MSc in Psychological Counselling

Subjects	Paper	Instruction hrs/week	Duration of Exam(hrs)	Marks			Credits
				IA	Exam	Total	
a) I Semester of the Postgraduate Program or VII Semester of the Honours Program							
Core Subject	Theories of Counselling Lifespan Psychology Foundations of Professional Counselling Quantitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	Assessment for counselling (practicals) Computer Applications – Advanced features of MS Office and a Statistics Package*	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	Theoretical Perspective	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	26

Subjects	Paper	Instruction hrs/week	Duration of Exam(hrs)	Marks			Credits
				IA	Exam	Total	
b) II Semester of the Postgraduate Program or VIII Semester of the Honours Program							
Core Subject	Theories of Psychotherapy Psychopathology Theoretical foundations of of Group Counselling Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	Basic skills in counselling	1x8	1x6	1x30	1x70	1x100	1x4
	Project Work – Psycho-education workshops and presentations/ reports – 40 hours' work over the semester	8	Report Evaluation	1x30	1x70	1x100	1x4
Soft Core	Rehabilitation Counselling	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	26

Subjects	Paper	Instruction hrs/week	Duration of Exam(hrs)	Marks			Credits
				IA	Exam	Total	
c) III Semester of the PG Program or IX Semester of M.Sc.(Integrated) Program							
Core Subject	Alternative Healing Practices Child and Adolescent Counselling Educational and Career Counselling	3x4	3x3	3x30	3x70	3x100	3x4
	Techniques of individual counselling Process of group counselling	2x8	2x6	2x30	2x70	2x100	2x4
Open Elective	Foundations and application of psychology	1x4	1x3	1x30	1x70	1x100	1x4
						Semester Total of Credits	**24**

Subjects	Paper	Instruction hrs/week	Duration of Exam(hrs)	Marks			Credits
				IA	Exam	Total	
d) IV Semester of the PG Program or X Semester of M.Sc.(Integrated) Program							
Core Subject and Electives	Marriage and Family Therapy Work place Counselling	2x4	4x3	4x30	4x70	4x100	4x4
	Supervised Practicum	1x8	1x6	1x30	1x70	1x100	1x4
	Dissertation	8	Report Evaluation	1x30	1x70	1x100	1x4
						Semester Total of Credits	**24**
						Program Grand Total of Credits	**100**

PAPER 1: THEORIES OF COUNSELLING

Objectives:

- To provide theoretical foundation for counselling practice.
- To help the trainee counsellors to choose appropriate techniques for a particular case.

Unit 1 - Introduction to Counselling: Meaning and Definition of Guidance, Counselling and Psychotherapy. Background and Overview-Historical Context. What helps Clients: Common Factors and Specific Techniques. Meaning of scientific theory. An overview of theories and techniques
<div align="center">**10 hours**</div>

Unit 2 – Psychodynamic Therapy: Psychoanalytic and Psychodynamic theories (Freud, Jung, Adler & others) Historical Development ,Theoretical Principles and techniques -**14 hours**

Unit 3 – Behavioural Therapy (Thorndike, Watson, Pavlov, Skinner, Bandura)
Historical development.Theoretical Principles. Behaviour Modification Techniques and Procedures (**14 hours**)

Unit 4 - Cognitive Therapy (CT- Beck, REBT – Ellis, CBM- Michenbaum, CAT- Ryle)
Theoretical Principles. The Practice of Cognitive Therapy – (**14 hours**)

Unit 5 – Humanistic Approach (Maslow, Rogers)
Historical Development, Theoretical Principles. The Practice of Person-Centred Therapy - Skills and Techniques (**10 hours**)

References:

Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks.

Corey, Gerald. (2009). Theory and Practice of CounselingandPsychotherapy (8th Edition). Monterey, CA: Brooks/Cole.

Ellis A. & Dryden N. (1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer

Ellis A. &MacLaren C. (1998). Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact

Kazdin. A. E.(2001). Behavior Modification. Belmont: Wadsworth

Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic Counselling. Australia: Brooks/ Cole

Krumboltz. J. D., &Thoresen, C. E. (1976). Counselling methods. New York: Holt Rinehart.

Laidlow, T. A. & Malmo C. (1990). Healing: feminist approaches to therapy with women. San Francisco: Jossey Boss

Meichenbaum.D. (1977). Cognitive Behavior Modification: An integrative approach. New York: Plenum

Speigler, M. D., &Guevremont, D. C. (1998).Contemporary Behavior Therapy. Albany: Brooks/Cole.

Walker, L. E. (Ed.) (). Feminist psychotherapies: Integration of therapeutic and feminist systems. N. J: Ablox

Paper 2:Lifespan Psychology

LEARNING OBJECTIVES:

Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

UNIT 1: INTRODUCTION TO LIFE-SPAN DEVELOPMENT   (10 HOURS)

Meaning of life-span development; Characteristics of life-span (lifelong, multidimensional, multidirectional, plastic, contextual, etc); Nature of development (biological, cognitive, and socioemotional); Periods of development and conceptions of age; Significant facts about development (early foundations, follows and pattern, characteristics behaviours, characteristic challenges and hazards, etc)

Issues Related to Lifespan Development: Heredity v/s Environment, Active v/s Passive, Continuous v/s Stage-wise, Stability and Change

Scope of Life span development: Counselling psychologists, School Counsellors, Marriage and Family Counsellor, Career Counsellors, Drug Counsellors, Rehabilitation Counsellors, Clinical Psychologists, Psychiatrists, Social Workers, and Child Welfare workers

