits | | | | | 91 |

L = Lecture Hrs; T = Tutorial Hrs; H = Hrs per week; C = Credits

RUBRICS FOR CONTINUOUS ASSESSMENT

| | |
|--------------------------|--|
| Assignment | |
| Seminar | |
| Field visit | |
| Participatory learning | |
| Group discussion | |
| Flipped/blended learning | |

Post graduation programme - Assessment Model (from 2020 – 21 onwards)

40% Internal 60% External

| S.No | Assessment Component | Marks | Weighted % |
|------|----------------------|-------|------------|
|------|----------------------|-------|------------|

| | | | |
|----------|---|--------------|------------|
| A | Theory | | |
| 1. | Continuous Assessment Test (best two out of three) | 2 x 50 =100 | 15 |
| 2. | Quiz/ Group Discussion/ Seminar/ Assignment/ Role Play/ Case Study/ Open Book/ snap Test/ Video Presentation/ Review (any three to be considered) | 3 x 10 =30 | 15 |
| 3. | MCQ (one test to be conducted online during the semester) | 20 x 1 = 20 | 10 |
| 4. | End semester examinations | 75 | 60 |
| | Grand total | | 100 |
| B | Practical | | |
| 1. | Continuous Assessment Test (best two out of three) | 2 x 50 = 100 | 15 |
| 2. | Record + Observation | 10+10 = 20 | 15 |
| 3. | MCQ (one test to be conducted online during the semester) | 20 | 10 |
| 4. | End semester Examinations | 60 | 60 |
| | Grand total | | 100 |

SEMESTER I

Core Paper I – Counselling process, skills and techniques

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|---|
| CO 1 | Describe helping relationship as a process and role of microskills, personal work and supervision in enhancing counselling relationship |
| CO 2 | Differentiate the key principles of five forces of counselling and psychotherapy |
| CO 3 | Identify and differentiate skills at different stages of counselling |
| CO 4 | Recognize and learn skills required to handle clients |
| CO 5 | Explain ways to deal with resistant and reluctant clients |

UNIT I

Understanding counselling as a process – definition – outcome & process goals in counselling; characteristics of counsellors; ethics in counselling, Counsellor Competence – Beyond Microskills, Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Significance of Supervision, ethical and legal aspects of counselling.

UNIT II

Theories of counselling – Key principles and approaches of five forces in counselling/psychotherapy – Psycho-analytic counselling, psychodynamic counselling, Behavioural counselling, Cognitive counselling, person-centered counselling, Gestalt counselling, Trait-factor counselling, Brief counselling, Multicultural, and Social Justice.

UNIT III

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

UNIT IV

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

UNIT V

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

Textbooks for study:

- 1) Patterson, L.E. and Welfel, E.R. (2000). *The counselling process*, (5th ed). Wadsworth, Brooks/Cole Thomson Learning.
- 2) Egan, G. (2013). *The skilled helper - A Problem Management Approach to Helping*. Brooks/Cole Publishers.
- 3) Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2022). *Intentional interviewing and Counseling: Facilitating Client Development in a multicultural society*. Brooks/Cole.

Reference books:

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

Websites and online courses:

<https://www.apa.org/education-career/ce/beyond-microskills.pdf>

https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A_SP.pdf

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 0 | 3 | 0 | 0 |
| CO 2 | 3 | 0 | 2 | 2 | 2 |
| CO 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 3 |
| CO 5 | 2 | 2 | 3 | 0 | 3 |
| AVERAGE | 2.8 | 1.2 | 2.8 | 1.6 | 2.2 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper II – Theories of Personality

COURSE OBJECTIVE:

1. To orient students about personality and various perspectives/theories of personality.
2. To divulge students to understand the genesis of each personality theory.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|-----------|
|----------------|-----------|

| | |
|------|--|
| CO 1 | Students would be able to brief on the genesis of personality and how to measure personality. |
| CO 2 | Students would be able to explain social psychological and personology approach to personality |
| CO 3 | Students would be able to explain existential and trait approach to personality |
| CO 4 | Students would be able to explain social learning and cognitive approach to personality |
| CO 5 | Students would be able to explain other minor approaches to personality |

UNIT I: INTRODUCTION

Definition, Brief history of personality, Personality, the internet and social networking, types of personality – determinants of personality – Varieties of personality measures: Objective tests – projective tests – Situational tests.

UNIT II: SOCIAL PSYCHOLOGICAL AND PERSONOLOGY APPROACH

Erich Fromm (Freedom Theory): Nature of human beings, Structure of personality, Development of Personality, application and evaluation.

Harry stack Sullivan (Interpersonal Theory): Nature of human beings, Structure of personality, Development of personality, Application and evaluation.

Henry Murray (Personology): Structure of personality, Development of personality, Current status and evaluation.

UNIT III: EXISTENTIAL AND TRAIT APPROACH

Rollo May: Nature of human beings, Structure of personality, Development of personality , Application and evaluation.

Victor Frankl : View of Human Nature, Key Concepts: Phenomenology, Death and Non-Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will To Meaning and Authenticity.

Gordon Allport : Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation.

Raymond Cattell: Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.

UNIT IV: SOCIAL LEARNING AND COGNITIVE APPROACH

George Kelley (Personal construct theory): Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation.

Mc Clelland :Theory of motivation: Need for achievement, Power and Affiliation

Eric Berne : Basic Assumptions, Theoretical Principles, Eight Fundamental TA "Therapeutic Operations".

UNIT V: OTHER APPROACHES TO PERSONALITY

Kurt Lewin (Field Theory): Structure of Personality: Psychological environment, Life space, Differentiated person and environment, Connections between regions, Number of regions, Person in Environment, Locomotion and Communication, Restructuring of Life space, Levels of Reality, Time dimension, Development of Personality.

Julian Rotter: Locus of Control: Internal vs External control of Reinforcement, Age, Cultural, Behavioural and Physical Health Differences, Developing Locus of Control in Childhood and Reflections on Locus of Control.

Marvin Zuckerman: Sensation Seeking: Characteristics of sensation seekers, Behavioral and Personality differences, Cognitive process, Occupational preferences, Heredity vs Environment, Reflections on Sensation seeking.

