



MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY

(M.Sc. Counselling Psychology)

REGULATIONS, SCHEME, AND SYLLABUS

From 2024 Admissions Onward

BOARD OF STUDIES (PSYCHOLOGY)

RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)

Kalamassery, Kochi, 683104

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Board of Studies – Psychology

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MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY

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Introduction and Scope of the Programme

The Post Graduate programme in Counselling Psychology envisions training professionals who can provide counselling services in hospitals, educational institutions, industries, family and child care centres, rehabilitation institutions, legal sectors and other related settings. These post graduates are expected to be equipped to pursue research and to contribute to the knowledge-building process in the same field.

The courses shall be taught by qualified teachers in Psychology, as per UGC norms. However, keeping in view the orientation of the institution where the course is being offered, it is possible to avail the services of qualified teachers from other allied disciplines for supervision of the community project work envisaged in semester II and individual project works (Dissertation) in semester IV, depending on the specific topic selected by the students.

Eligibility

A candidate who has passed any undergraduate degree examination with 50% aggregate marks from any recognised University in India or abroad, recognized by UGC/AIU, is eligible to apply.

Admission

The admission to the M.Sc. programme shall be based on an Entrance Examination and Personal Interview.

Attendance

The minimum requirement of attendance for each course during a semester for appearing at the end-semester examination shall be 75%. Condonation of shortage of attendance to a maximum of 15 days in a semester subject to a maximum of two times during the whole period of the programme may be granted by the Principal, Rajagiri College of Social Sciences (Autonomous), Kalamassery.

Those who cannot register for the examination of a particular semester due to shortage of attendance may repeat the semester along with junior batches, without considering sanctioned strength, subject to the existing rules of the institution.

A regular student who has undergone a programme of study under earlier regulation/scheme but was unable to complete the Programme due to shortage of attendance, may repeat the semester along with the regular batch, subject to the condition that he has to undergo all the examinations of the previous semesters as per the 2020 Regulations.

A student with sufficient attendance but fails to register for third semester examination can appear for the end semester examination in the subsequent years with the attendance and progress report from the Principal.

Condonation

As per the regulations of Examination Manual, Rajagiri College of Social Sciences, Kalamassery.

Promotion

A student who registers for a particular semester examination shall be promoted to the next semester.

A student having 75% attendance for each course and who fails to register for examination of a particular semester will be allowed to register notionally and is promoted to the next semester, provided the application for notional registration is submitted within 15 days from the commencement of the next semester.

Evaluation and Grading

There shall be Semester Examinations at the end of each semester for all credit courses. The question paper for the examination, which will each be of three hours duration, may contain short answer type/annotation and long essay type questions. Different types of questions shall have different weightage.

Evaluation

The evaluation scheme for each course shall contain two parts; (a) End Semester Evaluation (ESE) [External Evaluation] and (b) Continuous Evaluation (CE) [Internal Evaluation]. 25% weightage shall be given to internal evaluation and the remaining 75% to external evaluation and the ratio and weightage between internal and external is 1:3. Both End Semester Evaluation (ESE) and Continuous Evaluation (CE) shall be carried out using direct grading system.

Direct Grading

The direct grading for CE (internal) and ESE (external evaluation) shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values of 5, 4, 3, 2, 1 and 0 respectively.

Grade Point (GPA)

Internal and External components are separately graded and the combined grade point with weightage 1 for internal and 3 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization provided in 12.16.

Internal Evaluation for the Regular Programme

The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars, lab skills, records, viva-voce etc.

Components of CE and External Evaluation

Grades shall be given to the evaluation of theory / practical / project / comprehensive viva-voce and all internal evaluations are based on the Direct Grading System. There shall be no separate minimum grade point for internal evaluation.

The model of the components and its weightages for Continuous Evaluation (CE) and the End Semester Evaluation (ESE) are shown in below:

For Theory (CE) Internal

	Components	Weightage
i.	Assignment	1
ii.	Seminar	2
iii.	Two test papers	2 (1 each)
Total		5

(For test papers all questions shall be set in such a way that the answers can be awarded A+, A, B, C, D, E grade).

For Theory (ESE) External

Evaluation is based on the pattern of question specified as follows.

Questions shall be set to assess knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightage shall be given to each module based on content/teaching hours allotted to each module.

The question setter shall ensure that questions covering all skills are set.

The question shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, E grades.

Sl. No	Type of questions	Weight	Number of questions to be answered
1.	Short Answer type questions	1	10 out of 12
2.	Long essay type questions	4	5 EITHER/OR Questions. (One each from 5 modules)
Total		5	Total Weightage =30

Pattern of Question for Practical

The pattern of questions for external evaluation of practical shall be prescribed by the Board of Studies.

For Practical (CE) Internal

Sl. No.	Components	Weightage
1.	Introduction and details of the Test	1
2.	Administration and record	1
3.	Discussion	1
4.	Viva	2
	Total	5

For Practical (ESE) External

Sl. No.	Components	Weightage
1.	Introduction and details of the Test	4
2.	Administration	1
3.	Record	1
4.	Discussion	4
5.	Viva	5
	Total	15

For Block Placement (CE) Internal

Sl. No.	Components	Weightage
1.	Interim presentation on Internship	2
2.	Internship Interim Report	2
3.	Internship Evaluation at the Organization by Internal Faculty	1

For Block Placement (ESE) External

Sl. No.	Components	Weightage
1.	Final Presentation	3
2.	Internship Final Report	7
3.	Viva	5
	Total	15

For Practicum (CR) Internal

Sl. No.	Components	Weightage
1.	Case records	3
2.	Viva – voce	2
	Total	5

For Practicum (ESE) External

Sl. No.	Components	Weightage
1.	Case records	8
2.	Viva-voce	7
	Total	15

For Dissertation (CE) Internal

Sl. No.	Components	Weightage
1.	Introduction and Review	1
2.	Rationale of the study	1
3.	Method and Discussion	1
4.	APA Style	1
5.	Viva	1
	Total	5

For Dissertation (ESE) External

Sl. No.	Components	Weightage
1.	Introduction and Review	4
2.	Rationale of the study	1
3.	Method and Discussion	2
4.	APA Style	2
5.	Viva	5
	Total	15

Comprehensive Viva-Voce (CE) Internal

Components	Weightage
Comprehensive viva-voce (all courses from I semester to IV semester)	5
Total	5

Comprehensive Viva-Voce (ESE) External

Components	Weightage
Comprehensive viva-voce (all courses from I semester to IV semester)	15
Total	15

All grade point averages shall be rounded to two digits.

To ensure transparency of the evaluation process, the internal assessment grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of external examination.

There shall not be any chance of improvement for internal grade.

Performance Grading

Students are graded based on their performance (GPA/ SGPA/CGPA) at the examination on a 7-point scale as detailed below:

CGPA	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very good
3.00 to 3.49	B	Good (average)
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal (pass)
Upto 1.99	D	Deficient (fail)

No separate minimum is required for internal evaluation for a pass, but a minimum C grade is required for a pass in an external evaluation. However, a minimum C grade is required for pass in a course.

A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Calculations.

The **SGPA** is the ratio of sum of the credit points of all courses taken by a students in the semester to the total credit for that semester, After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below:

$$\text{Semester Grade Point Average - SGPA (S}_j\text{)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

(SGPA = Total credit point awarded in a semester / Total credits of the semester)

Where 'S_j' is the jth semester, 'G_i' is the grade point scored by the student in the ith course 'c_i' is the credit of the ith course.