UNIT 2: BIOLOGICAL PROCESSES IN HUMAN DEVELOPMENT   (10 HOURS)

The Evolutionary Perspective: Natural selection and Evolutionary Psychology

Genetic Foundations: Genetic Process (genes, chromosomes, mitosis, meosis, fertilization, sources of variability), Genetic Principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance)

Genetic and Chormosomal Abnormalities

UNIT 3: PHYSICAL DEVELOPMENT   (12 HOURS)

Prenatal Development: Course, Prenatal Environment

Development in Infancy: Patterns of growth, Height and weight gains, reflexes,

Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones

Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones

Early Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

Middle Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

Late Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

UNIT 4: COGNITIVE PROCESSES AND DEVELOPMENT   (12 HOURS)

Infancy and Childhood: Piaget, Vygotsky

Adolescence: Elkind

Adulthood: Postformal Development

Aging and cognitive skills

UNIT 5: SOCIO-EMOTIONAL DEVELOPMENT   (16 HOURS)

Part A: Lifespan Theories:

Erikson, Levinson, Bronfenbrenner, Fowler

Part B: Attachment, Love and Parenting

Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions

Temperament: Chess and Thomas classification, Kagan's behavioural inhibition, Rothbart and Bates' classification,

Attachment: Erikson's Theory, Bowlby, Ainsworth, Attachment in adolescence

Love: Sternberg, Dating and Romantic Relationships, Intimacy Relations, handling breakups

Parenting: Parental roles, Fathers as caregivers, Parenting styles and discipline, Parent-child/ Parent-adolescent relationships, Working parents, Divorce

PART C: Identity and Moral Development

Development of Identity: Marcia's theory

Moral Development, Contexts of moral development: Kohlberg's theory

REFERENCES

Berk, L. E. (2006).Child Development (7th Ed).Pearson Education.

Cavanaugh, J. C (2002).Adult Development and Aging (4th Ed).Wadsworth & Thomson Learning.

Hall, E. (1992). Adult Development and Aging (2nd Ed). John Wiley & Sons, Inc, New York.

Hoyer, W. J. &Roodin, A. (2003).Adult Development and Aging (5th Ed), McGraw –Hill higher Education, Boston.

Hurlock, E. B. (2006). Developmental Psychology: A life-span Approach (5th Ed), Tata- McGraw Hill, New Delhi.

Papalia, Diane. E., Wendkos, S. O. And Dushkin, R. F (2005).Human Development.Tata- McGraw Hill, New Delhi.

Santrock, John. W. (2011). Life-span Development (13th Ed), Tata – McGraw Hill, New Delhi.

Wenar, C. (1994). Developmental Psychopathology- From infancy through Adolescence (3rd Ed). McGraw –Hill Inc., New York

PAPER 3: FOUNDATIONS OF PROFESSIONAL COUNSELLING

Objectives: This theory paper aims at introducing the theoretical basis of counselling skills, interviewing techniques, counselors' personal and professional issues and growth and ethical and legal issues from a multi-cultural perspective.

Unit 1:

a.Introduction: Meaning, Nature, Definition and Scope of counseling; Historical perspectives; Counselling settings, Counseling psychology in India – development and current status; Research and Evaluation; Current trends.   10 hours

Unit 2 Counselling relationship: Qualities of helping relationship. Some theoretical models of counseling - Carl Rogers, Truax and Carkhuff, Eagan, Ivey and Cormier, Bremh.,

12hours

Unit 3 Counselling process – precounselling issues – interview, assessment [standardized and non standardized measures] setting goals, contracting, informed consent, formulation, conceptualization, referalls, issues of confidentiality, verbatim recording and analysis, interpretation,, termination, reporting. 10 hours

Unit 4 Skills in counselling – Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills. 10hours

Unit 5 professional issues- training of counsellors, supervision, personal and professional characteristics, ethical issues, legal issues, consultation, professional development, competence, peer relations, licensing, legislation, counseling in diverse groups   10 hours

Reference Books

Bond,Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.

Brammer, L., M. & MacDonald, G. (1996). The helping relationship Process and Skills.Boston: Allan & Bacon.

Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8th Ed.) New York: HRD Press.

Colin Felthman& Ian Horton.(2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi; Sage

Connor, M. (1994). Training Counsellor: An integrative model. London: Routledge.

Corey, M., S. & Corey, G. (1998).Becoming a helper (3rd Edi.) Pacific Grove CA: Brooks/Cole.

Corey, G. (2001) Student video & work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.

Corey, G. (2001). Manual for theory and practice of counseling and psychotherapy. (6th ed.). Pacific

Cromier, W., H., &Cromier, L., S. (1991). Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour. Pacific Grove CA: Brooks/Cole.

Grove, CA: Brooks/Cole.

Culley, Sue.(2002). Integrative Counselling Skills in Action.(2 edi). London: Sage.

Eagan, G. (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole

Doyle. Robert, E.(1992) Essential Skills and strategies in helping process. California: Brooks/Cole

Dryden, W, &Thorne,D. (1991). Training & Supervision for Counselling in action. (Ed) London: Sage.

Dryden, W., Horton, I. &Mearns, D. (1995).Issues in Professional Counsellors Training. London: Casscll

Inskipp, F. (1996).Skills training for counseling. London: Cassell.