Martin E.P. Seligman: Learned Helplessness in Elderly person, learned helplessness and Emotional Health; Explanatory Style: optimism and pessimism, Pessimism and depression, Development of learned helplessness in childhood, Reflections on learned helplessness

Textbooks for study:

1. Schultz, D.P., & Schultz, S.E. (2012). Theories of personality (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
2. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality (4th ed.). New Delhi, India: Wiley India Pvt. Ltd

3. Corey, G. (2017). *Theory and practice of counselling and psychotherapy*. Cengage Learning Asia Pte Ltd.

Reference books:

1. Robert, B. Even (2010). *An introduction to theories of personality* (7th ed.). New York, NY: Psychology Press.
2. Friedman, H.S., & Schustack, M.W. (2009). *Personality: Classic theories and modern research* (3rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
3. Shaffer, D.V. (2009). *Social and personality development*. (6th ed.). Belmont, MA: Wadsworth Cengage Learning.
4. Reeves, A (2012). *An Introduction to counselling and psychotherapy: From theory to practice*. (1st ed.). London, England: SAGE Publications Ltd.
5. Neukrug, E.S. (2012). *Counselling theory and practice*. (1st ed.). Delhi, India: Thomson Press (India) Ltd.
6. McClelland, D.C. (1988). *Human motivation*. London, England: Cambridge University Press
7. Frager, R & Fadiman, J. (2009). *Personality and personal growth* (6th ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
8. Bischof, L.J. (1970) *Interpreting personality theories*. (2nd ed.). New York, NY: Harper International.
9. Bryne, D. (1966). *An introduction to personality*. (2nd ed.). Upper Saddle River: NY: Prentice Hall.
10. Feltham, C., Hanley, T., Winter, L.A. (2017). *The SAGE handbook of counselling and psychotherapy*. (4th ed.). London, England: SAGE Publications Ltd.

Websites and online courses:

<https://www.edx.org/course/introduction-to-psychology-of-personality>

[Theories of Personality - Courses AIUhttps://courses.aiu.edu](https://courses.aiu.edu) > [Theories of Personality](#)

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 2 | 0 | 3 |
| CO 2 | 3 | 0 | 0 | 0 | 0 |
| CO 3 | 3 | 0 | 0 | 0 | 0 |
| CO 4 | 3 | 0 | 2 | 0 | 0 |
| CO 5 | 3 | 0 | 2 | 0 | 0 |
| AVERAGE | 3 | 0.6 | 1.6 | 0 | 0.6 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper III – Quantitative Research Methods

COURSE OBJECTIVE:

1. To re-orient students to the scientific research process
2. To introduce to students quantitative research methods in psychology.
3. To familiarize students with simple and complex quantitative research methods

COURSE OUTCOME: At the end of this course students will be able to:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Explain in detail the relevance of scientific research in Psychology. |
| CO 2 | Demonstrate knowledge of research designs in quantitative research and the scientific process of research. |
| CO 3 | Draw hypothesis and differentiate between various types of data collection and sampling methods employed in quantitative research. |
| CO 4 | Describe application various quantitative research designs in Psychological studies. |
| CO 5 | Design and carried out quantitative research. |

UNIT I Foundations of Research in Psychology

The Science of Psychology - Understanding Science, Features of Science, Science Versus Pseudoscience, Scientific Research in Psychology - A Model of Scientific Research in Psychology, Who Conducts Scientific Research in Psychology?, Broader Purposes of Scientific Research in Psychology, Science and Clinical Practice, Theory in Psychology - using theories in psychological research

UNIT II Process of Quantitative Research

Conceptualization, operationalization and measurement; Causality and experimentation; Definition and nature of variables; ;operationally defining variables; Independent variables; Dependent variables;types of measurement, Research process , formulation of research problem, Reviewing the Research Literature - Professional Journals, Scholarly Books and Literature Search Strategies

UNIT III Hypothesis, Sampling Techniques and Data Collection

Hypothesis ; Different types of hypothesis ; Experimental manipulation and control of variables. Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.

UNIT IV Quantitative Research Designs in Psychology - 1

Experimental research - experiment basics, experimental design, conducting experiments, Nonexperimental research - overview of nonexperimental research, correlational research, quasi-experimental research, Complex research design - multiple dependent variables, multiple independent variables, complex correlational design.

UNIT V Quantitative Research Designs in Psychology - 2

Survey research - Overview of survey research, Constructing survey questionnaires, conducting survey research, Single-subject research - Overview of single-subject research,

Single-subject research designs. Design an experiment with manipulation and control of the variables. and Write a quantitative research proposal in the domain of Psychology.

Textbooks for study:

Gravetter, F. J., & Forzana, L. A. (2015). Research methods for behavioral sciences (5 ed.). Stamford, CT: Wordsworth cengage learning .

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

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

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

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

Reference books:

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

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

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

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

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

Websites and online courses:

https://www.opentextbooks.org.hk/system/files/export/35/35300/pdf/Research_Methods_In_Psychology_35300.pdf

https://crumplab.com/ResearchMethods/Methods_Crump.pdf

[https://gess.uni-mannheim.de/fileadmin/gess_content/Doctoral_Programs/CDSS/PDFs/The Oxford Handbook of Quantitative Methods II.pdf](https://gess.uni-mannheim.de/fileadmin/gess_content/Doctoral_Programs/CDSS/PDFs/The_Oxford_Handbook_of_Quantitative_Methods_II.pdf)

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 0 | 0 | 3 | 2 |
| CO 2 | 0 | 0 | 0 | 3 | 2 |
| CO 3 | 0 | 0 | 0 | 3 | 2 |
| CO 4 | 0 | 0 | 0 | 3 | 2 |
| CO 5 | 0 | 0 | 0 | 3 | 2 |
| AVERAGE | 0 | 0 | 0 | 3 | 2 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper IV – Psychological Assessments 1

(Any Ten Experiment to be conducted)

Cognitive

Bhatia's Battery of Performance Test, Raven's Progressive Matrices, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, Self-Directed Search, David's Battery of Differential Aptitude Test, Memory - Wechsler Memory Scale –III , Cognitive Style Questionnaire

Personality

16 PF, Rosenzweig's picture frustration test, Personality Inventory for Adolescent, EPQ, EPI, Myers and Briggs Type Indicator, Sentence Completion Test (projective test)

Life Skills

Decision Making, Problem Solving, Assertiveness, Self Confidence, Self-Esteem, Empathy, Attributional Styles/Locus of Control, Interpersonal Relationship, Creativity, Emotional Stability

Health

Stress Assessment Questionnaire, Quality of Life Index Questionnaire, Subjective Well Being Questionnaire, General Health Questionnaire, Student's Alcohol Syndrome Questionnaire