Cumulative Grade Point Average (CGPA) of a Programme is calculated using the formula.

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

(CGPA = Total credit points awarded in all semesters / Total credits of the programme)

Where 'C_i' is the credits for the ith semester, 'S_i' is the SGPA for the ith semester. The **SGPA** and **CGPA** shall be rounded off to 2 decimal points.

For the successful completion of semester, a student shall pass all courses and score a minimum **SGPA** of 2.0. However, a student is permitted to move to the next semester irrespective of her/his **SGPA**.

Award of Degree

The successful completion of all the courses with 'C' grade within the stipulated period shall be the minimum requirement for the award of the degree.

Scheme of the Syllabus					
Semester	Paper	Course code	Type of course	Credits	Hours per week
I	Foundations of Psychology	PSYMC0101	Core	4	5
I	Psychology of Individual Differences	PSYMC0102	Core	4	5
I	Understanding Abnormal Behaviour -1	PSYMC0103	Core	4	5
I	Fundamentals of Counselling Psychology	PSYMC0104	Core	4	5
I	Practicum 1	PSYMCP0101	Core	4	10
	Total			20	30
II	Approaches to Counselling	PSYMC0205	Core	3	5
II	Counselling Process and Skills	PSYMC0206	Core	3	5
II	Human Development	PSYMC0207	Core	3	5
II	Understanding Abnormal Behaviour -2	PSYMC0208	Core	3	5
II	Research Methodology & Psychometry	PSYMC0209	Core	3	5
II	Practicum 2	PSYMCP0202	Core	3	5
II	Block Placement	PSYMCB0201	Core	2	30 Days
	Total			20	30
III	Counselling Across Life-span	PSYMC0310	Core	4	5
III	Counselling in an Educational Setting	PSYMC0311	Core	3	5
III	Counselling in the workplace	PSYMC0312	Core	3	5
III	Assessments in Counselling Setting	PSYMCPP0301	Core	4	5
III	Practicum 3: Action Research Project	PSYMCP0303	Core	4	5

Electives (One paper Should be taken by the Student)					
Semester	Paper	Course code	Type of course	Credits	Hours per week
III	Education Psychology	PSYMCEL0301	Elective	2	5
III	Organizational Behavior and Human Resource Management	PSYMCEL0302	Elective	2	5
	Total			20	30
IV	Wellness and Positive Psychology	PSYMCP0413	Core	3	6
IV	Couple and Family Counselling	PSYMCP04114	Core	3	6
IV	Counselling for Special Populations (Hospital Settings)	PSYMCP0415	Core	4	6
IV	Practicum IV	PSYMCP0404	Core	3	10
IV	Dissertation	PSYMCD0401	Core	3	2
IV	Comprehensive Viva	PSYMCCV0402	Core	2	
IV	Block Placement	PSYMCB0201	Core	2	30 Days
	Total			20	30

SEMESTER - I

Foundations of Psychology (PSYMC0101)

Objectives:

1. To provide students with a conceptual understanding of the psychological foundations of human behaviour
2. To provide students with diverse perspectives on the functioning of human behaviour
3. To enable the students to make possible links between various functions of the mind and behavior

Module 1: Introduction to Psychology

Subject matter of Psychology, Goals of Psychology. Nature and scope of psychology. Schools of Psychology- Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt psychology, Modern Perspectives: Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural. Subfields or Branches of Psychology.

Module 2: Attention, Perception & Learning

Factors affecting attention, Models of Attention, types

Perception – Psychophysics; Absolute threshold. JND. Perceptual defense. Subliminal perception. Signal detection theory. Top-down and Bottom-up processes in Perception, Gestalt principles. Depth perception: monocular and binocular cues. Perceptual constancies. Illusions, Perceptual styles - Field dependent Vs. Field independent, Repressors Vs. Sensitizers, Levellers Vs. Sharpeners.

Conditioning – Classical and Instrumental, Observational Learning, Latent learning, Insight Learning. Applications of Learning principles: Behaviour modification techniques.

Module 3: Motivation, Emotion and Memory

Theories of Motivation – Hedonistic and Activation theories, Psychoanalytic and clinical theories, Humanistic and Existential theories, Theories of Murray and Erikson.

Components of emotion, Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial Feedback hypothesis. Biological basis of emotions

Information Processing models - Atkinson- Shiffrin three store model, Levels of Processing model. Baddeley-Hitch model of Working Memory. Narrative and autobiographical memory, Semantic, episodic memory and Procedural memory, Flash bulb memories, Constructive Processes in memory, Theories of forgetting - Decay theory /Fading theory, Interference theory, Tulving's cue dependent theory of forgetting, state dependent memory and forgetting, Retrieval inhibition as a theory of forgetting, Trace dependent forgetting, Motivated forgetting theory, Biogenic and psychogenic forgetting- Alzheimer's disease - Retrograde amnesia, Infantile Amnesia - anterograde amnesia, Posttraumatic amnesia. Mnemonic systems.

Module 4: Cognition and Language

Problem solving

Representation of knowledge – Categories, Prototypes, Schemas, Scripts, Acquisition of declarative & procedural knowledge, Language - Structure of language

Language and thought - Modularity Hypothesis, Whorfian hypothesis, Neuropsychological views, Cognitive approach to language acquisition

Reasoning: deductive and inductive. Problem solving- steps. Barriers to effective problem solving. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.

Creativity - Convergent and divergent thinking. Stages in creativity

Decision making, Factors influencing decision making and judgment

Module 5: Intelligence Definitions of Intelligence Theories of intelligence:

- Factor theories: Spearman, Cattell, Thurstone, Vernon
- Process Oriented theories: Piaget, Bruner-Information Processing theory by Sternberg
- Gardner's multiple intelligence approach-PASS model of Intelligence

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6. Morgan, C.T. (1993). *Introduction to psychology*. New York: McGraw Hill.
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8. Matlin, W. M. (1994). *Cognition*. Holt Rinehart and Winston Inc.
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13. Klein, S.B. (1991). *Learning, principles and applications*, 2ndedn. McGraw Hill.
14. Howe, J.A. *A guide to psychology of learning*.
15. Coffer, C.N., & Appling, M.H. (1996). *Motivation: Theory and research*.
16. Das, J. P. (1998). *The working mind*. New Delhi:Sage publications.
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21. Levinthal, C. F; *Introduction to Physiological Psychology*; Prentice-Hall, New Delhi.
22. Kalat, J. W: *Biological Psychology*; Wadsworth, CA.

Psychology of Individual Differences (PSYMC0102)

Objectives:

1. To understand and appreciate the uniqueness in individuals
2. To appreciate various theoretical approaches regarding individual differences
3. To evaluate the dynamics of behavior in social situations
4. To understand how individual differences, evolve across the lifespan

Module1: Personality

The concept of Personality, Factors determining the development of Personality-nature vs nurture, An overview on various personality assessments

Module 2: Psychodynamic Perspective:

Sigmund Freud, Carl Jung, Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, Eric Erikson

Module 3: Behaviouristic perspectives

B.F Skinner, Dollard & Miller, Rotter, Bandura

Module 4: trait and type perspective

Gordon Allport, Raymond Cattell, Hans J Eysenck, Kelly, Big Five factors theory

Module 5 Humanistic and existential perspectives

Maslow, Rogers, May, Frankl, Seligman (introduction to learned optimism)

Extra reading: Eastern perspectives: Indian perspective of 4 stages of life, Triguna theory, Yoga, Buddhism, Sufism

References:

1. Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research*, 2nd Edition. Delhi: Pearson Education.
2. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4th Edition. New Delhi: John Wiley & Sons.
3. Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. New York: Harper & Row.
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Understanding Abnormal Behaviour -1 (PSYMC0103)

Objectives:

1. To introduce students to the concept of abnormality
2. To introduce students with the basic knowledge of classificatory systems of abnormality
3. To enable students to understand the different Types mental disorders along with its Clinical Features, Causal factors and Treatment

Unit 1: Normality and Abnormality and Causal factors for Abnormal Behaviour

The concept of normality and abnormality, Different Criteria. Historical views of abnormal behaviour: current status, classification systems.