Ivey () Intentional Interviewing

Neukrug, E. (1999). The World of the Counselor: An Introduction to the Counseling Profession. Pacific Grove, CA: Brooks/Cole.

Richard Nelson-Jones.(2002). Basic Counselling Skills. London: Sage.

Sherilyn, L., Cormier, & Harold Hackney. (1987). The Professional Counsellor: A Process Guide to Helping. Boston: Allyn& Bacon.

Sherry Cormier,& Paula Nurius.(2002) Interview and Change Strategies for Helpers.(5th edit). London: Wadsworth Pub Co.

Stephen Palmer. (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.

* * *

PAPER 4: **Quantitative research methods**

Learning Objectives:

Learning objectives: To ground students with sound knowledge about the research process thus enabling them to undertake an empirical study and test the accuracy of the findings. Students would get acquainted with the types of research, designs and the ways and means of analysing the data.

Unit 1 - Research Process   (12 hours)

Definitions of research, science and scientific methods, limitations of scientific research. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).

Research problem-source, selection criteria, defining, statement, delimitation

Ethical issues for research.

UNIT 2- VARIABLES,PROBABILITYAND HYPOTHESIS TESTING(14 HOURS)

Variables: IV, DV, control and extraneous variables.

Hypothesis- definition, characteristics, types; Hypothesis testing

Concept of Probability, Normal Probability Curve, Characteristics of the Curve,: probabilistic estimation and limitations (Type I & type II errors).

Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance.

Unit 3 Sampling and Data Collection (10 hours)

Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.

Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

UNIT 4- RESEARCH DESIGNS (16 HOURS)

Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),

Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)

Part C: Non-experimental (Observational, survey, correlational) ,

Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

UNIT 5- REPORT WRITING (8 HOURS)

General Guidelines, Need for a report, Types of Writing, Purpose of writing, Avoiding plagiarism, Organizing information, Report writing in APA format, references in APA format

REFERENCES:

Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India.(9th ed, EEE)

Bordens,K.S. &Abbot,B.B. (2002) Research designs and methods: A process approach. McGraw-Hill(5th ed)

Cozby,P.C. (1997) Methods in behavioral research. Mayfield Publishing company.(6th ed)

Creswell, J.W. (2007) Qualitative inquiry & research design. Sage publications (2nd ed)

Compilation of articles for qualitative research

Heppner,P.P, Wampold,B.E. &Kivilighan,D.M. (2008). Counselingresearch.Brooks-Cole.

Kothari,C.R. (2003) Research methodology: Methods and techniques. WishwaPrakashan(2nd ed)

McBurney, D.H. (2001) Research methods. Thomson Wadsworth (5th ed)

Publication Manual of the Am

SOFT CORE:

Theoretical Perspective:

THEORETICAL PERSPECTIVES OF PSYCHOLOGY

Learning Objective. students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

1.   **Psychoanalytical perspective: History, Sigmund Freud's approach, Carl Jung, Adler, and other Neo-freudian approach to motivation, personality, therapy and applications.**

2.   **Behaviouristic perspective: Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner); Motivation – Drive and incentive theories (Hull), (Miller and Dollard, Rotter); Personality – Mowrer; therapeutic techniques and applications.**

3.   **Humanistic & Existential perspectives:**

Motivation : Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland); Personality : Personal construct (Kelly), Self theory of personality

(Rogers); Existential approaches; therapies and application.

4.   **Cognitive and Social Perspectives: Motivation: Cognitive balance and dissonance theory (Hieder, Festinger); Personality: Dissonance (Brehm), Social learning theory (Bandura); therapy and application.**

5.   **Indigenous Perspectives: Motivation: Advaita, Buddhist and Jaina perspectives; Personality: Advaita, Upanishads, Buddhist and Jaina perspectives; Therapy (healing techniques), Applications.**

References:

Davis R.S (1996). Psychology of Learning and Motivation academic press.

Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions.Delhi, OxfordUniversity press Series in affective science.

Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York john wiley and sons (4th edition)

Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall

Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition

Lawrence .A, Pervin and Oliver P John (1997) Personality: theory and research new york, John Wiley , 7th edition

Sahakian(1976) Introduction to psychology of learning. Chicoga: Rand Mcnally college publishing company.

Weiner B (1985) Human Motivation, New York: Springer and Verlag.PRACTICALS 1:ASSESSMENT FOR COUNSELLING**

I Cognitive Functions

1. Raven's Standard Progressive Matrices
2. Bhatia's Performance Battery
3. Draw-a-Man test
4. Assessment of intelligence using Seguin Form Board
5. BinetKamat test of intelligence
6. Attention and concentration
7. P.G. I Memory scale

II Aptitude And Interests

1. David's Battery of Differential Abilities – Revised [DBDA-R]

2 Comprehensive Interest Schedule [CIS]/ Vocational Interest Schedule(VIS)

III. Personality: Self-Report Methods

1. Eysenck's Personality Questionnaire [JEPQ]
2. R.B. Cattell's 16 PF
3. Neo Five Factor Inventory

IV . Personality: Projective Methods

1. Draw-A-Person Test [DAP]
2. Thematic Apperception Test [TAT]
3. Children's' Apperception Test [CAT]

V. Disability Screening

1. Screening for learning disability using NIMHANS index for SLD
2. Social Development – Vineland Social Maturity Scale

VI. Other Measures

1. Assertiveness
2. Emotional Quotient

PRACTICAL 2:

Practicals on Computers and Statistics

Using MS Word to create and edit documents:

Opening MS Word, Font, centring, justification, right and left alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strike through, upper case, lower case, sentence case, title case, subscript, superscript, headings and levels, running head and header, page numbers and footer, inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view), importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using MS Excel to create and edit spread sheets

Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using MS Power point to create and edit presentations

New slides, title slide, body slide, two column slides etc, creating backgrounds, inserting pictures, charts, drawing objects, and smart art; inserting simple animations, inserting slide transitions, outline view and slide sorter view,

merging two presentations, creating handouts, creating .rtf files to export to MS Word, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

Using SPSS

Data entry and coding, Importing data to SPSS from MS Excel, Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot,Pearson's Product Moment Method, Spearman's Rank order Method, t-test (independent & paired), ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test,Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating pdf and html formats.

IISEMESTER

PAPER 201: THEORIES OF PSYCHOTHERAPY

- To provide theoretical foundation for the practice of psychotherapy.
- To help the trainee counsellors to choose specific techniques for a particular case.

Unit 1:Introduction to: Principles of Psychotherapy, classical approaches to psychotherapy: psychoanalytical, behaviouristic.

Unit 2 – Existential Therapy
Historical Development.Theoretical Principles.The Practice of Existential Therapy.Viktor Frankle'sLogotherapy.
 Gestalt Therapy
Historical Development.Theoretical Principles. Therapeutic Techniques and Procedures

Unit 3 - Choice Theory and Reality Therapy
Historical Development.Theoretical Principles. Reality Therapy Techniques

Unit 4 - Feminist Therapy
Historical Context in Feminist Therapy.Theoretical Principles of Feminist Theory and Therapy.The Practice of Feminist Therapy.
Post Modern Approaches
Development of Social Constructionism. Theoretical principles and practice of Solution Focused Brief Therapy and Narrative Therapy.

Unit 5 - Integrative Counselling
Foundations of Theoretical Diversity and Integration - Historical and Theoretical Trends in Counselling and Psychotherapy Integration - The Practice of Specific Eclectic or Integrative Therapies

Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks.
Corey, Gerald. (2009). Theory and Practice of CounselingandPsychotherapy (8th Edition). Monterey, CA:
            Brooks/Cole.
Ellis A. & Dryden N. (1977).The practice of Rational Emotional Behavior Therapy (Rev. Ed.) New York: Springer
Ellis A. &MacLaren C. (1998). Rational Emotional Behavior therapy: A Therapist's guide. CA: Impact
Kazdin. A. E.(2001). Behavior Modification. Belmont: Wadsworth
Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic Counselling. Australia: Brooks/ Cole

Krumboltz. J. D., &Thoresen, C. E. (1976). Counselling methods. New York: Holt Rinehart.

Laidlow, T. A. & Malmo C. (1990). Healing: feminist approaches to therapy with women. San Francisco: Jossey Boss

Meichenbaum.D. (1977). Cognitive Behavior Modification: An integrative approach. New York: Plenum

Speigler, M. D., &Guevremont, D. C. (1998).Contemporary Behavior Therapy. Albany: Brooks/Cole.

Walker, L. E. (Ed.) (). Feminist psychotherapies: Integration of therapeutic and feminist systems. N. J: Ablox

PAPER 202: <u>PSYCHOPATHOLOGY</u>

LEARNING 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 2: 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 3. 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 4: 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 5: Substance abuse - Causes, types and clinical features of alcohol and substance abuse.

Brain impairment.Dementia, Amnestic 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. 11[th]ed. 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: John Wiley & Sons.

PAPER 203:**Theoritical foundations of group conselling**

Objective:

This paper aims at introducing the basic concepts of Group counselling, stages of group development, skills, techniques and strategies to group process, group guidance, Group counselling, and therapeutic group counselling process from a multi-theoretical and cross-cultural perspective.

Unit 1- Introduction   **12 Hours**

  a. Definitions of groups; characteristics of groups; goals of groups; and purpose of groups (Jacobs, Masson, &Harvill).
  b. Types of groups; differences between group guidance, group counselling and group psychotherapy (Jacobs, Masson, &Harvill).
  c. Ethical and professional issues in group counselling (ASGW 2000), Training of Competent Group Counsellors (Corey &Yalom).

Unit 2- Group Leadership   **12 Hours**

  a. Definition of a group leader; professional competence and training of group leaders; personal characteristics of effective leaders (Corey& Jacobs, Masson, &Harvill).
  b. Role and functions of group leaders – basic tasks, working in the here-and-now, transference and transparency (Yalom).
  c. Co-leadership – advantages and limitations; types of co-leadership (Corey, Jacobs, Masson, &Harvill&Yalom).   (14 hours)

Unit 3- Stages of the Group Process   **12 Hours**

  a. Pre-group issues; Initial Stage – characteristics of this stage, group leader functions and skills; Transition stage – resistance, conflict, problem members (Corey &Yalom).
  b. Working stage – productivity, therapeutic factors, leader functions (Corey &Yalom).
  c. Final Stage – consolidation and termination; Post group issues and evaluation (Corey).

Unit 4- Leadership Skills   **12 Hours**

  a. Basic Skills – Attending behaviour and observation in groups, basic listening sequence (BLS) in groups, group process skills – linking, leading, pacing, tone setting, focusing, modelling (Corey & Ivey).
  b. Advanced Skills – positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure (Corey & Ivey).
  c. Closing skills – Closing a session; closing a group (Corey & Ivey).

