

UNIVERSITY OF MADRAS
INSTITUTE OF DISTANCE EDUCATION
M.Sc– COUNSELLING PSYCHOLOGY
Under Choice Based Credits System
(With effect from the academic year 2018-2019)

SCHEME OF EXAMINATION

SEMESTER I	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper- I	Advanced General Psychology- I	4	20	80	100
Core Paper- II	Research Methodology- I	4	20	80	100
Core Paper- III	Theories of Counseling & Practice-I	4	20	80	100
Core Paper- IV	Developmental Psychology	4	20	80	100
Elective Paper-I	Positive Psychology	3	20	80	100

SEMESTER II	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-V	Advanced General Psychology- II	4	20	80	100
Core Paper-VI	Research Methodology- II	4	20	80	100
Core Paper-VII	Theories of Counseling & Practice -II	4	20	80	100
Core Paper-VIII	Psychological Testing	4	20	80	100
Elective Paper- II	Counselling for children	3	20	80	100

SEMESTER III	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-IX	Psychopathology –I	4	20	80	100
Core Paper-X	Counselling Special Population	4	20	80	100
Core Paper-XI	Family & Work Place Counselling	4	20	80	100
Core Paper-XII	School Counselling	4	20	80	100
Elective Paper-III	Personality	3	20	80	100

SEMESTER IV	SUBJECTS	CREDIT	MAX MARKS		TOTAL
			INT	EXT	
COURSE COMPONENT					
Core Paper-XIII	Psychopathology -II	4	20	80	100
Core Paper-XIV	Rehabilitation Counselling	4	20	80	100
Core Paper-XV	Contemporary Therapies	4	20	80	100
Core Paper-XVI	Case study	4	20	80	100
Elective Paper-IV	Crisis intervention and Trauma Counseling	3	20	80	100

		CREDITS
Core Paper	16 X 4	64
Elective	4 X 3	12
TOTAL		76

MSC– COUNSELLING PSYCHOLOGY
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REVISED SYLLABUS
SEMESTER - I

Core Paper- I : ADVANCED GENERAL PSYCHOLOGY- I

Course Objectives: This paper enables students to learn psychological processes in detail and to appreciate different approaches to psychological processes.

UNIT –I:

Definition of psychology: Sub-fields of psychology – Experimental, Biological, Personality, Social, Clinical and Counseling, Development and quantitative psychology - Methods in psychology –Survey, Case Study, Naturalistic, Observation, Experiment.

UNIT – II:

The Nervous system: Communication in the Nervous system and interaction between neuron - Neurotransmitters and its functions - The Spinal cord and its functions - the Brain and its functions -

UNIT-III:

The five senses – its characteristics - Definition of perception - Features of perception - Approaches to perception - Constructional view of perception- Ecological view of perception -Psychophysics. Attention – Determinants of attention - Selective, focused and divided attention.

UNIT –IV:

Definition of Learning - Classical Learning - Instrumental and operant conditioning Learning - Observational Learning - Cognitive Process in Learning.

UNIT –V:

Types of Memory – Stages of Memory – Sensory Memory – Short-term Memory and Long-term Memory – Causes of forgetting – Constructing Memory – Improving Memory.

Reference

Bouglès A. Bernstein; Edward J. Roy; Thomas K. Srull; Christopher D. Wickens, Psychology – 2nd Edition, Houghton, Mifflin Company; Boston. 1991.
Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Introduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.
Baron, R.A. (1995) Psychology. New York; Harper Collins, College Publishers.

Lefton, L.A. (1985) Psychology. Boston: Allyn & Baron.

Core Paper –II: RESEARCH METHODOLOGY –I

Course Objective - To enable the students to understand the basic concepts in behavioural research and also the application of various research design.

UNIT – I:

Science and common sense: Four methods of knowing – Aims and function of science, scientific approach in psychological research.

UNIT – II:

Research Methods: Laboratory experiments, Field experiments, observation, interview, questionnaire, semantic differential.

UNIT – III:

Definition and criteria of problem and hypotheses. Multivariate nature of behavioural research problems and hypotheses.