Elective Paper I – Neuropsychology

COURSE OBJECTIVE:

1. This advanced course is to introduce to students the neurobiological basis of higher cognition and affect.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Describe the development of the discipline and labelling different brain imaging techniques, applications, strength and major limitations of such methods. |
| CO 2 | Describe the structure-function relationships underlying cognitive processes. |
| CO 3 | Describe disorders of perception and movement. |
| CO 4 | Describe language disorders and disorders of thought and mood. |
| CO 5 | Distinguish between various neurological assessments. |

UNIT I NEUROPSYCHOLOGY; ITS AIMS, HISTORY AND METHODS

Neuropsychology: History and Definitions, Human Neuropsychology : Development of the discipline, The tools of Human Neuropsychology : Measuring brain function and structure - In depth exploration of brain injury and disrupted function, Connectionism, EEG, ERPs, MEG, CT, PET, SPECT, MRI, fMRI, Biochemical techniques, Brian Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and lateralization techniques

UNIT II THE FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR AND PERSONALITY Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe (dys) function, the symptoms; an introduction, motor (pre- central) symptoms, sensory/perceptual symptoms, cognitive (pre frontal) symptoms, frontal lobes – mediating intelligence, decision making. Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement. Social Behaviour and personality – theories of frontal lobe functions; Luria’s theory: the classical view, Norman and Shallice’s supervisory attentional system, Rolls’s theory of orbito-frontal function: stimulus – reward.

UNIT III DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS

Disorders of perception : Blindsight, Agnosias -Visual, Prosopagnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect. Movement Disorders : Disorders of the human motor system, Parkinsonism and Parkinson’s Disease- clinical features, Neuropathology and treatment ,Ataxia, Apraxia -Types, tests, Cerebral Basis , Hemiplegia.

UNIT IV LANGUAGE DISORDERS DEMENTIA AND DISORDERS OF THOUGHT AND MOOD

Neuropsychology of Language, Speech Production and comprehension, Aphasia -sensory, production, conduction, deep dysphasia, Transcortical sensory and motor, global aphasia and recovery from aphasia. Learning disorders - dyslexia, Dysgraphia.

Dementia and Alzheimer’s disease -etiology, Alcoholic Dementia, Korsakoff's Psychosis, The neuropsychology of aging. Disorders of Thought and Mood -Schizophrenia-subtypes, Neuropathology, Epilepsy , Depression and anxiety .

UNIT V NEUROPSYCHOLOGICAL ASSESSMENT

NeuroPsychological Assessment, its principles. The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria -Nebraska NeuroPsychological Battery, Individual tests, Memory - the WMS, Practical Issues of NeuroPsychological Assessment , Choice of test, NeuroPsychological Assessment of

Children, Faults in conducting and reporting the results of neuropsychological assessment, computer based assessment.

Textbooks for study:

1. Zillmer, E.A., & Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.
2. Beaumont, J.G. (1983). Introduction to neuropsychology. Oxford, England: Blackwell Scientific Publications
3. Martin, G.N. (2006). Human neuropsychology. London, England: Prentice Hall

Reference books:

1. Lezak, M. D. (2012). *Neuropsychological assessment*. Oxford University Press.
2. Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. Worth Publishers, a Macmillian Education Imprint.
3. Gurd, J. M., Kischka, U., & Marshall, J. C. (2010). *Handbook of Clinical Neuropsychology / edited by Jennifer M. Gurd, Udo Kischka, John C. Marshall*. Oxford University Press.

Websites and online courses:

<https://www.classcentral.com/course/youtube-introduction-to-cognitive-psychology-47740/classroom>

<https://www.classcentral.com/course/youtube-introduction-to-advanced-cognitive-processes-47754/classroom>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 2 | 3 | 2 |
| CO 2 | 3 | 2 | 2 | 2 | 2 |
| CO 3 | 2 | 1 | 1 | 1 | 1 |

| | | | | | |
|---------|-----|---|-----|---|-----|
| CO 4 | 2 | 2 | 2 | 1 | 2 |
| CO 5 | 1 | 2 | 1 | 3 | 2 |
| AVERAGE | 2.2 | 2 | 1.6 | 2 | 1.8 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Soft Skills Paper I – Interpersonal and communication skills

COURSE OBJECTIVE:

1. To prepare students to equip themselves in communication and building relationships.
2. To send and interpret verbal and nonverbal messages accurately and effectively.
3. To recognize the need to self-monitor personal communication competence.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Express self-concept and examine self-esteem through practical exercises |
| CO 2 | Practice interpersonal communication and relationships skills |
| CO 3 | Identify personal and social values |
| CO 4 | Assess conflicts and practice conflict management strategies |
| CO 5 | Implement effective interpersonal communication skills in real life situations, including active listening, conflict management, verbal skills, nonverbal skills, and emotion management |

UNIT I Self-Awareness – Understanding the self and discovering it. Self-awareness. Self-image development. How to be the person I am today? Finding your real self. Importance of self-talk. Self Esteem. The journey of life.

UNIT II Interpersonal Communication - steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationships.

UNIT III Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationships.

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

UNIT V Resolving Interpersonal Conflict – Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.

Textbooks for study:

1. Walker.V. & Brokaw, L.O. *Becoming Aware*,(8th ed), Hunt publishing Company.

Reference books:

1. Devito, Joseph. A. (2022). *Interpersonal Communication Book, Global edition*. PEARSON EDUCATION LIMITED.
2. Kehoe, D. (2011). *Effective communication skills*. Chantilly, VA: The Great Courses.

Websites and online courses:

<https://www.oxfordhomestudy.com/courses/leadership-courses-online/free-interpersonal-skills-training>
<https://www.oxfordhomestudy.com/courses/customer-service-courses-online/free-communication-skills-courses>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 2 | 0 | 3 | 3 |
| CO 2 | 2 | 0 | 0 | 2 | 0 |
| CO 3 | 2 | 2 | 0 | 2 | 0 |
| CO 4 | 0 | 2 | 2 | 2 | 2 |
| CO 5 | 2 | 3 | 3 | 3 | 2 |
| AVERAGE | 1.2 | 1.8 | 1 | 2.4 | 1.4 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

SEMESTER II

Core Paper V – Counselling theories and practices - I

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Requirements and ethical practices of counselling and psychotherapy as a profession |
| CO 2 | Relate the theoretical background of each theory in psychotherapy. |
| CO 3 | Explain the concepts, techniques and application of most important psychotherapies. |
| CO 4 | Understand and describe the genesis of each psychotherapeutic approach with the school of thought. |
| CO 5 | Choose an appropriate therapeutic approach to address the client's presenting problems and meet the client's need for counselling and therapy. |

UNIT I

Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Counselling as a distinct Profession, Current trends in the 21st Century , Personal and Professional aspects of Counselling,

UNIT II - The First Force in Psychotherapy

Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy - Key concepts, Therapeutic process; Therapeutic techniques and procedures. Contemporary trends in psychoanalytic school - Ego Psychology, Object Relations Theory, Self Psychology and relational psychoanalysis. Case Analysis. Comparing and Contrasting Psychoanalytic and Psychodynamic Theories. Attachment Theory; Relational analysis; Brief Psychodynamic Therapy: Key concepts of CarlJung, Jung's Theory of Personality, Personality types, Jungian Psychotherapy Research and Evaluation: Case Analysis.