Causes and risk factors - Necessary, sufficient and contributory causes, feedback and circularity in abnormal behaviour, Diathesis-stress models, Viewpoints for understanding the causes of abnormal behavior -Biological view points and causal factors, Psychological view points, The Psychological causal factors, Socio-cultural view points and Sociocultural causal factors.

Unit 2: Schizophrenia

Schizophrenia - Subtypes of schizophrenia. Clinical Features, Causal factors and Treatment.

Unit 3: Delusional Disorder

Delusional disorder- Types, Clinical Features, Causal factors and Treatment.

Unit 4: Mood Disorders and Suicide

Depressive disorders- Major depressive disorder single and Recurrent episodes, Persistent Depressive disorder (Dysthymia), Premenstrual Dysphoric Disorder. Bipolar and related disorders- Bipolar disorder I and II. Clinical Features, Causal factors and Treatment.

Suicide: Epidemiology, Causal Factors & Treatment

Unit 5: Personality Disorders

Personality Disorders: Cluster A - Paranoid, Schizoid and Schizotypal Unit 4: Cluster B - Antisocial, Borderline, Narcissistic and Histrionic Unit 5: Cluster C - Avoidant, Dependent and Obsessive compulsive

Clinical Features, Causal factors and Treatment.

References:

1. Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.
2. Taylor, E. *Health Psychology*. 2ndEdn, Mcgraw Hill.
3. AshaKaul. *Effective communication methods*
4. Carr,A. (2008) *Positive Psychology – The science of Happiness and human strengths*. London, Routledge.
5. Bornstein,M.H, Davison,L, Keyes,C.I.M&Moore,K.A (Eds) (2003) *Well being – Positive development across the life course*. London, Lawrance Erlbaum associates.
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14. SAMHSA (1999). Treatment improvement protocol series #35: Enhancing motivation for change in substance abuse treatment. Rockville, MD: Substance Abuse and Mental Health Services Administration. (Available on-line at: www.samhsa.gov.)
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16. Park, K. Textbook of Preventive & Social Medicine

Fundamentals of Counselling Psychology (PSYMC0104)

Objectives:

To enable the students:

1. To familiarize students with the basic concepts and issues of counselling.
2. To be informed of the history and development of professional counselling.
3. To provide a comprehensive overview and general understanding of the profession of counselling.
4. To imbibe the values and ethics of Counselling
5. To be able to locate oneself as a professional Counsellor in the developmental milieu of the country

Unit 1- Evolution of the Counselling Profession

History and Development of the Profession

Influential Individuals– Frank Parsons, Carl Rogers, E. G. Williamson, Donald G. Paterson, Donald E. Super

Trends in Counselling- Diversity issues in counselling; Different formats of counselling; Counselling and Liasoning fields; Trauma Counselling, Technological advances in Counselling, Process Oriented Research in Counselling

Unit 2 - The Helping Professions

The Helping Professions – Social Work, Psychiatry, Psychology, Counselling Commonalities and Difference between the Helping Professions Definitions and Nature of Counselling

Goals of Counselling – Process goals and outcome goals

Unit 3 –The Counsellor as a Person

Personality characteristics, Self-awareness and Needs of the Counsellor, Motivations of Becoming a Counsellor

Role and Functions of a Counsellor, Values of the Counsellor

Characteristics of Effective Counsellors, Difference between effective and ineffective Counsellors Counsellor Competence – Beyond Microskills (Ivey)

Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Significance of Supervision

Experience of Stress, Burn out, Ways of Coping

Unit 4 -The Counsellee

Need for change, Help-seeking Behaviour, Expectations from Counselling – across the lifespan, Gender, Mental health of the Counsellee

Values of the Counsellee

Unit 5 - Counselling Relationship & Ethical and Legal Guidelines

The importance of relationship; Components of relationship; Facilitative conditions for the counselling relationship; Ethical issues, Ethical dilemmas, Legal concerns of counsellors

The Counselling Code of Ethics - *Foundation- Purpose-Content - Violations* - Considerations, Dual and Multiple Relationships in Counselling Practice, Strategies to Maintain Ethical Standards, Limitations of Ethical Codes.

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

4. Colin Felthman and Ian Horton (2000) (Ed), Handbook of Counselling and Psychotherapy, New Delhi: Sage
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Practicum 1 (PSYMCP0101)

The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits.

In the classroom sessions, one of the main objectives will be to develop self-awareness in the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem-building exercises and role plays will be used during the sessions.

The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required to make detailed notes and observations about behaviors of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of the verbal communication for example, tone of voice etc used by members of the group.

The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings.

At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities.

SEMESTER - II

Approaches to Counselling (PSYMC0205)

Objectives:

1. To provide students with an understanding of the different psychological perspectives of case conceptualization
2. To provide the students with an understanding of the techniques used across various approaches to Counselling
3. To train students with the skills underlying various approaches

Unit 1: Psychoanalytic viewpoint

Important figures - Freud, Adler, Jung, Horney, Sullivan,

The process, Goals and Specific techniques – free association, interpretation, transference analysis, dream analysis, working through, Evaluation of Psychoanalytic viewpoint

Unit 2: Client-centred viewpoint

Carl Rogers

Goals of Counselling

Concepts – fully functioning individual, self-actualizing tendency, assumptions, Process, Evaluation

Unit 3: Behavioural Counselling and Cognitive-behaviour viewpoints

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

Rational-Emotive counselling – Major concepts, Goals of Counselling, role of irrational ideas/rules, Role of the counsellor, Applications, Evaluation

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

Unit 4: Eclectic Counselling, Gestalt approach and Existential viewpoint

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

Gestalt approach - Concepts, techniques, Assumptions, techniques, goals of counselling, evaluation

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

Unit 5: Group counselling

Goals, Functions, and Definitions of Group guidance, Group counselling, and Group therapy: Types of groups-structured and psycho-educational, theme centered, theory-based, integrative styles.

Stages in Group Development: Pre-group issues; Formation of the group: - Initial stage-orientation and exploration; Transition-dealing with resistance; Working stage-cohesion and productivity; Final stage consolidation and termination; Post group issues-follow-up and evaluation.

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

References:

1. Corey, (2001). Manual for theory and practice of counselling and psychotherapy. (6th ed.). Pacific.
2. Gladding, Samuel T. (2009): Counselling - A Comprehensive Profession, Sixth Edition, Pearson Education, Published by Kindersley
3. Shertzer, B. And Stone, S. C. Fundamentals of Counselling
4. Gelso J Charles and Fretz R Bruce (1995), Counselling Psychology, Harcourt Brace Publishers, USA
5. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counselling and Guidance, Pearson Education, Inc

Counselling Process and Skills (PSYMC0206)

Objectives:

1. To provide students with an understanding of the basic models of Counselling.
2. To introduce students to the micro-skills of counselling.