Concepts and constructs, constitutive and operational definitions of constructs and variables, types of variables.

UNIT –IV:

Ex-post –facto research, survey research: research design: Meaning, Purpose and principles, Simple Randomized designs. Factorial designs.

UNIT –V:

Construction of achievement, abilities, attitudes and aptitudes tests, transformation of raw scores into standard scores; factor analysis - a procedure for identifying psychological constructs. Reliability and validity Types of reliability: Test retest reliability, Split-half reliability, Alternate form reliability, Internal consistency reliability and Scorer reliability. Types of validity: Face validity, Content validity, Construct validity and Criterion-related validity.

Reference

- Kerlinger, F.N. (2000) Foundations of behavioural research. New Delhi: Surjeet publications.
Broota, K.D. (1992) Experimental designs in Behavioural Research, New Delhi: Wiley Eastern.
Cozby (2003). Methods in Behavioural Research 8th Edition, McGraw Hill.
Winer, B.J. (1971). Statistical Principles in Experimental design, New York, McGraw Hill

Core Paper – III: THEORIES OF COUNSELING & PRACTICE -I

Course Objective: To introduce the students the various theories in counselling and psychotherapy.

UNIT – 1:

Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Goals of Counselling, Counselling as a distinct Profession, Current trends in the 21st Century, Personal and Professional aspects of Counselling, Personality and Background of Counsellor, Personal qualities of the effective Counsellor, Attribution and Systematic framework of Counselling, Supervision, Ethico-legal aspects of Counselling.

UNIT – II:

Overview of Counselling Model- Stage I, Stage II and Stage III, Building the Helping relationship, Basic communication skills for Helping, Basic Communication Skills – I, Basic Empathy and Probing. Testing, Assessment and Diagnosis in Counselling; The role of Theories of Psychotherapy, The need for Cultural diversity and Psychotherapy Integration, Case Study.

UNIT – III:

Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory ;Self Psychology; Comparing and Contrasting Psychoanalytic and Psychodynamic Theories. Attachment Theory; Relational analysis; Brief Psychodynamic Therapy : Key concepts of Carl Jung, Jung’s Theory of Personality, Personality types, Jungian Psychotherapy Research and Evaluation: Case Analysis

UNIT – IV:

Adlerian Psychotherapy: Brief overview, Key Concepts ,The Therapeutic Process, Research and Evaluation :Case Analysis. Existential Therapy: Overview, Key Concepts in, Therapeutic Process, Research and Evaluation. Person-Centred 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.

UNIT – V :

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.

Reference

- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: ThomsonBrooks/ Cole.
Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Core Paper - IV : DEVELOPMENTAL PSYCHOLOGY

Objective: To introduce the students the different aspects of psychological development over the life span.

UNIT – I :

Basic Concepts – Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

UNIT – II:

Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions in old age. Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget’s model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

UNIT – III :

Personality and Social Development – Emotions – emergence of Self – Role of parents and siblings – peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems.

UNIT – IV :

Personality and Social issues in young adulthood - Parenthood – Career planning – Intimate relationship and personal life styles – work life – personal relationship in family and work life

UNIT – V :

Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.

REFERENCES :

Elizabeth B. Hurlock, Developmental Psychology – A Life Span Approach, Fifth Edition, Tata McGraw Hill Publishing co. Ltd., New Delhi.

Papalia, Diane E and Old, Human Development V Ed 1992, Tata McGraw Mill Publishing Co., Ltd
Zubek J.P. and Solberg, P.A., Human Development, New York, McGraw Hill Book Co. Ltd., 1954.

Elective Paper – I : POSITIVE PSYCHOLOGY

Objective : To enable the students to Understand the aims and scope of positive Psychology .
To Apply the basic concepts from the course to an analysis of their own lives and personal strength

Unit-I:

Define Positive Psychology? Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

Unit – II:

The Meaning and Measure of Happiness: Psychology of well-being, happiness, two traditions- subjective well-being: the hedonic basis of happiness; self-realization, the eudaimonic basis of happiness; comparing hedonic and eudaimonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

Unit – III:

Positive Emotions and Well- Being: Positive emotions, positive emotions and health resources; positive emotions and well- being; cultivating positive emotions. Positive Traits, personality, emotions and biology, positive beliefs.