Unit 5- Theories and Techniques of Group Counselling   **12 Hours**

  a. Psychodrama, TA (Corey), role play, sensitivity training, T group training

(*Note – the hours mentioned are inclusive of presentation, totalling to 64 hours, the remaining hours will be used for assignment and test.)

References:

Corey, G. (2008). *Group Counselling*. New Delhi:Brooks/Cole.

Corey, G. (2004). *Theory and practice of group counselling* (6th ed.). CA: Broks/ Cole-

    Thomson Learning.

Corey, G., Corey, M. S., &Callan, P. (2003).*Issues and ethics in the helping profession.*

    Pacific Grove, CA: Brooks/ Cole.

Corey, M. S., & Corey, G. (2002).*Groups: Process and practice* (6th ed.). Pacific Grove, CA:

    Brooks/ Cole.

Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001).*Intentional group counselling: A microskills*

    approach. Belmont, CA: Wadsworth/ Thomson Learning.

Jacobs, E. E., Masson, R. L., &Harvill, R. L. (2002).*Group Counselling: Strategies and skills*

    (4[th]ed.). Pacific Grove, CA: Brooks/ Cole.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th ed.). New York, NY:

    Basic Books.

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY:

    Basic Books.

PAPER 204

Qualitative Research Methods

QUALITATIVE RESEARCH METHODS

Learning objective: This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

Unit 1 - Nature of qualitative research:
- The history of qualitative research; The Philosophy of qualitative research; Characteristics of qualitative research; The main steps in qualitative research;
- Reliability and validity in qualitative research;
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology

Unit 2 - Designing Qualitative Research:
- Theory and concepts; Conceptual mapping; research questions; Defining the case;
- Sampling and Instrumentation. Mixed methods;
- Design a qualitative study to suit a Psychology research

Unit 3 – Paradigms of Qualitative research:
The Paradigm of Qualitative research methods – Ethnography; Participant Observation; Interviews in qualitative research

Unit 4 – Qualitative Research Techniques:
Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods

Unit 5 - Data Analysis:
- Strategies of qualitative data analysis: Analytic induction; Grounded theory. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Matrix displays; Triangulation;
- Ethical issues in Analysis;
- Computers in qualitative data analysis

References:
- Banister, P., Burman, E., Parker, I., Taylor, M., &Tindall, C. (1998).*Qualitative Methods in Psychology: A Research Guide.* Buckingham: Open University Press.
- Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin& Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand oaks, Califf:: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N.K.Denzin&Y.S.Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand oaks: Sage Publications.
- Frost, N. (2012). Qualitative Research Methods in Psychology: Combining Core Approaches. Middlesex: Open University Press.
- Glaser, B. G., & Strauss, A. L. (1967).*The Discovery of Grounded Theory*. Chicago: Aldine Publishing Company.
- King, G., Keohane, R., &Verba, S. (1994). *Designing Social Iinquiry*. Princeton: Princeton university press.
- Miles, M.B &Huberman, A. M. (1994). Qualitative Data Analysis(2nd Ed). Sage Publications: Thousand Oaks.
- Pidgeon, N., &Henwood, K. L. (1996). Grounded theory: practical implication. In J. T. E. Richardson (Ed.), *Handbook of Qualitative Research Methods For Psychology and Social Sciences*. United Kingdom: The British Psychological Society.
- Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction* (2 ed.). London: Sage Publications.
- Travers, M. (2001).*Qualitative Research Through Case Studies*. London: Sage Publications.

SOFT CORE

<u>**REHABILITATION PSYCHOLOGY**</u>

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.

II. Disabilities
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

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

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.

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

Recommended Readings:
Bolton B., 1987. Handbook of Measurement and Evaluation in
Rehabilitation, Second Edition. Paul H.Brookes, Baltimore, London.
Brown Roy I., & E. Anne Hughson, 1987. Behavioural and Social
Rehabilitation and Training.John Wiley & Sons Ltd.
Chadha N.K. &Nath S., 1993.Issue and Trends in Rehabilitation Research.
Friends Publication, Delhi.
Gokhale S.D., 1987. Rehabilitation: Attitude and Reality. Rehabilitation
Coordination India. Tata McGraw-Hill Publishing Company Limited, New
Delhi.
Golden C.J., 1984.Current Topics in Rehabilitation Psychology.Grune&
Stratton, London.
NirbhayN.Singh, 1998. Comprehensive Clinical Psychology: Application in
Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton &RavicRinglaben, 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.

Mark L. Batshaw, M.D., 2000. Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co.

Michael Floyd, 1993. Information Technology Training for People with Disabilities, Disability and Rehabilitation Series 4. Jessica Kingsley Publishers, London.

Pandey, R.S., &Advani, L., 1995. Perspectives in Disability and Rehabilitation.Vikas Publishing House, New Delhi.

RakeshAgarwal, LalAdvani&RajinderRaina. Handbook on Disability Rehabilitation.Viba Press Pvt. Ltd., New Delhi.

Evans, P. &Verma V. (Eds), 1990. Special Education: Past, Present and Future.The Falmer Press.

Evans, R.C. & MC Laughlin P.J., 1993. Recent Advances in Special Education and Rehabilitation.Andover Medical Publishers, Boston.

Robert A. Paton & James McCalman, 2000. Change Management: A Guide to Effective Implementation. Response Books, New Delhi.