Unit 1: Counselling Process

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

Unit 2: Counselling Relationship

Personal Self and Professional Self - importance of a professional relationship - mapping relationship - dimensions of relationship - transference and counter-transference -conditions facilitating the counselling relationship: physical setting

Unit 3: The Counselling Process

Models of Counselling – Egan, Carkhuff, Carl Rogers and others Stages of the counselling process

The three stages of counselling in perspective: The first stage: Initial disclosure, the second stage: In-depth exploration and the third stage: Commitment to Action

Unit 4: Skills in Preparatory Stage and in Stage 1

Introduction to counselling skills; Micro skill approach to counselling; Ethics and multicultural issues in counselling.

Preparatory Stage: Attitudes in preparatory stage, attending skills and Basic communication Skills - Attending behaviour, Observing, Listening Attending Behaviour, Questions, Skills of active listening, Observation Skills; Paraphrasing, Empathy and Basic Listening Sequence, Social Skills, Contracting.

Skills in Stage 1: Reflection of Content; Reflection of Feeling: Stage 1 - Responding to content: Attitudes - Concreteness, Self-Disclosure; responding/reflective skills - responding to feeling, questions, summarizing.

Unit 5: Stages 2, 3 and subsequent stages

Personalizing Skills, Initiating, Integrating, Listening Skills.

Stage 2 - Personalizing: Attitudes - Confrontation, Immediacy, personalizing skills - Personalizing the problem and goal. Integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills.

Stage 3: Initiating, subsequent stage -Initiating: Working with the problem - trying out solutions, attitudes at this stage, initiating skills. Subsequent Stage: Evaluating.

References:

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2. Brammer, L., M. & MacDonald, G. (1996). The helping relationship process and Skills. Boston: Allan & Bacon.
3. Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8thEd.) New York: HRD Press.
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6. Corey, M., S. & Corey, G. (1998). Becoming a helper (3rd Edi). Pacific Grove CA: Brooks/Cole.
7. Corey, G. (2001) Student video & workbook for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
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12. Doyle, Robert, E. (1992) Essential Skills and strategies in helping process. California: Brooks/Cole
13. Dryden, W., & Thorne, D. (1991). Training & Supervision for Counselling in action. (Ed) London: Sage
14. Dryden, W., Horton, I. & Mearns, D. (1995). Issues in Professional Counsellors Training. London: Cassell
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Human Development (PSYMC0207)

Objectives:

1. To develop an insight into the various developmental changes that takes place throughout life span
2. To understand various patterns of developmental and issues associated with age
3. To provide a foundation to conceptualize and apply developmental theory and research
4. To evaluate and apply the physical, cognitive, psychosocial, and emotional development across life span
5. To appraise the different psychological and spiritual aspects of dying

Module 1: Introduction to Human Development

Meaning of growth and development, Significant facts and principles about development; Importance of studying life span development, characteristics of life span perspective, domains of development, periods of development, basic issues, Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin. Recent focus of interest in life span; Basic theories of development: Neuro-maturational theories; Constructivist theories; Learning theories; Ethological theories; Theories of the child's mind; Dynamical systems approach.

Module 2: Prenatal development

Conception- Fertilization, multiple birth; Prenatal development- Stages; Environmental influence, maternal factors, monitoring prenatal development; Genetic counselling; Chromosomal abnormalities.

Module 3: Physical and Cognitive Development across Life

Physical development across infancy, childhood, adolescence, adulthood- Early physical development, bodily growth and change, growth spurt, physical development, and changes; sleep patterns & Problems, Motor skills; Understanding Cognitive development- Jean Piaget, Lev Vygotsky; Information Processing Theory, Language Development; Life Span Model of Cognitive Development.

Module 4: Psychosocial and Emotional Development across Life Span

Primary Emotions; Emotional development across infancy, childhood, adolescence, and adulthood; Eric Erickson's Psychosocial Development; Temperament; Marcia's Identity Status; Normative Stage Models; Kohlberg's Moral Development.

Self-concept and mirror images; Emergence of self: Development of personal identity; Developmental concerns during adulthood; Marriage, Family and Work, roles and relationships, Mid-life crisis.

Module 5: End of Life and Spirituality

Death- The rule of death in life; Legal definition of death; Types of death; Grieving patterns and stages - Pathological grieving; Gerontology; Grief counselling; Spirituality and death;

Theories and perspectives on death- Victor Frankl, Carl Jung; Theory of Spirituality – E O Wilson, J W Fowler.

References:

1. Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). *The Cambridge Encyclopaedia of Child Development*. Cambridge University Press.
2. Papalia, D. E. (2010). *Human Development*. (9th ed.). Tata McGraw-Hill Education Pvt. Ltd.
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5. Sigelman, C. K., & Rider, E. A. (2014). *Life-Span human development*. Cengage Learning.
6. Traves, J. S. (2002). *Human development across the life span*. (5th ed.). Mc Graw Hill.
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11. Newman & Newman (2003). *Development through life: A Psychosocial Approach*. Thomson Wadsworth.

Understanding Abnormal Behaviour – 2 (PSYMC0208)

Objectives:

1. To introduce students about Stress Anxiety and Adjustment Disorders
2. To encourage the students to know about Somatoform, Dissociative and Addictive Disorders
3. To enable students understand about Disorders of Childhood and Adolescence

Unit 1: Stress and Adjustment Disorders

Categories of Stressors, predisposing factors, Coping with stress – individual differences GAS-Hans Selye's Model

Coping style; problem focused and emotion focused coping, specific coping strategies, coping and external resources, coping outcomes

Characteristics of Adjustment Disorders – Reactions to Common Life Stressors Characteristics of Post-Traumatic Stress Disorder.

Unit 2: Anxiety Disorders

Anxiety Disorders - Specific Phobias, Social Phobias, Panic disorder, Agoraphobia, Generalized Anxiety Disorder. Clinical Features, Causal factors and Treatment.

Obsessive compulsive disorder, Body dysmorphic disorder, Hoarding disorder, Hair-pulling disorder (Trichotillomania). Clinical Features, Causal factors and Treatment.

Unit 3: Somatoform and Dissociative Disorders

Somatoform disorders: Somatic symptom disorder, Illness anxiety disorder, Conversion disorder

Clinical Features, Causal factors and Treatment.

Unit 4: Addictive Disorders

Alcohol, tobacco, Marijuana, Caffeine. Clinical Features, Causal factors and Treatment.

Gambling Disorder

Unit 5: Disorders of Childhood and Adolescence

Common disorders of childhood- Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder, Conduct disorder. Intellectual disability, Autism, Specific Learning disorder. Enuresis and Encopresis, Separation Anxiety Disorder.

Clinical Features, Causal factors and Treatment.