Unit – IV:

Personal Goals as Windows to Well-Being: The search for universal human motives; the personalization of goals in self-concept; goals contribute most to well-being. materialism and its discontents. Self –regulation and self –control: The value of self-control; Personal goals and self -regulation; goals that create self – regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit – V:

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well-being.

References

Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
Snyder. R, S. (2007). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications

SEMESTER – II

Core Paper – V: ADVANCED GENERAL PSYCHOLOGY- II

Course Objectives: This course enables students to learn psychological processes in detail and to appreciate different approaches to psychological processes.

UNIT I

Emotions- Emotions and ANS. Theories of Emotions. Expressions of Emotions. Stress and Coping styles. Physical and physiological. Psychosocial basis of stress.

UNIT II

Definition of Intelligence. Theories of Intelligence. Creativity- Characteristics of Creative Person.

UNIT III

Thinking process- concepts, problem solving, decision making. Language – Elements of language, understanding sentences and conversation; stages of language development; Acquiring of language.

UNIT IV

Personality: Brief outline of the various determinants- Physical, intellectual, emotional, social family, educational and sex; Theories of personality- psychodynamic, trait, type, behaviouristic, social learning, humanistic (self). Measurement of personality.

UNIT V

Motivation : Motives, needs, drives and incentives, theoretical perspectives- instinct theory, humanistic, drive theories, incentive theories, opponent process theories, optimal level theories; Biological motives- hunger, thirst , sleep, sex; Stimulus motives sensory stimulation, exploration and manipulation, optimal arousal, social motives- measurement of social motives, affiliation, achievement, power, aggression, Frustration and conflicts of motives.

Reference

Bougles A. Bernstein; Edward J. Roy; Thomas K. Srull; Christopher D. Wickens, Psychology – 2nd Edition, Hougsten, Muffin Company; Boston. 1991.

Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Intoduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.

Baron, R.A. (1995) Psychology. New York; Harpet Collins, College Publishers.

Core Paper – VI: RESEARCH METHODOLOGY - II

Objective: To provide foundation on Quantitative & Qualitative research methods in psychology, develop skills on designing quantitative & Qualitative research, develop skills on collecting quantitative & Qualitative data using various methods, sensitize the importance of scientific research, develop skills on proposal writing, sensitize the students on ethical issues in research

UNIT – I: Introduction to quantitative & qualitative research methods: Historical development of quantitative & qualitative research, Defining quantitative & qualitative research, Difference and methodological issues in quantitative & qualitative research; Ethics in quantitative & qualitative research methods

UNIT – II: Quantitative research designs: Exploratory research, survey research, Experimental research; Research design: Meaning, purpose and principles, Simple randomized designs, Factorial designs; Qualitative research designs: Conceptualizing research questions, issues of paradigm, Designing samples, Theoretical sampling, N=1 design, Time series design, Mixed method research, Contrasting qualitative with quantitative approach in research process, Issues of credibility and trustworthiness

UNIT – III: Quantitative Sampling and methods of data collection: probability (VS) Non probability methods; Determination of sample size; Qualitative method of collecting 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

UNIT – IV: Quantitative Analysis: Data analysis and report writing Parametric statistics: One way and Two way ANOVA, Critical ratio, Student 't'-test, Product moment correlation, Regression analysis; Non parametric: Mann U Whitney test, Kruskall Wallis test, Wilcoxon Test, Freidman's test, statistics-Chi square test, Rank order correlation

UNIT – V: Qualitative Analysis: Different traditions of qualitative data analysis; thematic analysis, Narrative analysis, Discourse analysis, Content analysis, Usage of software for qualitative analysis; Report writing: Journal articles and thesis / dissertation writing.

Reference:

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

Gravetter, F.J., & Forzana, L.A.B (2009). Research methods for behavioural sciences .UNITED states :Wordsworth cengage learning .

Bordens, K.S., & Abbott, B.B. (2006). Research and design methods: A process approach (6th 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.