Adlerian Psychotherapy: Brief overview, Key Concepts, The Therapeutic Process, Research and Evaluation: Case Analysis

UNIT III - The Second Force in Psychotherapy

Behaviour Therapy: Brief Overview, Key Concepts, Therapeutic process, Therapeutic techniques and procedure. Current trends, Applied Behavioural analysis. The Third Wave

in Behavioural Therapy: Mindfulness Integrated into Cognitive Behaviour Therapies – Dialectical Behaviour Therapy, Acceptance and Commitment Therapy and Mindfulness Based Cognitive Therapy.

UNIT IV - Establishing a new behaviour

Behaviour Modification- Historical perspectives, Salient features of Behaviour Modification, Behavioural Assessment- behavioural interview, self monitoring, self report, direct observation, physiological measures. Techniques of Behaviour Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self control procedures, Problem solving, behavioural counselling.

UNIT V -

Behaviour Modification for Anxiety & Depression Behaviour Modification for Substance Abuse, Obesity and Smoking. Managing behaviour problems in educational settings and in the workplace, Behaviour therapy from a multicultural perspective.

Textbooks for study:

1. Corey, G. (2016). Theory and practice of counseling and psychotherapy (9th ed.). Pacific Grove, CA: ThomsonBrooks/ Cole.
2. Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills*.
3. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications
4. Egan, G. (2013). The skilled helper - A Problem Management Approach to Helping. Brooks/Cole Publishers

Reference books:

1. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

2. Nelson-Jones (2010). The theory and practice of counseling and Therapy
(5thed).Sage

Websites and online courses:

<https://www.edx.org/course/counseling-and-psychotherapy-theory>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 3 |
| CO 5 | 3 | 3 | 3 | 2 | 3 |
| AVERAGE | 3 | 3 | 3 | 2 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper VI – Advanced Statistics in Psychology

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|-----------|
|----------------|-----------|

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

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

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

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

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

UNIT V MULTIVARIATE ANALYSIS METHODS – basic concepts, rationale, regression, multiple regression, hierarchical regression, Factor analysis - Exploratory factor analysis- Confirmatory factor analysis- meaning, purpose - Structural equation modelling.

Textbooks for study:

- 1) Mangal, S. K. (2010). Statistics in psychology and education, 2nd Ed. PHI Learning Private Limited, New Delhi.
- 2) Garrett, H. E. (2008). Statistics in psychology and education, First Indian Reprint. Surjeet Publications, Delhi.
- 3) Belhekar V M . (2016) . Statistics for Psychology using R , 1st edition , Sage publication New Delhi

Reference books:

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

Websites and online courses:

<https://online.stanford.edu/courses/xfds110-introduction-statistics>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 2 | 1 | 3 | 1 |
| CO 2 | 0 | 2 | 1 | 3 | 1 |
| CO 3 | 0 | 2 | 1 | 3 | 1 |
| CO 4 | 0 | 2 | 1 | 3 | 1 |

| | | | | | |
|---------|---|---|---|---|---|
| CO 5 | 0 | 2 | 1 | 3 | 1 |
| AVERAGE | 0 | 2 | 1 | 3 | 1 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper VII – Psychological Assessments 2

(Any Ten test to be conducted)

NIMHANS

Neuropsychological Battery, Developmental Screening Test, Taylor Manifest Anxiety Scale, Beck’s Depression Inventory, Mental Health Questionnaire, Maudsley Obsessional Compulsive Inventory, Yale-Brown Obsessive Compulsive Scale (Y-BOCS), Minnesota Multiphasic Personality Inventory, Bender Gestalt Test, Irrational Beliefs Test (IBT), Mini Mental Status Examination (MMSE)

Counselling

Problem checklist, interest schedules, value inventories, career choice and career planning, Behaviour Orientation Scale, lifestyle inventories, projective techniques, Interpersonal Assessment Inventories, Inventories for Marriage, Couples, and Family Counselling.

Industry/ Organizations

FIRO-B, Organizational commitment, Conflict Management Styles, Motivation Questionnaire, Leadership Style Questionnaire, Job Satisfaction Questionnaire, Job Involvement Scale, Occupational Health and Stress Questionnaire, Job Anxiety Scale.

Neuropsychological

Bender Gestalt Test, Halstead-Reitan Neuropsychological Battery, NIMHANS neuropsychological battery, Tests of spatial and manipulatory ability (drawing tests, assembly tests), Assessment of Executive functions.

Childhood Assessments

Childhood anxiety disorders, attention-deficit hyperactivity disorder (ADHD), conduct disorder, autism, intellectual disability (intellectual developmental disorder), dyslexia or other learning disabilities.

Core Paper VIII – Qualitative Research Methods in Counselling Psychology

COURSE OBJECTIVE:

1. To familiarise students on the fundamental/qualitative research methods
2. To help students understand the various theoretical approaches to qualitative research.
3. To highlight the significance of qualitative research and it's relevance to research in counselling and psychotherapy.
4. To emphasise the significance of using mixed methods in research.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Describe the origin and evolution of qualitative research methods. |

| | |
|------|---|
| CO 2 | Explain the different approaches to qualitative research and their significance in finding relevant solutions to research problems. |
| CO 3 | Differentiate between different methods to design qualitative research. |
| CO 4 | Acquainted with various qualitative methods of data collection and data analysis. |
| CO 5 | Familiar with mixed methods in research and their advantages and challenges. |

UNIT I - The Foundations of Qualitative Research

Defining qualitative research, the historical development of qualitative research - empiricism, positivism, interpretivism, development of qualitative research methods and challenges, functions of qualitative research.