References:

1. Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.
2. Taylor, E. *Health Psychology*. 2ndEdn, Mcgraw Hill.
3. AshaKaul. *Effective communication methods*
4. Carr,A. (2008) *Positive Psychology – The science of Happiness and human strengths*. London, Routledge.
5. Bornstein,M.H, Davison,L, Keyes,C.I.M&Moore,K.A (Eds) (2003) *Well being – Positive development across the life course*. London, Lawrance Erlbaum associates.
6. Snyder,C.R&Lopez,S.J (2007) *Positive Psychology – The scientific and practical explorations of human strengths*. Thousand Oaks, Sage Publications.
7. Shith Toe, R.W. *Psychology and Diabetes: Psycho social factors in management and control*. London: Chapman and Hall.
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9. Neil, N. (1994). *Health Psychology: An Introduction for Nurses and other health care professionals*. London: Churchill Liningstone.
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11. Doweiko, H. E. (2007). *Concepts of Chemical Dependency (7th ed.)*. Pacific Grove, CA: Brooks/Cole. (ISBN-10: 0-495-50580-3)
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14. SAMHSA (1999). *Treatment improvement protocol series #35: Enhancing motivation for change in substance abuse treatment*. Rockville, MD: Substance Abuse and Mental Health Services Administration. (Available on-line at: www.samhsa.gov.)
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16. Park, K. *Textbook of Preventive & Social Medicine*

Research Methodology & Psychometry (PSYMC0209)

Objectives:

1. To familiarize the student with the methodology of research in psychology.
2. To enable the student to understand the process of 'knowledge production' in psychology.
3. To familiarise the student with the basics of research Report Writing.
4. To provide students with an understanding of the basics of psychological measurement
5. To enable students to understand scientific facts underlying the construction of psychological tests

Unit 1: Basics of Psychological research

Scientific method: Assumptions of science, scientific investigation, Steps in investigation
Meaning of research. Types of research

Types of variables

Basic classifications of psychological research: Quantitative vs. Qualitative studies,
Experimental vs. Non-experimental (Observational) studies

Non-experimental studies: Survey research, archival research, case study, ethnography

Ethical considerations in research

Unit 2: Research problem

Selecting a research problem. Operationalizing the variables. Formulating the hypotheses.
Review of literature

Sampling: Different types and uses of probability and non-probability sampling

Writing the research report Writing a research proposal APA format

Unit 3: Research Designs

Experimental studies: Concept of Variance, Partitioning of variance, Sources of error variance
Control techniques

Purpose and principles of experimental research design

Experimental designs: Within group designs, Between group designs: Two-group, multi-group, factorial designs. Small N designs

Non-experimental designs: pseudo experiments, quasi experiments, correlational experiments

Qualitative Research

Logic, relevance and basic features of qualitative research

Methods of data collection and analysis in qualitative research: a) content analysis of text, b) narrative analysis, c) conversation analysis, d) discourse analysis, e) visual interpretation.

Grounded theory approach

Issues of credibility and trustworthiness in qualitative research

Unit 4: Psychological measurement.

Levels of measurement and scaling- Nominal, ordinal, interval, ratio scales. Quantitative and qualitative measurements

Data collection methods: Observational methods, survey, questionnaire, case study, interviewing, psychological tests.

Psychological scaling methods of Thurstone, Likert and Guttman

Different types of psychological tests:

Individual and group tests, Speed and power tests, Verbal and non-verbal and performance tests Tests of attitude, aptitude, achievement

Tests of intelligence- Binet, Wechsler, Culture-fair tests Tests of creativity

Unit 5: Test construction and Psychometric properties

Steps in the construction and standardization of psychological tests: Planning, Item writing, Item analysis procedure, Calculation of indices of Item difficulty, Item discrimination. Test norms

Reliability: Types of reliability- Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter-scorer reliabilities

Validity: Types of reliability- Content, Criterion related, Construct, Face validities Norms: Types- Age, Grade, Percentile, Standardized norms.

References

1. Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4thEdn. Fortworth: Harcourt College Publishers.
2. Fortworth: Harcourt College Publishers.
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5. McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth.
6. Broota, K.D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern Ltd.
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11. Flick, U. (2006). *An introduction to qualitative research*. New Delhi: Sage Publications.
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16. Gregory, R.J. (200). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.
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21. Garret, H.E. (1962). *Statistics in psychology and education*. London: Longmans

Practicum II (PSYMCP0202)

The first few weeks of the Practicum II will focus on providing the Students with Skills-building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Videotaped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor.

As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarising, and probing will be taken up for discussions.

Students will also be taken for Field Visits wherein they can select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have the objective of building case conceptualization skills in students.

Students could engage in peer counselling sessions, which would involve self disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids.

During the Semester, a minimum of at least 5 cases from the Extension centres should be seen by each student over a period of at least 5 sessions each lasting 30 minutes.

At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10 sessions each). The emphasis here will be on demonstrating specific Micro skills practised during the Practicum hours in the Semester.

The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session.

Block Placement 1 (PSYMCB0201)

At the end of the second-semester students have to go for a month block placement in any institution that has the scope for psychological counselling. The center should have a psychologist who will train, monitor, and guide the students. The institutions can be selected by the student according to their areas of interest. The report of everyday activities will be evaluated

SEMESTER - III

Counselling across Life-span (PSYMC0310)

Objectives

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

1. Learn and Practice the different stages of history taking Process in Counselling.
2. Acquire skills to counsel different types of common problems across the lifespan of a human being
3. Understand and apply the links between theories and practices of Counselling.

Unit 1: History Taking Process in Counselling

Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination, neurological examination, diagnostic formulation & treatment planning in counselling

Unit 2: Counselling of problems in Childhood:

Visually Impairment, Hearing Impairment., Head injury and Cerebral palsy, Emotional Problems, Learning Disability. Physically Challenges, Trauma, Fears, School Refusal, Scholastic Backwardness

Unit 3: Counselling of problems in Adolescence:

Physical changes, Emotional changes, Problems in Conduct, Risk taking behaviours, Delinquency. Risk for Mental Illnesses. Managing relationships. Career choices, Drop outs

Unit 4: Counselling of Problems in Adulthood:

Relationship Counselling. Stress and challenges at the workplace. Managing children, teenagers. Work life balance. Problems in the middle ages. Empty nest syndrome. Challenges in the Senior ages

Unit 5: Other situations that require Counselling:

Preparing a child for joining school, counselling parents prior to their child's joining school. Counselling a student before change of his/her school, Counselling a student for choice of

subjects at the Higher Secondary level. Counselling a student before entering technical school or college. Counselling a student while in school/college. Counselling a student before seeking a job. Occupational counselling for selecting a job, Counselling before acceptance in joint family/single family, changing residence, preparation for retirement, starting a business, choosing professional practice of selecting a job and selecting the profession of artists for drama, music and dance. Counselling of parents and teachers.

References:

1. Ahuja, Niraj (2011). A Short Textbook Psychiatry, Jaypee Brothers Medical Publishers (P) LTD.
2. Benjamin, Zoe (1951). The Young Child and His Parents, University of London Press Ltd.
3. Dubey, Mohan Nath (2005). Gifted and Talented Education, A Mittal Publications, New Delhi.
4. Kapur, Malavika (2011). Counselling Children with Psychological Problems, Pearson Publications
5. Kid, Jeennifer M. (2010). Understanding Career Counselling (Theory, Research and Practice), SAGE Publications.
6. Munger, Richard L. (2007). Changing Children's Behaviour by Changing the People, Places and Activities in their lives, Prentice Hall of India Private Limited.
7. Panda, Pro. K. C. (2009). Education of Exceptional Children (A basic text on the Rights of the Handicapped and the Gifted), Vikas Publishing House Pvt Ltd.
8. Prasad, Janardan & Prakash, Ravi (2007). Education of Handicapped Children (Problems and Solutions), Kanishka Publishers, Distributors, New Delhi.
9. Reynolds, Elizabeth; Lewis, Welef & Patterson, E. (2011). The Counselling Process A Multi theoretical Integrative Approach, CENGAGE Learning

Counselling in an Educational Setting (PSYMC0311)

Objectives:

1. Understand the foundations of educational psychology and its implications for the learning process.
2. Explore the challenges and needs of exceptional children, including those with learning disabilities, ADHD, autism spectrum disorders, and sensory or physical impairments.
3. Develop theoretical and practical skills in school counselling, including career counselling, liaison work, group counselling, and crisis intervention.
4. Gain insights into the principles and application of behaviour modification techniques in educational settings.
5. Explore the role of college counsellors, addressing personal growth, adjustment problems, and specialized counselling areas.