Core Paper – VII THEORIES OF COUNSELLING & PRACTICE –II

Objective: To familiarise the students with the various theories in counselling and psychotherapy and techniques utilised.

UNIT – I: Behaviour Therapy and Integrated Psychopharmacology- Behaviour Therapy: Brief Overview, Key Concepts, Therapeutic process, Current trends, Applied Behavioural analysis. Integrated Psychopharmacology: Brief overview, Role of therapist, Framework for integrating Psychotherapy with Behavioural Psychopharmacology, Major classes for Medications for Anxiety , Depression and Behavioural and Mood Disorders, Cultural issues in Psychopharmacology, Research and Evaluation.

UNIT –II : Cognitive Approaches to Psychotherapy: Brief overview of different Cognitive approaches, Rational Emotive Behaviour Therapy, Social Modeling, Observational learning and Self Efficacy, Cognitive Therapy and Depression, Beck’s Cognitive Therapy, Comparison of Ellis’s and Beck’s Approach to Psychotherapy, Cognitive Neuroscience, Current Trends in Cognitive Therapies, 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 – III: Family Therapy Approaches: Brief Overview, Multigenerational Family Therapy, Experiential Family Therapy, Structural Family Therapy, Strategic Family Therapy, The Expressive Arts Therapies : Brief overview, Key Concepts, Three Expressive Arts Therapeutic Approaches, Research and Evaluation. Narrative Therapy: Brief Overview, Key Concepts, Therapeutic Process, Research and Evaluation.

UNIT – IV: 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 – V: Integrative Psychotherapy: Brief Overview, Pathways to Psychotherapy Integration, Multitheoretical Psychotherapy, Research and Evaluation, Toward Developing your own approach to Integrative Psychotherapy.

Reference

Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

Core Paper – VIII: PSYCHOLOGICAL TESTING

Objective: This course is meant to provide students with an understanding of the principles on which frameworks of assessments in Counselling 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.

1. Developmental Screening Test
2. Bender Visual Motor Gestalt test
3. Wechsler Intelligence Scale for Children
4. Wechsler Adult Intelligence Scale
5. Ravens Intelligence - S.P.M., C.P.M., A.P.M
6. Seguin Form Board
7. Interest, Career and Value Test
8. Sentence completion test
9. Thematic apperception test (TAT)
10. Children apperception test (CAT)
11. Draw a person
12. Rorschach ink blot test
13. Personality Inventory for Adolescent
14. FIRO – B
15. Minnesota multiple personality inventory test
16. NIMHANS Neuropsychological Battery

Out of sixteen assessments the students have to select any ten assessments

Elective Paper – II :COUNSELLING FOR CHILDREN

Objective: To make the students familiar with the theory, techniques, ethical considerations and skills involved in counselling children.

Unit-I:Counselling children -Introduction to counseling: Micro & Macro skills of counseling. Historical Background and contemporary ideas about counseling children; Ethical considerations when counseling children- Attributes of a counselor for children. Child Counselling Skills –Observation, Active Listening - Helping children to tell their story and empathy skills- Dealing with resistance and transference- Dealing with self-concept and self-destructive beliefs- Actively facilitating change – Termination of counseling- Skills for counseling children in groups

Unit-II: Specific Problems and disorders in children - Academic problems – Learning Disability, ADHD/ADD. Autism Spectrum Disorders, Externalizing problems, internalizing problems, Developmental problems and specific developmental delays and Language disorders, child psychopathology.

Unit III : Psychological Assessment of Child -Psychological Assessment from counsellor's perspective- Uses of Psychological Assessment in Counselling Practice - Tests for cognitive development - Tests for memory development – Tests for personality and Temperament – Behaviour Checklist and Projective tests. Intervention: Play therapy & family therapy, Behavior modification, Training programs in schools,

References

- Aggarwal J.J. (2004). Psychology of Learning and Development. India. ShipraPublishers.
- Thenmozhi S. (2003). School Counselling: A Psychologist Guide. India. Aarthi Shruthi Publishers.
- Kapur M. (2011). Counselling Children with Psychological Problems. India. India Binding House, Pearson.
- Geldard. K., Geldard. D., YinFoo.R., (2013).Counselling Children: A Practical Introduction. India. Sage

SEMESTER - III

Core Paper - IX PSYCHOPATHOLOGY - I

Learning Objective: The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.