UNIT II - Approaches to Qualitative Research

Philosophical approach, Applied interpretive approaches, Grounded theory method, Feminist qualitative research, Critical approach, Indigeous approach.

UNIT III - Methodology, methods and tools

Methodological decisions - guiding paradigms, defining research questions, formulating a conceptual model, Where, When, and With Whom the study will be conducted, sampling in qualitative research.

UNIT IV - Data collection, data analysis and reporting

Data collection methods - interview method, focused group discussion, observation, collection of documented material, collection of narrative, open ended questions in surveys and questionnaires, and recording feelings. Analysis qualitative data -compiling an orderly set of data, disassembling data, reassembling data, interpreting data and concluding, reporting qualitative data.

UNIT V - Mixed methods in research

Components of mixed method procedures, the nature of mixed methods research, types of mixed methods strategies and visual models, data collection procedures, data analysis and validation procedures, report presentation structure.

Textbooks for study:

1. Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press.
2. Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.). (2012). *Qualitative research: An introduction to methods and designs*. Jossey-Bass/Wiley

Reference books:

1. Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall
2. Gravetter, F.J., & Forzana, L.A.B (2009). *Research methods for behavioural 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.

Websites and online courses:

<https://www.classcentral.com/course/qualitative-methods-4176>

<https://www.classcentral.com/course/youtube-research-methods-in-counseling-95046>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 2 | 1 | 3 | 1 |
| CO 2 | 0 | 2 | 1 | 3 | 1 |
| CO 3 | 0 | 2 | 1 | 3 | 1 |
| CO 4 | 0 | 2 | 1 | 3 | 1 |

| | | | | | |
|---------|---|---|---|---|---|
| CO 5 | 0 | 2 | 1 | 3 | 1 |
| AVERAGE | 0 | 2 | 1 | 3 | 1 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Elective Paper II – Counselling Children with developmental disorders

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | List signs and symptoms, prevalence, comorbid factors management of intellectual disability |
| CO 2 | List signs and symptoms prevalence comorbid factors management of Learning disability and ADHD |

| | |
|------|---|
| CO 3 | Distinguish signs and symptoms prevalence comorbid factors management of Anxiety disorders and Autism s disorders |
| CO 4 | Review assessment, comprehensive treatment and management learning disability, ADHD, Anxiety and Autism spectrum disorder |

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Textbooks for study:

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

Reference books:

- 1) Janet Learner with Frank Kline (2006) Learning Disabilities and related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin
- 2) Prout & Fedewa (Eds.) (2015). Counselling and Psychotherapy with Children and Adolescents (5th ed). John Wiley & Sons.
- 3) Matson, Andrasik, & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer
- 4) Jacobson, Mulick & Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
- 5) Thambirajah & Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

Websites and online courses:

<https://alison.com/course/understanding-child-development-and-disabilities>

<https://www.coursera.org/learn/child-development>

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 3 | 2 | 3 |

| | | | | | |
|---------|---|---|---|---|---|
| CO 2 | 3 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 3 |
| CO 5 | 3 | 3 | 3 | 2 | 3 |
| AVERAGE | 3 | 3 | 3 | 2 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Soft Skills Paper II – COMPUTER ASSISTED RESEARCH SKILLS

COURSE OBJECTIVE:

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

COURSE OUTCOME:

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

UNIT I

Basics in Research methodology -variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on- line off-line usage, scope and utilities in every stages of research. On-line data base Psy-INFO Direct, Reference manager softwares - Mendeley, Papership, EndNote, Zotero.

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Reference books:

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 1 | 1 | 3 | 1 |
| CO 2 | 0 | 1 | 1 | 3 | 1 |
| CO 3 | 0 | 1 | 1 | 3 | 1 |
| CO 4 | 0 | 1 | 1 | 3 | 1 |

| | | | | | |
|---------|---|---|---|---|---|
| CO 5 | 0 | 1 | 1 | 3 | 1 |
| AVERAGE | 0 | 1 | 1 | 3 | 1 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

SEMESTER III

Core Paper IX – Counselling theories and practices - II

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Requirements and ethical practices of counselling and psychotherapy as a profession |
| CO 2 | Relate the theoretical background of each theory in psychotherapy. |
| CO 3 | Explain the concepts, techniques and application of most important psychotherapies. |
| CO 4 | Understand and describe the genesis of each psychotherapeutic approach with the school of thought. |
| CO 5 | Choose an appropriate therapeutic approach to address the client's presenting problems and meet the client's need for counselling and therapy. |

UNIT I

Cognitive Approaches to Psychotherapy: Brief overview of different Cognitive approaches, Rational Emotive Behavior Therapy, Social Modeling, Observational Learning and Self Efficacy, Cognitive Therapy and Depression, Beck's Cognitive Therapy, Comparison of Ellis' and Beck's Approach to Psychotherapy, Cognitive Neuroscience, Current Trends in Cognitive Therapies, The Third Wave in Behavioral Therapy: Mindfulness Integrated into Cognitive Behavior Therapies – Dialectical Behavior Therapy, Acceptance and Commitment Therapy and Mindfulness Based Cognitive Therapy.

UNIT II - Third Force in Psychotherapy

Existential Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation. **Person- Centered Therapy:** Overview, Key Concepts, Therapeutic Process, Research and Evaluation. **Gestalt Therapy:** Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process, Research and Evaluation: Case Analysis. **Transactional Analysis:** Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis. **Reality or Choice Therapy:** Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis.

UNIT III - The Fourth Force in Psychotherapy

Family Therapy Approaches: Brief Overview, Multigenerational Family Therapy, Experiential Family Therapy, Structural Family Therapy, Strategic Family Therapy. **Solution-Focused Therapy:** Brief Overview, Solution-Focused Therapy and Social Constructivism, Key Concepts: view of Human Nature, Theory of Personality. The therapeutic Process: The Therapeutic Relationship and Therapists' Functions, Brief Therapy: Number of Sessions for Solution- Focused Therapy, Goals of Therapy, Role of the client, Therapy Techniques, Single Successful Sessions. Neuro-Linguistic Programming, Emotion focused counselling.

UNIT IV - The Fifth Force in Psychotherapy

Neuroscience, Psychotherapy, and Neuropsychotherapy: Brief Overview, Theoretical Framework for Neuropsychotherapy, Therapeutic Process, Recent Brain Based Therapies-

EMDR, Coherence Therapy, and Brain spotting, Neuroscience and DSM-5, Research and Evaluation.