Unit 1: Foundations of Educational Counselling

Definition and Historical Background of Educational Psychology, Theories of Development and the Educational Process (Piaget, Vygotsky, Erikson, UrieBronfrenbrenner, Kohlberg).
Implications for the Educational Process.

Unit 2: Children with Special Needs

Definition of Exceptional Children, Impairment, Disability, and Handicap.

Implications of Exceptionality on the Learning Process, Special Needs of Children with Learning Disabilities – ADHD - Autism Spectrum Disorders - Sensory impairments (Visual and Hearing impairment, Physical Impairment)

Unit 3: School Counselling Techniques and Practices

Introduction to School counselling - Theory and Techniques.

Counselling and Interviewing Skills, Career Counselling in Educational Settings.

Liaison Work with Regular Teachers – Parents - Administrators.

Group counselling, Psychoeducation with Parents, Guidance and counselling Programs, Building Human Relationship Skills in the Classroom - Life Skills Training and Development. Crisis Intervention in Educational Settings.

Use of Creative Therapies – Play, Art, Music, and Dance.

Unit 4: Behaviour Modification in School Settings

Principles of Behaviour Modification, Rewarding, Principles of Differential Reinforcement Modelling, Application of Behaviour Modification Techniques, Shaping, Contingency, Management, Contracting

Unit 5: Career counselling and Personal Growth

Overview of the College Counselling Role, Career counselling at the College Level.

Individual counselling for Personal Growth, Adjustment Problems at home and college.

Interpersonal Relationship Issues - Love Failures.

Specialized Counselling Areas - Risk Taking Behaviours, Dealing with Attempted Suicide, Substance Abuse counselling.

Training for Life Skills and Study Skills.

References:

1. Anastasi, A. and Urbina, S. (1997). Psychological testing, 7th ed. U.S.A: Prentice Hall.
2. Karmel, L.J. (1970). Measurement and evaluation in the schools. London: The Macmillan Company.
3. Kochhar, S.K. (2000). Guidance and counselling in colleges and universities. New Delhi: Sterling Publishers.
4. Reid,G. (2007). Motivating Learners in the Classroom Ideas and Strategies. Paul Chapman Publishing.
5. Lee, C. (2007). Resolving Behaviour Problems in your School A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing.
6. Kottler, J. A., &Kottler,E. (2007). Counseling Skills for Teachers, 2/E. Corwin Press.

7. Cooper J.O., Heron T. E., & Heward, W. L. (1990). Applied Behaviour Analysis. Prentice Hall.
8. Rogers, B. (2007). Behaviour Management A Whole School Approach, 2/E. Paul Chapman Publishing.
9. Di Giulio, R. C. (2007). Positive Classroom Management: A Step by Step Guide to Helping Students Succeed. Corwin Press.
10. Khalsa, S. S. (2007). Teaching Discipline & Self Respect Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management. Corwin Press.
11. Lee, C. (2007). Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing.
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13. Woolfolk, A. (2004). Educational Psychology, 9th Edition. Delhi: Pearson Education.
14. Fontana, D. (1995). Psychology for teachers, 3rd Edition. U.K: MacMillan Press Ltd.
15. Lindgren, H.C. (1989). Educational psychology in the classroom, 2nd ed. New York: John Willey & Sons.
17. Skinner, C. E. (1995). Educational Psychology, 4th ed. Prentice hall of India, Pvt.Ltd.
18. Flanders, N. A. (1970). Analysing teacher behaviour. New York: Addison Wesley Publishing Company.

Counselling in the Workplace (PSYMC0312)

Objectives

1. Understand the challenges of workplace counselling
2. Acquire skills to counsel different types of common problems in the workplace
3. Learn how to implement and evaluate employee wellness programs and promote positive mental health

Unit 1. Introduction to Workplace Counselling

Understanding Workplace Counselling; Models of Workplace Counselling; Workplace Counselling Today -Trends, Debates and Impact.

Unit 2. Setting Up Counselling in the Workplace

Unit 3- Common Workplace Counselling Issues

Job stress; Work -Family conflict; Harassment and conflict in teams; Depression, Anxiety and Personality disorders, Alcohol and Drug issues, Absenteeism

Unit 4 -Promoting Employee Wellness and Mental Health

EAP programs; Evaluating and Implementing EAP,

Unit 5- Evaluating Workplace Counselling

Evaluation; Ethical Issues in Workplace Counselling; Training and Supervising for Workplace Counsellors

References

1. Jay C. Thomas, Michel Hersen. Handbook of Mental Health in the Workplace; Published: July 2012
2. Carroll, M. (1996). Workplace counselling-A systematic Approach to Employee Care. London: SAGE Publications.

Assessments in Counselling Setting (PSYMCPP0301)

Objectives:

1. To introduce students to Psychological Test Administration
2. To familiarise students with basic tests of intelligence, aptitude, and personality

Each student is required to administer minimum 8 tests specified here and submit a Record of the same at the end of the Semester. Marks for the paper practicals shall be awarded as per the following scheme.

List of tests

1. Bell's Adjustment inventory
2. Differential Aptitude Test
3. Vocational Interest Inventory
4. Eysenck's Personality Questionnaire- R
5. Big Five Personality Questionnaire
6. Locus of control
7. Paasi Usha Creative Problem Solving Test
8. Mathew Maladjustment Inventory
9. Depression Anxiety Stress Scale
10. Death Anxiety Scale
11. PGI General Wellbeing Scale
12. Emotional Intelligence Inventory
13. Oxford Happiness Questionnaire
14. Comprehensive Interest Schedule
15. Distinctive Aptitude Test Battery
16. The RIASEC Test
17. Bhatias Battery for Intelligence

Practicum 3: Action Research Project (PSYMCP0303)

In this Semester, students in groups of not less than 5 (number of students in a group is left to the discretion of the Supervisor), should carry out an Action research project. The topic for the Action research project ideally, must be based on the interest area of the students. The Supervisor must ensure that the students decide on a topic in the beginning of the Third Semester followed by an Orientation given to them along side the theory classes of Paper I of the Semester. The Action Research project must be submitted according to the following Guidelines:

Chapter 1 – Introduction

Chapter 2 – Review of Literature (at least 10 recent studies in the relevant field)

Chapter 3 – Methods and Procedures

Chapter 4 – Results

Chapter 5 – Conclusions and Recommendations References

Appendices

The project work must be spiral bound and should contain a minimum of 30-35 pages.

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

Electives

Education Psychology (PSYMCEL0301)

Objectives

1. To understand students and classroom functioning
2. To analyze different approaches in Education
3. To explore the scope of school counselling
4. To understand the different ways to motivate students in classroom

Unit 1: Education Psychology – Basic concepts

Role and scope of educational Psychology, Teaching in the real world: Misconception about teaching, Learning to Teach,

What is good teaching, Teacher – student relationship, teacher preparation and quality.