Unit I:

Introduction to Developmental Psychopathology Models of child psychopathology; Development and Expression of psychopathology; DSM criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; Research on child Psychopathology; An overview of child psychopathology in India

Unit II:

Developmental disorders diagnosed first in infancy, childhood, and adolescence Mental retardation; Learning disorders• Motor skills disorder: Developmental Coordination disorder Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering

Unit III

Pervasive Developmental Disorders: Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder; Pervasive Developmental Disorder Not Otherwise Specified. Attention-Deficit and Disruptive Behaviour Disorders: Attention Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder; Attention-Deficit/Hyperactivity Disorder Not Otherwise Specified; Disruptive Behaviour Disorder Not Otherwise Specified Feeding and Eating Disorders of Infancy or Early Childhood: Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood.

Unit IV

Tic Disorders: Tourette's disorder; Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder. Elimination disorders: Encopresis, Enuresis, Other disorders of Infancy, childhood and adolescence: Separation Anxiety disorder, Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood; Stereotypic Movement Disorder

Unit V

Mood disorders and Suicide; Schizophrenia; Anxiety disorders. Special Areas: pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

References

- American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders: -IV-TR. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007). Abnormal Child Psychology (4th edition).
- Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rd ed. New York: Wiley. John B Sons, Inc
- Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. & Sadock, M.D. (1995). Comprehensive Textbook of Psychiatry/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), Abnormal Child Psychology, New York; Addison, Wesley
- Reinhardt, Helmut & Schmidt, Martin.H.(1992). Developmental psychopathology. New York: Hogrefe & Huber Publishers
- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed
- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.

Core Paper – X: COUNSELLING SPECIAL POPULATION

Objective: To introduce the students to the theories and counselling strategies used in the context of Abuse, Addiction, Suicide and Disability Counselling.

Unit I- Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction. Understanding use, abuse and dependence. Early Identification (risk and protective factors). Types of drugs.

Unit II - Abuse and Addiction - Planning intervention: Counselling in Motivation (Skills). Strategies: Counselling individual and families including children (Skills)

Unit III- Processes in recovery and relapse. Types of treatment intervention; Psycho social care- rehabilitation, after care.

Unit IV- Suicide Counselling: Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Counselling for Suicide Prevention. Trauma Counseling- History and theoretical foundations of Trauma. People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma, Crisis Intervention: Models for intervention. Assessment and skills building (Case simulation exercises).

Unit V- Disability Counselling: Concept and definition of disability, Concept of impairment, activity, participation, Methods used in Disability Counselling.

Reference

- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity
- Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.
- James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.
- Psychopathology in the aged, Cole, J.O. & Barrett, J.E. (1980). Raven Press: NY

Core Paper - XI FAMILY AND WORKPLACE COUNSELLING

Objective: To introduce the students to the theories and counselling strategies used in the context of Workplace and Family Therapy.

Unit – I - Historical evolution of the field of marriage and family therapy: Current and future trends, Foundations of family therapy, Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

Unit – II - Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive behavioural; Recent Developments: Post modernism, Feminist critique,

Unit III- Solution focused therapy, Narrative therapy, Integrative models. Evaluation of Family Therapy: Family therapy research, Empirical foundations and Practice implications

Unit – IV – Understanding Workplace Counselling: The work place today, Need for work place counselling, History of workplace counselling, The many faces of work place counselling, Work place counselling: Criticism of workplace counselling .

Unit V- Models of Workplace Counselling: Brief therapy models, Problem focused models, Work oriented models, Manager based models, Externally based models, Internally based models, Welfare based models, Organisational change models

Reference

Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods*, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.Press, Inc.
Carroll M. (1996). *Workplace Counselling: A Systematic Approach to Employee Care*. London; Sage publishers

Core Paper - XII SCHOOL COUNSELLING

Course Objective: To introduce the students to an introductory knowledge about the theory, techniques and content of School Counselling.