Unit V - **Integrative Psychotherapy:** Brief Overview, Pathways to Psychotherapy Integration, Multitheoretical Psychotherapy, Research and Evaluation Reference.

Textbooks for study:

Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications., Toward Developing your own approach to Integrative Psychotherapy.

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

Nelson-Jones (2010). The theory and practice of counseling and Therapy (5thed).Sage

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

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 2 | 3 |
| CO 3 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 3 |
| CO 5 | 3 | 3 | 3 | 2 | 3 |
| AVERAGE | 3 | 3 | 3 | 2 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper X – Psychometry

COURSE OBJECTIVE:

1. To train students on principles of testing.
2. To introduce students to steps in test construction.
3. To learn the significance of an effective test, choose or construct appropriate test for diagnosis and research.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|---|
| CO 1 | Describe the characteristics of effective psychological tests. |
| CO 2 | Explain the requirements and procedure for constructing a psychological test. |
| CO 3 | Challenges and advantages of constructing different types of psychological tests. |
| CO 4 | Procedure for drawing norms for a psychological test. |
| CO 5 | Procedure for constructing and validating, establishing norms for a psychological test. |

UNIT I TEST CONSTRUCTION

Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Setting and purpose of tests, Characteristics of examinee, Effect of examiner - Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test.

UNIT II CONSTRUCTION OF INTELLIGENCE TESTS

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing.

Constructing Personality Inventories- Problems in constructing personality Inventories.
Writing items for personality Inventories: item forms, guidelines for item writing.
Eliminating response sets. Item content.

UNIT III CONSTRUCTION OF OTHER TYPES OF TESTS

Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential motivation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective tests- construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

UNIT IV ITEM ANALYSIS

Important variables for item analysis. Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

UNIT V TEST STANDARDIZATION

An overview of the different types of reliability. Factors affecting reliability and validity- Generalizability of test scores. Using reliability information. Factors affecting reliability estimates. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test-obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups.

Norms -Meaning and purpose of norms. Raw score transformation. Percentile and percentile ranks, standardized scores. Normalizing standard scores .T scores, stanines, sten scores and C scale. Selecting a norm group--age and grade norms. Local and sub group norms. Criterion referenced tests and norm referenced tests.

Textbooks for study:

1. Anastasi, A., & Urbina, S. (2017). Psychological testing. (7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
2. Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4. Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen.

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 0 | 3 | 1 | 2 | 2 |
| CO 2 | 0 | 3 | 1 | 2 | 2 |
| CO 3 | 0 | 3 | 2 | 2 | 2 |
| CO 4 | 0 | 3 | 1 | 2 | 2 |
| CO 5 | 0 | 3 | 1 | 2 | 3 |
| AVERAGE | 0 | 3 | 1.2 | 2 | 2.2 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper XI – Training and development - Training modules

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Utilize the conceptual framework of training and development. |
| CO 2 | Translate their knowledge on stages for preparing training modules |
| CO 3 | Identify the methods and techniques to be used in training |
| CO 4 | Build their skills and attitude to become a trainer |
| CO 5 | Develop their own training module and enhance their presentation skill |

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

programme- Need and purpose, Stages of evaluation; conducting the end term evaluation; measuring participants learning.

UNIT V

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

Textbooks for study:

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

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

Reference books:

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

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

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

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

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

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--------|-------|-------|-------|-------|-------|
| CO 1 | 2 | 3 | 2 | 1 | 3 |
| CO 2 | 2 | 2 | 2 | 2 | 3 |
| CO 3 | 0 | 3 | 2 | 2 | 3 |
| CO 4 | 1 | 2 | 2 | 1 | 3 |

| | | | | | |
|---------|-----|-----|---|-----|---|
| CO 5 | 1 | 2 | 2 | 2 | 3 |
| AVERAGE | 1.2 | 2.4 | 2 | 1.6 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper XII – Counselling and Psychotherapy

COURSE OBJECTIVE:

Students will demonstrate understanding and appropriate application of:

1. Essential interviewing and counselling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship,
2. Counselling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate Counselling interventions.

3. Models of counselling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counselling
4. Self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries
5. Four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills)

Requirements

The student will complete 120 hours of supervised field practice. At least 40 of these hours will be direct service work with clientele appropriate to the student's field setting. Of these 40 direct hours, at least 10 should be group work. Hours are to be recorded on the Practicum Log. A copy of student "working copy" Log to be submitted at each class meeting.

The student will complete at least one hour per week of individual supervision with their site supervisor and with the faculty member on record for this course and/or assigned, supervised doctoral graduate assistant.

Group Supervision: The student will complete at least 1½ hour per week (22.5 total) of group supervision with other practicum students. This supervision will be provided by a faculty member and/or an assigned, supervised doctoral graduate assistant. Students are required to bring a case study for each class during the semester. One of the student's case studies will be of a group counselling session.

Three (3) Case Analysis and verbatims. Three verbatim will be submitted to the instructor for supervision feedback. Verbatims will include a typed transcript, conceptualization, and self-evaluation of your Counselling skills.

Group Counselling: Students are required to lead one psycho-educational or Counselling group (minimum 6 sessions) in their site setting.

Theoretical Position Statement. Students are required to write a statement describing their theoretical position. A handout will be provided with specific instructions for this assignment.

Intervention Demonstrations: Each student will select an intervention to demonstrate/roleplay for the class, with a fellow classmate role-playing as the client.

References

1. Scott, J., Boylan, J.C. & Jungers, C. M. (2015). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy (Fifth Edition)*. New York: Routledge.
2. Brodwin, M. G. (2011). Translating Theory to Practice--Thinking and Acting Like an Expert Counselor. *The Journal of Rehabilitation*, 77(2).
3. MacCluskie, K.C. (2009). *Acquiring Counseling Skills: Integrating Theory, Multiculturalism, and Self-Awareness*.
4. Corey, G. (2009). *Case approach to counseling and psychotherapy*. Thomson-Brooks/Cole.

Elective Paper III – Counselling in educational and organisational settings

COURSE OBJECTIVE:

1. To introduce Counselling in Corporate
2. To make students apply various psychological principles in employee well-being.
1. To understand the development and purpose of a school counselling programme in the current scenario.
2. To obtain the knowledge, skills, and attitude that helps to implement a comprehensive counselling programme in the educational settings.

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|---|
| CO 1 | Outline differentiate counselling in workplace set up and relate to different models |
| CO 2 | Discuss occupational factors to identify the need for counselling |
| CO 3 | Describe different methods of employee group counselling and identify skills for dealing with problem behaviours in workplace |
| CO 4 | Outline the history and development of school counselling and the changing role of school counsellors |
| CO 5 | Describe the various roles of a school counsellor, necessary skills and essentials of an effective training program |
| CO 6 | Explain student appraisals, assessment techniques and essentials of career counselling |
| CO 7 | Identify the professional boundaries, ethics and legal issues in school counselling |

UNIT I

Understanding Workplace counselling; concept, history, functions, Models of workplace counselling; Ethics in workplace counselling. Setting up counselling in the workplace – integrative model of individual employee counselling - Training for Workplace Counsellors.

UNIT II

Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitration skills. Employee Problem specific Counselling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

UNIT III

Development of School Counselling – Professional identity – the purpose of School counselling program – A Comprehensive program: Facilities and resources – Varying roles

of school of counsellors – training of school counselors- culturally competent counselling skills.

UNIT IV

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

UNIT V

Student appraisal: Standardized testing - using Standardized tests – types of assessment instruments – other assessment techniques. Career counselling for career development: helping students in career planning and decision making – Collaboration with school and agency professionals – professional ethics and legal issues

Textbooks for study:

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

Reference books:

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

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 3 | 2 | 3 |
| CO 5 | 3 | 2 | 3 | 2 | 3 |
| CO 6 | 3 | 2 | 3 | 2 | 3 |
| CO 7 | 3 | 2 | 3 | 2 | 3 |
| AVERAGE | 3 | 2.3 | 3 | 2.4 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Soft Skills Paper III – Academic writing, Research proposal and Scientific report writing

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|---|
| CO 1 | Explain the process of writing skills |
| CO 2 | Practice Microsoft Office |
| CO 3 | Choose APA style in writing and publication of research paper |

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Plagiarism, softwares for grammar and plagiarism check

UNIT V

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

Textbooks for study:

- 1) West. C. (2008). Perfect Written English – All you need to get it right first time, Random Books House.
- 2) Monippally. M. M. & Pawar. B. S. (2010). Academic Writing – A guide for Management students and researchers. Response books, Sage Publications.
- 3) American Psychological Association (2010) – Publication Manual of the American Psychological Association, (6thed.). Washington DC. Author.

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 1 | 3 | 1 | 3 | 2 |
| CO 2 | 1 | 3 | 1 | 3 | 2 |
| CO 3 | 1 | 3 | 1 | 3 | 2 |
| AVERAGE | 1 | 3 | 1 | 3 | 2 |

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SEMESTER IV

Core Paper XIII – Counselling and therapy for groups and special population

COURSE OBJECTIVE:

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

COURSE OUTCOME:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Textbooks for study:

- 1) Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2011). Group counselling – strategies and skills. (7th ed.). Pacific Grove: Brooks/Cole.
- 2) Gelso, G. J., Fretz, B. R.(2014). Counselling Psychology, 3rd Edition. A prism Indian edition.

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

Reference books:

- 1) Keith Tuder (1999) Group Counseling
- 2) Charles J O ‘ Leary (1999) Counseling Couples and Families A person centred Approach
- 3) Gazda, G. M., Ginter, E. J.,&Horne, A. M. (2001). Group counselling and group psychotherapy,London: Allyn & Becon.
- 4) Corey, G. (2012).Theory and practice in group counselling, (8thed).Australia: ThomsonBrooks / Cole.
- 5) MalavikaKapur (2011), Counseling Children with Psychological Problems, Pearson
- 6) Thompson Rosemary (2016), Counseling Techniques - Improving relationships with others, ourselves, our families and our environment (3rd Edition). Routledge.
- 7) Nelson – Jones (2011), Theory and Practice of Counseling and Therapy (5th Edition), Sage.

Mapping of CO with PSO

| CO/PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------|-------|-------|-------|-------|-------|
| CO 1 | 3 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 2 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 2 | 3 | 2 | 3 |
| CO 5 | 3 | 2 | 3 | 2 | 3 |
| AVERAGE | 3 | 2 | 3 | 2 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Core Paper XIV – Dissertation

COURSE OBJECTIVE:

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

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|--|
| CO 1 | Demonstrate the ability to carry out independent research |
| CO 2 | Apply research methods, including research design, data analysis, and interpretation |
| CO 3 | Develop a research report in the approved format |

INTERNAL CONTINUOUS ASSESSMENT: Submission, Content and Regularity

EXTERNAL ASSESSMENT: Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician. Report will be evaluated based on Organisation and structure of report, Presentation, Novelty and utility Interaction.

Core Paper XV – Case studies

The supervised practicum work should be carried out in a registered leading Institution/Agency offering Psychological Services (approval for the Institution/Agency to be obtained from the Department Head before the commencement of the Practicum Work):

The students are expected to conduct four cases studies/diagnostic studies /counselling sessions/therapeutic interventions under supervised guidance and submit detailed reports in the following areas:

1. Clinical Psychology

- In-depth case studies at a Clinical Setting (with prior permission of the Authorities of the Centre/Agency)
- Conduct Mini Mental Examination on the Client
- Administer appropriate diagnostic tools such as tests of Depression, Anxiety, Stress
- Personality, Neurological Tests, Behavioural Assessments, Intelligence etc (as applicable on the client)
- Profile the Psychological Inadequacies/Mal-adjustment Patterns/Abnormalities if any, of the Client
- Prepare a detailed Psychological Report based on Counselling Interview, identify the symptoms and classify the disorder based on the diagnostic criteria of DSM–V
- Prepare an Individualized Intervention Plan/Management Strategy (for simple cases), in case the client has serious mental health problems the help of trained professionals at the Centre may be sought

2. Organizational Psychology

The student may approach the HR Team of an Industry/Organisation and conduct diagnostic study to map the Individual Employees Problems/Organizational Issues hampering the productivity of the Individual/Organisation at large by:

- Conducting Interviews with the HR Teams
- In-depth Interviews with the Employees (numbers may be decided)
- Interactions with the Supervisors of the Employees
- Administering Individual Tests for (Employee Oriented Problems) / Group Tests for Organizational Problems
- Profiling the Issues/Problems
- Designing Intervention Plan (for individual employees) / Organizational Development

- Interventional Strategies (for organizational problems)
- Counselling sessions with Individual Employees/Discussion the OD Strategies with the HR Team for Organizational Problems
- Preparing report

3. Issues Relating to Childhood/Development Disorders

Conducting Case Studies on Childhood Mental and Developmental Disorders:

- Conducting in-depth case studies
- Conducting developmental case study mapping the early childhood difficulties experienced
- Administer appropriate tools for childhood anxiety disorders, attention-deficit hyperactivity disorder (ADHD), conduct disorder, autism, intellectual disability (intellectual developmental disorder), dyslexia or other learning disabilities on the client
- Profile the Psychological Inadequacies/Mal-adjustment Patterns/Abnormalities if any, of the Client
- Prepare a detailed Psychological Report based on the assessments conducted
- Referral (in case the client is not undergoing any intervention) or discuss with the agency personnel if the client is undergoing therapeutic procedures on the proposed intervention/management strategies
- Document the entire process in the form of a report

4. Disability Rehabilitation

Conducting Case Studies on Children/Adolescents/Youth with Disabilities (may be singular or multiple disabilities)

- Conducting in-depth case studies with the Clients with Disabilities (with singular disability can be done on the client directly), in case of multiple disabilities care takers may be involved, particularly if there are problems of intellectual disabilities)
- Document the nature, category, type and degree of disability
- List the restrictions in functional capability of the client due to disabling condition
- Assess the residual skills of the client and the degree of performance of the Daily Living Skills (DLS)/Activities of Daily Living (ADL) (with or without support)

- Assess and prepare a psychological profile of the disabled client with regard to their degree of anxiety/depression, self-esteem, attitude, locus of control, acceptance of disability, self-efficacy, attributional style that determine the overall adjustment and effective daily functioning of the client
- Delineate the Individualized Education Plan (IEP) (in case the client is not studying) or Career Plan
- Details of assistive devices presently being used and assessment of latest adaptive technologies available for enhancing the degree of independence of the client (for education, career, mobility or daily living activities)
- Referral (in case the client is not undergoing any intervention)
- Discussing with the agency personnel if the client is undergoing rehabilitation
- Creating awareness on the concessions, facilities and privileges being provided to the disabled people by the State/Central Governments
- Report preparation

5. Career Psychology

Students may approach school/college/educational institutions to conduct career guidance and counselling programmes

- Administer individual/group tests (interest, aptitude, personality, values etc.)
- Preparing career profiles
- Organizing Career Exhibitions/Talks
- Conducting goal setting and Career Planning/Career Preparedness/Employability Enhancement workshops
- Preparing detailed report on the process

6. School Psychology

Students may approach schools to conduct personal effective/academic skills enhancement programmes

- Administer individual/group tests on personal/social competencies and academic issues
- Preparing psychological profiles of the students
- Holding counselling interviews with the individuals/group sessions

- Preparing intervention modules to enhance academic skills, improve study habits/study skills, cope up with academic pressures, life skills, self-esteem, confidence, removing exam fear/stress etc.
- Conducting workshops on specific issues to impart interventional strategies
- Following-up with teachers/school authorities
- Preparing detailed report on the process

Learning Outcomes

After completing the course students will be able to

- Conduction of In-depth Interviews
- Generate Professional Case Studies
- Administer Psychological Tools/Tests
- Preparing Psychological Profiles and Reports

Elective Paper IV – Clinical Training and Supervised Clinical Practicum

COURSE OBJECTIVE:

To provide students with the skills of clinical interviewing, assessment and formulations in order to help them prepare for clinical work in their 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 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 60 hours of supervised practicum.

The objectives of the course are as follows:

- Help students develop Counselling 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 relationships with their colleagues and coworkers at the agency as well as at the department.
- Coordinate effectively with their supervisors at the agency and the department.
- Effectively conceptualize the client's concerns, demonstrate and apply Counselling 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.

Elective Paper V – Contemporary therapies

COURSE OBJECTIVE:

1. To orient students on alternate psychotherapies other than the five forces of psychotherapy

COURSE OUTCOME:

| Course Outcome | Objective |
|----------------|---|
| CO 1 | Describe alternate psychotherapies |
| CO 2 | Differentiate between art based and science based psychotherapies |

| | |
|------|---|
| CO 3 | Apply the knowledge of alternate therapies in planning treatment course for clients |
|------|---|

UNIT I

Neuroscience, Psychotherapy, and Neuropsychotherapy: Brief Overview, Theoretical Framework for Neuropsychotherapy, Therapeutic Process, Recent Brain Based Therapies- EMDR, Coherence Therapy, And Brainspotting, Neuroscience and DSM-5, Research and Evaluation

UNIT II

The Expressive Arts Therapy – Overview - Art Therapy – Dance movement therapy - Brief Overview - Key Concepts - The Therapeutic Process: The Therapeutic Relationship, Goals of Therapy, Role of the therapist, Role of the client, Phases of Therapy, Therapy Techniques.

UNIT III

Music Therapy – Psychodrama – Drama therapy - Some Historical Markers – Brief Overview. Key Concepts - The Therapeutic Process: The Therapeutic Relationship, Goals of Therapy, Role of the therapist, Role of the client, Phases of Therapy, Therapy Techniques.

UNIT IV

Narrative Therapy - Brief Overview. Key Concepts: view of Human Nature, Theory of Personality, Therapeutic Process: Therapeutic Relationship, Goals of Therapy, Role of the therapist, Role of the client, Phases of Therapy, Therapy Techniques.

UNIT V

Animal assisted therapy - Mindfulness Integrated into Cognitive Behavior Therapies (DBT, ACT, and MBCT), Dialectical Behavior Therapy: Acceptance and Commitment Therapy: Mindfulness- Based Cognitive Therapy (MBCT)

Textbooks for study:

Jones smith Elsie. (2016), Theories of Counselling and Psychotherapy: an integrative approach, SAGE publication, Inc, second Edition, ISBN: 978148351988.

Malchiodi, Cathy A. (2008). The art therapy sourcebook (2nd ed.). New York: McGraw-Hill. ISBN 978-0071468275.

Nelson-Jones (2010). The theory and practice of counseling and Therapy (5thed).Sage.

Mapping of CO with PSO

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| CO 1 | 3 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 2 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 2 | 3 |
| AVERAGE | 3 | 2 | 3 | 2 | 3 |

0 - No match, 1 – slight match, 2 – moderate match, 3 – high/perfect match

Soft Skills Paper IV – Seminar/conference presentation and publication

Students will have to present and publish/submit one research finding in a seminar or conference and a reputed peer-reviewed journal.