Unit 2: Understanding the Learner

Differences in Intelligence, Socioeconomic status, Culture; Gender, gifted students, at risk students;

Increasing learner motivation: extrinsic and intrinsic motivation; Personal factors in motivation; Model for promoting student motivation

Unit 3: Productive learning environment

Effective Teaching: Effective teaching skills; Classroom management, making rules, dealing with misbehavior;

Cognitive and behavioural approaches to intervention; Intervention continuum; Management of violence and aggression

Unit 4: Approaches to Instruction

Teacher centered approach: Characteristics, planning for teacher-centered instruction; Direct instruction, lectures and lecture-discussion

Accommodating learner diversity; Learner-centered approach: characteristics, planning for learner-centered instruction; Types of learner-centered instruction

Unit 5: Application of Perspectives

Classroom application of Piaget's theory, Instructional application of Vygotsky,

Applying constructivism in teaching and learning, Moral development, Classroom structure

Classroom assessment and Types of assessment

Ethical issues and responsibilities- assessment and intervention

References

1. Eggen, P., & Kauchak, D. (1999). Educational Psychology. New Delhi: Prentice-hall of India Private Limited.
2. Woolfolk, A., (2012). Educational Psychology, 9th Ed. Pearson, India.
3. Airasian, P. (1997) Classroom assessment . New York: McGraw Hill.
4. Woolfolk, A., Misra, G, Jha, A.K.(2012).Fundamentals of Educational Psychology, 11th Ed. Pearson, India.
5. Wright, R. J. (2012). Introduction to school counselling. USA: Sage Publications, Inc

Organizational Behavior and Human Resource Management (PSYMCEL0302)

Course Objective

1. To provide an understanding of the basic principles of organizational behavior.
2. To familiarize the students with the functions of human resources.

Unit 1: Introduction to Organisational

Meaning and Scope of Organizational Behaviour - Challenges and Opportunities –Motivation - Theories (Maslow, ERG, Two-factor theory, Equity Theory, Expectancy theory, Job design Theory), Group dynamics, leadership styles

Unit 2: Leadership, Power, and Conflict

Organizational Conflict - causes and consequences - conflict and negotiation.

Unit 3: Organizational Culture, Organizational Change and Development

Organizational culture- formation, maintenance and functions; Organizational change, change management process, resistance to change, Organisational Development – concept and significance

Unit 4: Introduction to Human Resource Management

HRM: Meaning, definition and functions. Job Analysis, Job Design, Human Resource Planning -Recruitment and Selection - Sources of Recruitment - Selection process, Placement and Induction

Unit 5: Human Resource Development

Concepts - Training and Development - methods of training, the importance of Performance Appraisal, traditional and modern methods of performance appraisal, Job Evaluation - methods of Job Evaluation.

Compensation – Concepts and Principles, Influencing Factors, Emerging Trends in Compensation

Emerging trends and practices in human resource management

References

1. K. Aswathappa, Organizational Behaviour, 12th edition, Himalaya, 2016
2. Edwin B. Flippo, Personnel Management, 6th edition, TMH, 2013
3. P. Subba Rao, Management & Organizational Behavior, 2nd edition, Himalaya, 2014
4. C.B. Mamoria & VSP Rao, Personnel Management, 20th edition, Himalaya, 2015
5. Stephen P. Robins, Organisational Behaviour, 11th edition, PHI Learning / Pearson Education, 2008
6. K. Venkataratnam, Human Resource Management, 1st edition, Seven hills Book Publications, 2011

SEMESTER – IV

Wellness and Positive Psychology (PSYMCP0413)

Objectives

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

1. Appreciate their own strengths and utilize them to increase their own and others wellbeing.
2. Critically evaluate and appreciate evidence-based interventions.
3. Create and design various interventions for the betterment of the society.

Unit 1: Introduction to Positive Psychology

The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Classification and measures of strengths (VIA)* Discovering and capitalising on strengths.

Unit 2: Resilience across life span

Resilience, roots of resilience research, protective factors for psychological resilience, Resilience in childhood, strategies for promoting resilience in children and youth, positive youth development, the life tasks of adulthood, successful aging.

Unit 3 Positive Emotional and Cognitive States

Principles of pleasure; Positive emotions, happiness, subjective well-being; optimism and hope; self-efficacy; wisdom and courage; faith; mindfulness, flow, and spirituality.

Unit 4: Promoting Positive Relationships

Role of compassion, Forgiveness, Altruism, Gratitude, Empathy in cultivating positive relationships.

Unit 5: Applications of Positive Psychology

- A. Positive schooling – components- care, trust and respect for diversity, jigsaw classroom, teaching as a calling, giving back to teachers.
- B. Positive psychology at workplace: gainful employment, happiness and satisfaction, strength-based approach to work, positive psychological capital(hope), need of positive psychology for workaholics, burnouts and job loss
- C. Building better communities; individualism vs collectivism, the ME/WE balance, suggestion for the me and the we people.

**The focus of the course should be on the various interventions mentioned/applied across the chapters

References:

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press
2. Seligman, M. (1994). What You Can Change and What You Can't. New York: Knopf.
3. Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper Perennial.
4. Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
5. Diener, E. (2000). Subjective Wellbeing: The Science of Happiness and A Proposal for A National Index. *American Psychologist*, 55, 34-43.
6. Emmons, R.A., & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. *Journal of Social & Clinical Psychology*, 19, 56-69.

7. Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden – and - build theory of positive emotions. *American Psychologist*, 56, 218-226.
8. Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing good events. *Journal of Personality & Social Psychology*, 87, 228-245.
9. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
10. Headey, B. & Wearing, A. (1992). *Understanding Happiness: A Theory of Subjective Wellbeing*. Melbourne, Victoria, Australia: Longman Cheshire.
11. Linley, P.A. & Joseph, S. (2004). *Positive Psychology in practice*. (eds.). NJ: John Wiley & Sons, Inc.
12. Lyubomirsky, S. (2001). *Why are some people happier than others? The role of cognitive and motivational processes in well-being*. *American Psychologist*, 56, 239-249.
13. Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.

Couple and Family Counselling (PSYMCP0413)

Objectives:

To enable the student as a counselor to Understand and appreciate the evolving relationships in marriage and family

1. Understand marriage and Family as institutions, their creation and effective maintenance
2. Apply and Practice techniques that are suitable for individual couples and families

Unit 1: Marriage and Family

Family: Definition, Changing trends in family structure, types of families, characteristics of Indian families - family strengths. Marriage- Definition, changing trends, divorce and re-marriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single. Family Welfare in India- Legislations, Policies and programs. Marriage and Divorce: Legislations and policies. Role of family courts, View of Marriage and Families from major religious and cultural backgrounds.

Unit 2: Family across a Life Span

Stages of the family life cycle, key developmental and emotional issues in the following stages Adulthood, newly married, childbearing, families with preschool children, Families with school age children. Families with teenage children, Launching stage, Middle-aged adults, Retirement.

Stage-specific issues include preparation for marriage, dating and mate selection, parenting and parenting styles. Handling mid-life issues, handling sexual problems, handling old age issues, and common marital problems.

Unit 3: Families Dynamics

Power and gender roles, communication, conflict and conflict resolution, managing economic resources - Family Stress and Coping- Impact of death, chronic illness, physical and mental disability, Alcoholism and addiction, violence and abuse, divorce on the family life cycle

Unit 4: Assessment of couples and families

Initial interview, genogram Interview and genogram as a tool for family assessment - structural mapping in assessing family interactions, circular interview method of assessing family interactions, behavioral family and marital assessment - diagnostic treatment planning of couples

Unit 5: Classical schools of family Counselling

Theoretical Formulations. Normal Family Development. Development of Behavior Disorders, Goals, Conditions for Behavior Change, Process, Evaluation. Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy, Problem-solving family Therapy-development of behavior Disorders, Goals - Conditions for Behavior Change. Process, Evaluation. Theory and Results for Structural Family Therapy -Experiential Family Therapy, Cognitive-Behavioral Family Therapy Process. Evaluation, Theory, and Results for Solution-Focused Therapy and Narrative Therapy

Other developments: Feminist critique, Family policy model, family therapy and family medicine. Psycho educational models, families with mental illness, disability. Family act working and symptom-focused therapy.

References

1. Becvar, D.S. & Becvar, R.J. (2005) Ed. Family Therapy-A systemic integration Massachusetts, Allyn & Bacon
2. Carter, M., & McGolderick, M (2004) Ed. The Expanded Family Life Cycle Individual, Family, and Social
3. Epstein. N. B., Bishop. D. Ryan, D., Miller, I., & Keitner, G. (1993) The McMaster model: View of healthy family functioning, In F. Walsh (Ed.) Normal family processes (pp.138-160). New York, NY: Guilford Press.
4. Olson, D. H & De Frain, J (1999) Ed. Marriage and the family-diversity and strengths, CA, Mayfield
5. McGolderick, M., Gerson, R and Shellenberger, S (1999) Genograms assessment and Intervention, New York: Norton
6. Bhatti, R. S., Varghese. M & Raguram. A (Eds). (2003) Changing marital and family systems- challenges to conventional models in mental health. Bangalore, NIMHANS Publication.
7. Becvar, D.S. & Beevor, R.J. (2005) Ed. Family therapy- A systemic integration. Massachusetts.
8. Allyn & Bacon, De Shazer, S. (1985) Keys to solution in Brief therapy. New York: Norton
9. Hudson. P. O'Hanlon & O'Hanlon, W. H (1994) Ed. Rewriting love stories- Brief Martial therapy, New York, Norton.
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11. Nicholos. M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn and Bacon
12. Napier. A.Y & Whitaker, C. (1988) Ed. The family crucible- The intense experience of family therapy, New York, Harper and Row.

Context of Counselling in Health Psychology Setting (PSYMCP0415)

Objectives:

1. To introduce the students to the basic concepts of Health Psychology
2. To help students to understand the Process of Illness and the Psychological Factors associated with it
3. To provide students with the understanding about the role and scope of a Counsellor in various Health Psychology Settings

Unit 1: Relevance of Health Psychology

Mind-body relationship, Need for Health Psychology. Bio-medical and Bio-psycho- social models in Health Psychology. The concept of Health Literacy. Health Promotion, Health behaviors, Changing health habits; Attitude change. Health belief model, Theory of planned behavior, Cognitive behavioural approaches to health behavior change Transtheoretical model of behavior change, Health behavior change through social engineering, Venues for health habit modification.

Unit 2: Psychophysiological disorders

Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management.

Hyper tension: role of stress, psychosocial factors and treatment.

Stroke: Risk factors, consequences and rehabilitative interventions. Obesity.

Diabetes: Types and health implications, Problems in self management and interventions

Unit 3: Psychoneuroimmunology

The immune system; Assessing immune functioning. Stress, Negative affect, and Immune functioning, interpersonal relationships. Coping resources as moderators of the stress- Immune functioning relationship Optimism, self efficacy, interventions to improve immune functioning; relaxation.

Unit 4: Conditions of HIV/AIDS, Cancer and Pain

AIDS: Psychosocial impact of HIV infection

Cancer: Psychosocial factors of Cancer, Coping with cancer and Interventions

Pain: Significance and nature of pain, Clinical issues in pain management, Pain control techniques, management of chronic pain: pain management programs, placebo as healer

Unit 5: Chronic Illness and Terminal Illness

Emotional response to chronic illness; denial, anxiety, depression. Personal issues in chronic disease Coping with chronic illness, psychological interventions and chronic illnesses. Psychological issues in advancing and terminal illness. Stages of dying, psychological management of the terminally ill.

References:

1. Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.
2. Taylor, E. *Health Psychology*. 2ndEdn, McGraw Hill.
3. AshaKaul. *Effective communication methods*
4. Carr,A. (2008) *Positive Psychology – The science of Happiness and human strengths*. London, Routledge.
5. Bornstein,M.H, Davison,L, Keyes,C.I.M&Moore,K.A (Eds) (2003) *Well being – Positive development across the life course*. London, Lawrence Erlbaum associates.
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14. SAMHSA (1999). Treatment improvement protocol series #35: Enhancing motivation for change in substance abuse treatment. Rockville, MD: Substance Abuse and Mental Health Services Administration. (Available on-line at: www.samhsa.gov.)
15. Milam, J. R. & Ketcham, K. (1988). Under the influence: A guide to the myths and realities of alcoholism. New York: Bantam Books. (ISBN: 0-553-27487-2.)
16. Park, K. Textbook of Preventive & Social Medicine

Practicum IV (PSYMCP0404)

The Field Visits will continue in this Semester. Here, the focus will be on Case management skills along with basic micro-skills and early case conceptualization skills. The students will continue to have group discussions, peer consultation, and discussions with the Supervisor during the Semester. Other activities will include role plays, role-reversals, and Audio/video tapes for demonstration of specific skills.

At the end of the Fourth Semester, each student will have to submit 3 case study records (each from different areas – school/college, general hospital, family, or organization). The submission must include personal details and the background of the case and a verbatim record of the progression of the case. The student must specify each of the microskills and the main approach used. The session details must have an initial phase, a Middle phase and a termination phase. The record must include a minimum of 10 sessions with each case. The student will be evaluated on the basis of the case conceptualization and the management.

Dissertation (PSYMCD0401)

Each student is required to do a dissertation work which will be evaluated at the end of the last semester. The aims of the dissertation are

- to familiarize the student with the methodology of psychological research
- to enable her/him to carry out a psychological work on her own, and gather knowledge on her own, and
- to sensitize the student to various psychological factors involved in the problems and needs of the society, and to explore those factors.

Students are to be encouraged to do works of contemporary social and psychological relevance. works with suitable and preferably simple statistical procedures or qualitative/ exploratory works should be encouraged, instead of doing mere confirmatory research with a large quantum of data and complex statistical procedures. Methodological accuracy, exploration and relevance should be stressed upon.

As a practice, before commencing the work, students may be asked to submit and present a research proposal of the study to be pursued, prepared in proper format.

The report of the dissertation should be written following the APA format.

The following standard format is suggested for the report.

- Before the first chapter, provide a brief & comprehensive summary in a single paragraph as the abstract.

Organization of the report should be as follows:

- Introduction (General introduction, Problem, Variables, Hypotheses, Relevance, Theoretical review)
- Review of related work
- Method (Design, Sample, Tools, Data analysis)
- Results and Discussion
- Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research, if any)

Reference

A synopsis printed separately is also to be submitted along with the dissertation.

In case of a qualitative/ exploratory work, appropriate changes can be made in the format. The following guideline is to be followed in the evaluation of the dissertation.

Block Placement 2

In the fourth semester, each student is expected to have practical exposure based on his/her area of specialization in Counseling. The student has to do the internship for a minimum of 30 days, thus making a total of 200 hours by the end of the fourth semester. This is to be done under the supervision of a teacher and the student has to submit a report on his activities in the institution/setting (clinical setting/ organization/ school setting/ community/sports institution/forensic setting). The student should also do case study and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for external examination.