UNIT - I : Introduction to guidance and counselling : History, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century.

UNIT - II : Areas of Educational Guidance, Purpose, Functions, Guidance for Special Learners : Gifted and Creative Students, Under Achievers, Students with Learning Disabilities.

UNIT - III Counselling and management of common childhood problems, School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

UNIT - IV : Guidance Strategies for Social and Personal Problems Developing self-confidence, Assertive training, Improving communication skills, Mental and Physical Methods of Relaxation; Self-improving Programmes : study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

UNIT - V: Abuse Counselling : Types of Abuse, Causal Theories of Abuse, Effects of Abuse, Statutory Requirements, Implications for Counselors ,Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts - Ethical standards - Government regulations - Maintaining good student records

Reference

- S.K. Kocthihar (1984) : *Guidance & Counselling in Colleges and University*, Starling Publications Pvt. Ltd.
- Berki B.G. & Mukhopadhyay., (1989). *Guidance & Counselling*, Sterling Publication Pvt. Ltd.
- Fransella, Fay and Banton (1990) *Personal Construct Counselling in Action*, Sage Publication
- S.K. Kocthihar (1984) *Educational and Vocational Guidance in Secondary Schools*, Sterling Publication Pvt. Ltd.
- K.P. Pandey (1985) *Advanced Educational Psychology*, Second Revised Edition, Konark Publication Ltd.
- Padus, Emrika (1992) *The Complex Aid to your Emotions and Your Health*, Revised Edition, Rodale Press Emmaus, Pennsy Inania.

Sanderson . C. (2013).Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse. London. Jessica Kingsley Publishers.
Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School Counselling for the Twenty First Century. 4th Edition, New Jersey, Pearson Education.

Elective Paper – III: PERSONALITY

Course objective :The primary objective of the study of psychology is to understand individual differences. Personality is one of the variable that accounts for individual differences in the manner in which people understand and react to the various life experiences. Understanding of personality is essential across the stages of development in shaping the personality for its optimal functioning.

UNIT 1

Nature, Dimensions and measurement of personality- Definition and Approaches to study personality, The trait approach to personality, Methods of personality assessment, Structural models of personality, The Five-Factor Model of personality traits.

UNIT II

Personality in the social and cultural context- The storied construction of personality, Personality and social support processes, Social pain and hurt feelings, Personality in cross-cultural perspective, Culture and personality, Personality and politics

UNIT III

Personality in the educational context- Personality development of students, Factors influencing personality development

UNIT IV

Personality in the work context- Personality and personnel selection, □Personality correlates of job performance,

UNIT V

Personality and Criminal psychology: Crime and Personality, Personality Modification, in the criminal justice system.

References:

Cambridge Handbook of Personality
Personality Psychology. Domains of knowledge about Human Nature, Randy.J.Larsen,
David M Buss.2nd edition
Theories of Personality, Hall and Lindsey.

SEMESTER - IV

Core Paper- XIII: PSYCHOPATHOLOGY- II

Course Objective: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

UNIT 1: Introduction. Definition, historical review. Changing attitudes and concepts of mental health and illness. Current views. Models for understanding psychopathology. Psychoanalytical, behavioral, interpersonal and humanistic. Need for and types of classification of mental disorders. DSM and ICD systems of classification.

UNIT II: Anxiety and stress related disorders: Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

UNIT III .Mood and schizophrenic disorders. Causes, types and clinical features of mood disorders, (manic, depressive, bipolar mood disorders).Causes, types and clinical features of schizophrenia, Delusional disorders.

UNIT IV: Somatoform and dissociative disorders. Causes, types and clinical features of somatisation disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

UNIT V: Substance abuse - Causes, types and clinical features of alcohol and substance abuse. Brain impairment. Dementia, Amnesic syndromes. Pervasive developmental disorders. Causes, types and clinical features of mental retardation and Autism.

References:

Carson, R. C. Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern Life. 11thed. New York: Addison Wesley Longman Inc

Comer., R. J. (1999). Abnormal Psychology. New Jersey: W. H. Freeman Co.

Davison, G. C. & Neale, J. M. (1998). Abnormal Psychology, 7th ed. New York: JohnWiley & Sons.