Edward Zigler& Dianne Bennett-Gates, 1999. Personality Development in Individuals with Mental Retardation.Cambridge University Press.

Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.

Practicals

 Practical 1:
Basic skills in counselling.

This practical is followed in impartingcounseling skills to students. At the successful completion of the course, the studentshould have the following competencies:

A. Knowledge of Micro skills
I: Introduction
2: Basic Communication Skills – Attending Behavior; Questioning; Observation Skills;
3: Reflection of Content; Reflection of Feeling
4: Integrating Listening Skills

B. Knowledge of Macro skills

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

 I Review; Confrontation Skills; Focusing the Interview,
 2: Reflection of Meaning; Influencing Skills, positive asset search
 3: Skill Integration; Integrating Micro skills with Theory
 4: Determining Personal Style & Future Theoretical/ Practical Integration.

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

Practical 2: Project Work

 – Psycho-education workshops and presentations/ reports – 40 hours' work over the semester

III SEMESTER

PAPER 301:

<u>**ALTERNATIVE HEALING PRACTICES**</u>

Objectives:

To aquatint with the main theorists and their theories regarding transpersonal psychology. To sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in India.To Focus on indigenous and culturally accepted/practiced therapeutic methods. Students will become aware of need for, and techniques of healing holistically.

Unit 1 - Introduction   10 Hours
Meaning of Indigenous & Indian Psychology, concepts of healing, .Definition of Transpersonal Psychology.

Unit 2- Transpersonal Psychology   14 Hours
William James and Transpersonal Psychiatry (Eugene Taylor), Freud's Influence on Transpersonal Psychology (Mark Epstein),The Contribution of C.G. Jung to transpersonal Psychiatry (Bruce W. Scotton), Transpersonal Psychology: Roots in Christian Mysticism (Dwight H. Judy), Abraham Maslow and Roberto Assagioli: Pioneers of Transpersonal Psychology (John R. Battista), The Worldview of Ken Wilber Roger (Walsh and Frances Vaughan), The Consciousness, Information Theory, and Transpersonal Psychiatry (John R. Battista).

Unit 3 - Theory & Application of of Yoga.   12 hours

Meaning and aims of Yoga.Patanjali'syogasutra.Astangayoga - stages of yoga, nadis and cakras, asanas, concept of Prana. Pranayama. Psychophysiological effects of asanas and pranayama Yoga therapy. Yoga and stress.Yoga for treating different systemic disorder (eg.Digestive, circulatory etc.). Yoga for personality development and well-being

Unit 4- Reiki and Acupressure.   12 hours

History of Reiki.Similarities and differences between Reiki and Pranic healing. How does Reiki work? Distance healing, Reiki symbols. Application of Reiki in different conditions. B. Acupressure, Critical points, relief points. Acupressure for treating different conditions/ailments, and for maintaining health.

Unit 5- Meditations   12 Hours

Meditation as a therapeutic method. Different types of meditations (Christian, Zen, Transcendental Meditation). Pranic healing

References:

- Scotton, B.W. (Ed).Transpersonal Psychiatry and Psychology
- Tart, C.T. (Ed). Transpersonal Psychologies
- Baginski B J and Sharaman S (1997). Reiki, Universal life energy. New Delhi. B Jain Publishers
- Choa K S (1990). The ancient Science and out of pranic healing. Philippines. Health accessory for all.
- Huss, C (1990). The Banyan Tree. Vol.III Action Research in Holistic Healing. Pune: Medical Mission sisters
- Iyengar, BKS, (2002). Yoga the path to holistic. London, Dorling Kindersley Book.
- Iyengar, BKS (2001) Light on Pranayama. New Delhi. Harper Collins Pub. India.
- Kuppuswamy B (2001). Elements of Ancient Indian Psychology. New Delhi. Konark Pub. (Reprint).
- PanditUsharbudhArya (1981). Mantra and meditation. Himalayan International Institute of Yoga Science and Philosophy, USA.
- Shakti Gawain (1993). Living in the light: A guide to personal and planetary transformation. Bantam New Age Books.
- Silva Jose and Philip Miele (2001). Silva mind control method

PAPER 302: Child and Adolescent counselling

CHILD AND ADOLESCENT COUNSELLING

Learning Outcomes:

This course will provide students with skills and principles to work with children and adolescents in a variety of settings: school/ educational, family and community.

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

Unit I: Introduction to Child and Adolescent Counselling.

Counselling needs of children and adolescents, Scope - locations of needs (School, Family, Residential care, community, at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning).

Unit II: Process and Techniques of Child and Adoloescent counselling

Characteristics of child and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Child counselling skills, use of play and art with children, Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills.

Unit III: Counselling in Educational context

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

UnitIV: Learning and Teaching   15 Hrs

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

Unit V: Psychosocial Interventions   15 Hrs

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

References

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

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

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

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

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

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

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

PAPER 303:

EDUCATIONAL AND CAREER COUNSELLING – THEORY AND ASSESSMENT

Unit 1 - Introduction
Definition, Nature, Scope of guidance and Counselling, Guidance needs related to education Counselling orientation to Administrators, parents and public, school personnel, Children: Initiating self-referrals. Counselling the Pre Primary& Primary school child, High school student, College student.Role of teachers in Educational Counselling.Evaluation of programs of educational Counselling.Factors Contributing to Educational Problems – Self, Home, School, Neighbourhood, Community, gender, ethnicity, poverty etc

Unit 2 - Academic Development
a) Learning styles, reading, writing and note making skills. Study skills and study habits; time management
b) Cognitive issues- causes and factors affecting attention, concentration, remembering, forgetting; Experimental evidences and cognitive training.
c) Class room problems-discipline, listening, peer relationships, norms violation, aggression

Unit 3 - Techniques of Assessment
a) Testing methods: Nature, Functions, characteristics, Procedures, applications and limitations of standardized assessment of Cognitive Abilities-intelligence, memory, creativity; Personality-questionnaires and projective tests; Motivation, Aptitude and interests; Achievement.

Unit 4 - Specific Targeted Groups
Exceptional Children: definition, Causes, Types, Specific assessment tools- Intellectually challenged, Scholastic deficits/ Learning disabled, Physical and sensorially challenged, communication disorders and gifted;deliquents/drop outs, destitutes/ orphans

Unit 5 - Career Counselling
a) Basic aspects: Nature, scope and importance of career Counselling; Role of counsellor in career preparation; , Ethics in career counsellingCareer decision making, career exploration techniques, Career development theories - (Holland, Ginzberg, Super), Career Counselling with diverse populations: children, adolescents, college students, women and adults.

Practicum: School awareness programme on career counselling viz. Conducting Career Awareness workshops, and Career Exhibition.

Essential Readings:
 Gideon Arulnagmani- (2004) - Career Counselling A Handbook - Tata Mc -GrawHill Publishing Company Limited, New Delhi

 Gibson.L.Robert& Mitchell- (2008) - Introduction to Counselling and Guidance -prentice hall of india New Delhi

 Cramer.L Herr.&Niles.G. Spencer- (2004) - Career Counselling A Systematic Approach - Pearson Inc.

 Jennifer M Kidd- (2006) - Understanding Career Counselling – Theory, Research and Practice - Sage Publication,

 Dr.DalaganjanNaik– (2004) - Fundamentals of Guidance and Counselling - Adhyayan Publishers and Distributors, Delhi,
.
 S SChauhan- Second Revised Edition - Principles and Techniques of Guidance- - Vikas Publishing House Pvt Ltd

 S NarayanaRao (2002).Counselling and Guidance (2nd Edition). Tata McGraw Hill Publishing Company Limited, New Delhi

---K.P. Pandey (1985) Advanced Educational Psychology,
Second Revised Edition, Konark Publication Ltd.

---Stanley B. Baker & Edwin R. Gerler, Jr. (2004) School
Counselling for the Twenty First Century. 4th Edition,
New Jersey, Pearson Education

--S.K. Koctihar (1984) Educational and Vocational
Guidance in Secondary Schools, Sterling Publication Pvt.
Ltd.

PRACTICALS

PRACTICAL 1:<u>Techniques of Individual Counselling</u>

1. Behavior analysis proforma
2. Behavioral techniques – shaping (Robert E. Becker),token economy (Alan E. Kazdin)&habbitreverasal
3. Behavioural techniques - Systematic Desensitization (Joseph Wolpe) & Jacobson's progressive muscular relaxation
4. Thought – Thought Stop, Thought Distraction, Thought Diary & Socratic Questioning
5. A-B-C-D-E analysis – Albert Ellis
6. Assertiveness training – Eileen Gambrill
7. Solution focused techniques - Miracle Questioning, Scaling questioning, Exception questions
8. Role Playing & Role Reversal – (Steven Beck)
9. Self instructional Training – (Donald H. Meichenbaum)
10. Biofeedback technique

PRACTICAL 2

Process of Group Counselling

I: Pre-Training Assessment:

This paper aims at introducing micro-and macro counselling skills through laboratory training and field experience. The teaching and learning strategies employ acquisition of all the skills independently and integrating the same progressively and finally practicing intentional counselling interviews. The verbatim recording, analyzing and evaluating and critique are necessarily considered in the laboratory settings. The learners have to follow the laboratory 'counselling skills training methodology' and maintain the record of   learning from each session and the verbatim record and summary report of counselling interviews as the part of the course requirement.

I: Pre-Training Assessment:

For enhancing self-understanding, self-awareness and personal growth

Assessment of belief, attitude and value. Self-exploratory assessments of personality and personal issues,

interpersonal orientation of feelings and behaviour.

II: Developing Generic Skills:

Establishing contacts with clients, Ensuring structured settings, Developing relationship,

Monitoring intentions/ covert behaviour.

III: Developing Micro-And Macro-Skills:

Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills: *Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self- disclosure, Confrontation.*

OPEN ELECTIVE

Open Elective Theory Paper 4 credits 4 hours per week

Foundations and Applications of Psychology

Learning Objectives:

To introduce the learners, the subject of Psychology and help them understand the basics of Psychology in order understand other subjects/papers in this course.

Unit 1 – Introduction (10 hours)

Definition of Psychology, History (Classical Schools) of Psychology, Goals of Psychology, Role of Theory, Research and practice

Scope of Psychology – (subfields)

Methods in Psychology - Survey, Case Study, Observation, Experimental

Unit 2 –Biological Processes and sensation   (12 hours)

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. The Endocrine systems and its functions

Sensory processes and the different senses

Unit 3 –Perception, Memory, and thinking   (14 hours)

Meaning of perception, gestalt principles.Meaning of attention, focused and sustained attention.

Meaning of memory, processes involved in memory, concepts of STS, LTS, depth of processing, context effects, semantic and episodic memory, autobiographical and flashbulb memory, prospective memory; Memory as a reconstruction, Forgetting: causes, improving memory

Thinking; concepts of reasoning, problem solving, and decision making.

Unit 4 – Learning, Emotions and motivation (12 hours)

Definition of Learning; Classical condition, operant conditioning, observational learning

Emotions, Theories of Emotions.Expression of Emotions.

Meaning and Definition and theories of Motivation

Unit 5 – intelligence, gender, personality   (12 hours)

Definition of Intelligence; Differences in intelligence, factors determining the same

Gender differences.

Meaning and Definition of Personality

References

Ciccarelli S K & Meyer G E (2008) Psychology Pearson Longman

Kalat J (2010) Introduction to Psychology.Cengage Learning

Nolen-Hoeksema S, Fredrickson B L , Loftus G R, &Wagenaar W A (2009) Atkinson &Hilgard's Introduction to Psychology (15thed) Wadsworth

Plotnik R &Kouyoumdjian H (2010) Introduction to Psychology (9thed) Cengage Learning

Wade C, Tavris C, & Garry M (2014) Psychology (11thed) Pearson

IV SEMESTER

401: Marriage and Family counselling

Learning Objectives:

To train students in family counselling using different assessment forms and to introduce trainees to different theories and techniques of family counselling

Unit 1 – Family, Marriage & Life Span
   a) Definition, Changing trends in family structure, types of families, characteristics of Indian families. Family strengths, Divorce and re marriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single.
   b) Stages of family life cycle - Key developmental and emotional issues (Duvall/McGoldrick)

Unit 2 - Foundations of Family Counselling

a) Historical background of family and marriage Counselling. The fundamental concepts of Family Therapy: Cybernetics, Systems Theory, Social Constructionism and Attachment theory. Professional and ethical issues in family and marriage Counselling. The essential qualities of a family counsellor .

Unit 3 - Assessment of Couples and Families

a) The standard initial interview, Genogram Interview and genogram as a tool for family assessment, Circular interview method of assessing family interactions. The Circumplex model of family assessment, NIMHANS Model of family assessment, Behavioural family and marital assessment.

Unit 4 - Classical Schools of Family Counseling-1

a) Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation. Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy,

Unit 5 - Classical Schools of Family Counselling-2

a) Theoretical Formulations, Normal Family Development, Development of behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation, Theory and Results for Structural Family Therapy, Experiential Family Therapy, Cognitive-Behavioural Family Therapy

References:

Becvar and Becvar, 'Family therapy, A systemic Integration'

Bhatty, Varghese and Raghuram, Changing Marital and Family systems

Carter and McGoldrick, The Expanded Family Life Cycle-Individual, Family and Social Perspective

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

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

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

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

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

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

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

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

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

402: Work Place counselling

Human behaviour at work, Individual differences and man power; Manpower planning, work environment work, role, career, organization, cultural systems, HRM and technology.

A,Work Environment : Physical and Psychosocial Environment, Impact of environment on job performance and on the individual; Person Environment fit theory: Effect of environmental factors on accidents, fatigue. Determinants of ideal work environment B.**Human factors and Man Machine System:** Work Design, Job Design, Communication Network between man machines, role of displays, Impact of automation on the workers.

Unit 2: Human problems at work place: 10 hours
   a. Stress - nature, type, individual and organizational consequences of stress.
   b. Absenteeism - Types, causes, measures to reduce absenteeism
   c. Motivation and Morale - nature of work motivation, problem of lack of motivation, morale, interpersonal conflict.
   d. Alcoholism, gambling, gender discrimination, personality disorders
   e. Gender discrimination, sexual harassment at work place.

Unit 3 Management of behavioural problems   12 hours
Counselling techniques to handle: Job stress; dual career and family adjustment problems; Absenteeism; interpersonal relationship problems at work place and home affecting performance; work pressure problems; and alcohol dependency

Unit 4 Soft skills development: 10 hours
Communication skills, motivational analysis, leadership styles, interpersonal skills, team building, Intra-group and inter-group, Goal setting

Unit 5 **Stress : Causes, effects and coping strategies**   10 hours
The Meaning of Stress-The Causes of Stress- The Effects of Stress-Coping Strategies for Stress.

REFERENCES
Akshaya Kumar (1997). Organizational design and structure.Common Wealth Publishers New Delhi.
Beardwell I & Holden L. Human Resource Management: a contemporary perspective.
De Cenzo D. A. &Robbin S. P. (1997) Personnel / Human Resource Management.McMraw Hill
Dharani P. Sinha, T (1998). Group Team Building and Organizational Development.Indian Society for Applied
        Behavioural Science; Delhi.
Green berg J and Baron R(1999). Behaviour in organizations, PHI New Delhi. 5[th]ed
Luthans. F (1998)..Organizational Behaviour, 8ed Irwin Me Graw Hill.
Moorhead G and Griffin R W. OerganisationalBehaviour : Managing People and Organisations.
Pareek U and Rao T. V. (1999) . Designing and Managing Human Resource Systems. Anmol publishers
Robins S (1996). Organizational behaviour.PHI, New Delhi. 7ed
Miner J B. (1992).Industrial organizational psychology.McGraw Hill.Inc.
Truelove S. (2000) Handbook of Training and Development

Practicals:

Practical 1: Supervised Practicum

Practical 2: Dissertation

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