Core Paper- XIV REHABILITATION COUNSELING

Learning objective: Disability sector is one of the areas that has been especially overlooked by social scientists. Professional issues regarding understanding the disabled, its causes, concerns, management and intervention need a scientific approach. The present paper aims at providing the same.

UNIT I- Nature and Scope of Rehabilitation psychology- □Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions

and special functions, History and Philosophy of Disability Rehabilitation. Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.

UNIT II –Disability - Concept and definitions, Classification of various disabilities, Incidence and Prevalence, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor, disability, Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps, Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors, Prevention of disabilities

UNIT III- Personality Development of Disabled Persons and intervention- Factors influencing personality development of disabled individuals, Life span, development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology. Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

UNIT IV – Psychological Intervention- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes Monitory and Impact Studies.

UNIT V – Organization & Management- Evolution of Non-Government Organizations Background Characteristics of Organization -Capacity Building of Non-Government Organizations.

References:

Diverse Populations, Volume 9. Elsevier Science, Pergamon.
Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society, SAGE Publications, New Delhi.
John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.

Core Paper- XV CONTEMPORARY THERAPIES

Course Objective: To introduce the students to an introductory knowledge about the upcoming theories, concepts and techniques Counseling Psychology.

UNIT I

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.

UNIT II

The Expressive Arts Therapies:- Brief Overview: Definition of Expressive Arts Therapies. Expressive Arts: A Human Tradition, Art Therapy: Some Historical Markers, Music Therapy: Some Historical Markers, Drama and Play Therapy: Some Historical Markers.

UNIT III

Three Expressive Arts Therapeutic Approaches:- Art Therapy: Cathy A. Malchiodi, Art Therapist and Expressive Arts Therapy Writer, The Therapeutic Process of Art Therapy, Music Therapy: Michele Forinash, Music Therapist, Play Therapy: Margaret Lowenfeld, Developer of Play Therapy; Linda Homeyer: Play Therapist.

UNIT IV

Narrative Therapy:- Brief Overview. Key Concepts: view of Human Nature, Theory of Personality, The story as the Basic unit of experience, Theory of Maladaptive behaviour or psychopathology. The Therapeutic Process: The Therapeutic Relationship, Goals of Therapy, Role of the therapist, Role of the client, Phases of Therapy, Therapy Techniques.

UNIT V

Current Trends in Cognitive Therapies. Mindfulness Integrated into Cognitive Behavior Therapies (DBT, ACT, and MBCT), Dialectical Behavior Therapy: Marsha Linehan, Acceptance and Commitment Therapy: Steven C. Hayes. Mindfulness- Based Cognitive Therapy (MBCT): Zindel Segal, Mark Williams, and John Teasdale. Differences between ACT, CBT, DBT, and MBCT.

Reference

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

Core Paper- XVI: CASE STUDY

The students are expected to submit 5 case studies relating to various areas of counseling under the supervised guidance of qualified counselors. The supervised practicum counselling should be carried out in collaboration with any of the identified competent institutions / organizations who are approved by the University.

Elective Paper – IV CRISIS INTERVENTION AND TRAUMA COUNSELLING

Objective: To understand and describe PTSD risk factors, symptomatology and comorbidities , acute traumatic stress reactions and the principles and basic strategies of crisis intervention .To understand the principles of primary evidence-based treatments for PTSD and to learn to provide traumatized clients with psychoeducation and basic coping strategies

Unit I- Introduction: Understanding Trauma: Post Traumatic Stress Disorder symptomatology and assessment measures, PTSD risk factors, development, and course. Biological Basis and Psychopharmacology of PTSD.

Unit II- Trauma and Development: Developmental impact of trauma and overview of Complex PTSD. Trauma and Loss: Traumatic grief and associated conditions

Unit III-Crisis Intervention and PTSD Treatment: Disaster Mental Health and Acute Stress Reactions, Cognitive-Behavioral Therapies for Trauma-related Conditions, Evidence-based Treatments for PTSD, Introduction to exposure-based treatments for PTSD, Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth

Reference:

James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.

Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity