

**See Page 4**

# **UNIVERSITY OF KERALA**

## **MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY (M.Sc. Counselling Psychology)**

### **SYLLABUS**

**(Semester Scheme)**

**Two Year Full Time Programme**

**2013 Admissions Onwards**

## Introduction

The Post Graduate course 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 and Kerala University 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.

## Admission

Admission requirement to the course is the same as that for admission to the M.Sc. course in Psychology, under Kerala University. Preference for admission is given to graduates in Psychology with not less than 45% marks in Part III of the concerned optional subjects (including subsidiaries). In the absence of Psychology graduates, admission is open to those who have studied at least one paper in psychology, or related subjects like child development, animal physiology, statistics, animal behaviour, etc. at the graduate level.

## Course Structure and General Rules

The Post Graduate course leading to the award of the Master of Science Degree in Counselling Psychology by the University of Kerala is spread over four semesters of five months each. The academic work is a package of fourteen common theory papers, one practical paper involving administration of Psychological tests, four concurrent practicum work (one of which involves a group project work), one block field work placement, one dissertation work and a comprehensive viva-voce, transacted over 2510 hours. Each semester will include class room lectures, assignment writings, seminars, group discussions, tutorial, role-play, case studies, field trips, and field work.

During semesters I and II there are four common papers each, and also concurrent practicum work. In addition, practical training in psychological test administration is given in semester II. The students shall be given block placement of one month duration during the summer vacation. During semester III and IV, there are three common papers each in addition to concurrent practicum involving a group project work in semester III and case reports in semester IV. The students are required to submit a dissertation at the end of semester IV. There will be a Comprehensive Viva Voce at the end of Semester II and IV to evaluate en bloc Semesters I & II and Semesters III & IV respectively.

The Scheme of Papers and the distribution of marks for Continuous Evaluation (CA) and End Semester Examination (ESA) are given below:

## Examinations and Requirements for Passing

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25% for CA and 75% for ESA for all theory papers. In the case of practicum, there shall be only CA for the first two semesters (Practicum I & II, 25 marks each) and the third semester (Practicum III, 50 marks). For Practicum IV and for Psychological Testing (Practicals), out of the total of 50 marks each, 20 marks shall be given as CA and 30 as ESA.

There shall be no continuous assessment for Dissertation work.

The allocation of marks for Continuous Assessment (CA) shall be in the following proportion.

a. Attendance	5
b. Assignment	5
c. Tests	10
d. Seminars	5
Total	25

The allotment of marks for attendance shall be as follows.

Attendance below 75%	0 marks
75%	1 marks
76% to 80%	2 marks
81% to 85%	3 marks
86% to 90%	4 marks
Attendance above 90%	5 marks

Only those who secure a minimum of 75% attendance in the aggregate for all the papers of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.

Each student shall be required to do two assignments for each paper; a maximum five marks shall be awarded for two assignments.

There shall be two class tests during a semester. Marks of tests shall be awarded on the basis of the marks secured for the best of two tests. Maximum ten marks shall be awarded for the test.

Students shall be required to present a seminar on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion. The maximum marks shall be five.

The Dissertation/Project work shall not be less than 50 typed (double space) pages in standard thesis format showing evidence of the ability of the candidate to collect relevant materials, analyze it by using appropriate tools of research and to present an analytical assessment of the problem. Two copies of the dissertation duly certified by the supervising teacher and countersigned by the principal, where the course is held, shall be submitted to the university before the commencement of the End Semester Examination (ESA) at the end of the Fourth Semester. The maximum marks for Dissertation shall be 100 of which 20% shall be allotted to viva-voce examination, which shall be conducted along with the comprehensive viva.

Pass requirement shall be 40% marks for ESA for each paper and an aggregate minimum of 50% marks including CA for all the papers put together of a semester. The marks for project work and viva-voce will be carried over.

#### **Pattern of Question papers for the End Semester Examination**

The Question paper shall consist of three parts, of which Part-I shall consist of long essays, Part - II short essays and Part-III concepts. In Part-I, two out of four questions (long essays not exceeding 1200 words, each carrying 15 marks), in Part II, five out of eight questions (short essays not exceeding 300 words, each carrying 5 marks) and in Part-III ten out of twelve questions (not exceeding 50 words, each carrying 2 marks) shall be answered. Thus the total marks shall be 75.

ESA for Psychological testing – Practicals, Practicum IV, and Comprehensive viva-voce at the end of semester II and semester IV shall be conducted by board of examiners appointed by the controller of examinations.

#### **MARKS AWARDED IN EACH SEMESTER**

Semester I	425
Semester II	525
Semester III	350
<u>Semester IV</u>	<u>500</u>
<u>Total</u>	<u>1800</u>

## Scheme of the Syllabus

Sem	Paper Code	Title of Paper	Hrs/ Sem ester	Instruc tional Hrs/wk		ESA (hrs)	Max Marks		
				L	P		CA	ESA	Total
I	CP 211	Foundations of Psychology	90	5		3	25	75	100
	CP 212	Fundamentals of Counselling Psychology	90	5		3	25	75	100
	CP 213	Psychology of Individual Differences	90	5		3	25	75	100
	CP 214	Research Methodology	90	5		3	25	75	100
	CP 215	Practicum I	180		10		25		25
	<b>Total</b>			<b>540</b>				<b>125</b>	<b>300</b>
II	CP 221	Understanding Abnormal Behaviour	72	4		3	25	75	100
	CP 222	Counselling Process and Skills	72	4		3	25	75	100
	CP 223	Approaches to Counselling	72	4		3	25	75	100
	CP 224	Psychometry	72	4		3	25	75	100
	CP 225	Psychological Testing – Practicals	72		4	3	20	30	50
	CP 226	Practicum II	180		10		25		25
	Comprehensive Viva -voce							50	50
	Block Placement			175					
<b>Total</b>			<b>715</b>				<b>145</b>	<b>380</b>	<b>525</b>
III	CP 231	Counselling in Community Settings	72	4		3	25	75	100
	CP 232	Counselling in Educational Settings	72	4		3	25	75	100
	CP 233	Counselling in Organizational Settings	72	4		3	25	75	100
	CP 234	Practicum III - Action Research Project	324		18		50		50
	<b>Total</b>			<b>540</b>				<b>125</b>	<b>225</b>
IV	CP 241	Counselling the Family	72	4		3	25	75	100
	CP 242	Counselling in Hospital Settings	72	4		3	25	75	100
	CP 243	Counselling and Legislations	72	4		3	25	75	100
	CP 244	Practicum IV	324		18		20	30	50
	CP 245	Dissertation						100	100
	Comprehensive Viva							50	50
	Block Placement			175					
	<b>Total</b>			<b>715</b>				<b>95</b>	<b>405</b>
<b>Grand Total</b>			<b>2510</b>						<b>1800</b>

## SEMESTER I

### CP 211

#### Foundations of Psychology

##### **Objectives:**

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

##### **Unit 1: Attention & Perception**

Models of Attention, Theories of Attention – Broadbent, Treisman, Pertinence Model, Neisser's model

Perception – Approaches to the study of Perception, Top-down and Bottom-up processes in Perception, Illusions, Perceptual styles - Field dependent Vs. Field independent, Repressors Vs. Sensitizers, Levellers Vs. Sharpeners.

##### **Unit 2: Learning & Memory**

Conditioning – Classical and Instrumental, Observational Learning, Insight Learning.

Information Processing models - Atkinson- Shiffrin three store model (stage model or modal model) , Levels of Processing model (Self- Reference Effect)

Concept of Working Memory, Baddeley-Hitch model of Working Memory.

Narrative and autobiographical memory, Semantic Vs. episodic memory, Declarative Vs Procedural memory, Implicit Vs. Explicit 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

##### **Unit 3: Cognition and Language**

Theories of cognitive organization - Network models (Collins & Quillian network Model, Collins & Loftus Network model)

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

##### **Unit 4: Emotion and Motivation**

Components of emotion, Theories of emotion, Facial Feedback hypothesis

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

## Unit 5 Biological Basis of Human Behaviour

The origins of biopsychology, Nature of biological psychology: Mind Brain relationship, Consciousness, Heritability, Genetics, Evolution, Methods of study of research in biopsychology, & Ethical issues in research.

Neurons - Structure of neurons, types, functions, Neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomus nervous system

Functions of the Major structures of the Brain: Spinal cord, Fore brain, Mid brain, Hind brain, Cerebral cortex

Lobes and Functions: Occipital, Temporal, Parietal and Frontal

Neurophysiological Bases of Learning, Memory, Emotions, Motivation and Higher Cognitive Functions

### References

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2. Hayes, N. (1994). *Foundations of psychology*. London: Routledge.
3. Bernstein, D.A., & Stewart, A.C. (1994). *Psychology*, 3<sup>rd</sup>Edn., Houghton Edward.
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11. Feldman. (2002). *Understanding psychology*, 6<sup>th</sup>Edn. New Delhi: Tata McGraw Hill.
12. Solso, R.T. (2005). *Cognitive psychology*. Delhi: Pearson Education.
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14. Howe, J.A. *A guide to psychology of learning*.
15. Coffe, C.N., & Appling, M.H. (1996). *Motivation: Theory and research*.
16. Das, J. P. (1998). *The working mind*. New Delhi:Sage publications.
17. Bootzin, R.R, Bower,G.H., Crooker, J., & Hall, L. S (1991). *Psychology today: An introduction*. London: McGraw Hill.
18. Schneider and Torshes.B. (1986). *Introduction to Physiological psychology*. New York: Random House.
19. Meyer, B.J; Meij, H. S. and Meyer, A.C. (1999). *Human physiology*. Wetton: JutaAcademic Publishers.
20. Schneider, A. M., and Tarshis, B : An Introduction to Physiological Psychology; Random House, New York.
21. Levinthal, C. F ; Introduction to Physiological Psychology; Prentice-Hall, New Delhi.
22. Kalat, J. W : Biological Psychology; Wadsworth, CA.

**Fundamentals of Counselling Psychology**

**Objectives:**

*To enable the students:*

- To familiarize students with the basic concepts and issues of counselling.
- To be informed of the history and development of professional counselling
- To provide a comprehensive overview and general understanding of the profession of counselling.
- To imbibe the values and ethics of Counselling
- 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

Current Status of 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 - Ethics and Professional Issues in Counselling**

Definition of ethics, Ethics and counselling, Professional codes of ethics and standards, the

Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors,

Conflicts within and among ethical codes, Ethical decision making, Guidelines for Acting Ethically,

The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics -

*Foundation- Purpose-Content - Violations - Considerations, Ethical Issues in Multi-Cultural*

*Perspective - Focusing on Individual and Environmental Factors, 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
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6. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counselling and Guidance, Pearson education, Inc
7. Sharma R N and Sharma R (2004), Guidance and Counselling in India.



**Objectives:**

- To be able to understand and appreciate differences between individuals
- To provide students with a theoretical outlook regarding individual differences
- To understand why individuals behave in ways in social situations
- To understand how individual differences evolve across the lifespan

**Unit 1: Individual Differences across the Lifespan**

Individual Differences in Human Development

Developmental Tasks

Nature versus Nurture issue in Development

Overview of Human Development – Physical, Cognitive, Emotional and Social

**Unit 2: Personality**

Definitions of Personality

Factors determining the development of Personality

**Unit 3: Theories of Personality**

Classical Psychoanalytic theory and Other Psychodynamic theories -

- a. Sigmund Freud, Carl Jung, Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, Eric Erikson, Anna Freud
- b. Overview of Object relations and Attachment theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott, John Bowlby

Theories with Emphasis on personality structure –

- Henry Murray, Gordon Allport, Raymond Cattell, Hans J Eysenck, Big Five factors theory

Behaviourist aspects of personality - B F Skinner

Social cognitive learning - Albert Bandura

Personal construct theory of George Kelley

Humanistic theories –

- Carl Rogers, Abraham Maslow

Existential perspectives –

- Victor Frankl, Rollo May

**Unit 4: 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

**Unit 5: Individuals in Social Situations**

Importance of non-verbal communication in Social Perception

Role of Attributional processes – Theories of Attribution

Sources of errors in Social Cognition

How are Attitudes formed? How can Attitudes be changed? – Role of Persuasion

Aggression – Its Determinants

**References:**

1. Friedman, H. S., &Schustack, M.W. (2003). *Personality: Classic theories and modern research*, 2<sup>nd</sup> Edition. Delhi: Pearson Education.

2. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4<sup>th</sup> Edition. New Delhi: John Wiley & Sons.
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4. Hjelte, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, 3<sup>rd</sup> Edition. New Delhi: McGraw-Hill.
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9. Haberlandt, K. (1977). *Cognitive psychology*. London: Allyn Bacon.
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11. Baron, R.A., and Byrne, D. (2002). *Social Psychology*, 10<sup>th</sup>ed. New Delhi: Pearson Education.
12. Baron, R.A., and Byrne, D. (1997). *Social Psychology*, 7<sup>th</sup>ed. New Delhi:
13. Myers, D.G. (1990). *Social Psychology*, 3<sup>rd</sup>ed. New York: McGraw Hill Inc

**Research Methodology**

**Objectives:**

- To familiarize the student with the methodology of research in psychology.
- To enable the student to understand the process of 'knowledge production' in psychology
- To familiarise the student with the basics of research Report Writing

**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

**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

**Unit 3: Research Design**

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

**Unit 4**

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 5: Statistics in Research**

Data: Coding, analysis and Interpretation of Data

Presentation of data: Frequency distribution- frequency tables, graphic presentation- Bar chart, pie chart, histogram, frequency curve and ogive.

Descriptive Statistics: Measures of central tendency and variability

**Unit 6: Hypothesis Testing and Analysis**

Normal curve- assumptions. Hypothesis testing. Type I & Type II errors. Parametric assumptions

Major parametric tests: t-test, ANOVA.

One-Way ANOVA. Post hoc tests. Two-Way ANOVA. Interpreting the ANOVA table and results.

Interpreting interaction

Chi-square and other major non-parametric tests

Correlation and Regression analyses. Various correlation coefficients

Multivariate analyses: Brief descriptions of Multiple regression, Discriminant analysis, Path analysis and Analysis of Covariance

Factor analysis: Major concepts and methods

## Unit 7

Writing the research report

Writing a research proposal

APA format

Ethical considerations in research

Computer applications in research - Use of statistical software for coding, data entry, data verification, data processing, analysis, retrieval of information through internet

### References:

1. Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4<sup>th</sup>Edn. Fortworth: Harcourt College Publishers.
2. Fortworth: Harcourt College Publishers.
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9. Smith, J. A. (2007). *Qualitative psychology: A practical guide to research methods*. New Delhi: Sage Publications.
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15. Victor Jupp (Ed.), *Data Collection and analysis*. (pp.317-342). London: Sage Publishers.

### Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. 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 make detailed notes observations about behaviours 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 apart from attendance. The breakup of marks is given below:

Attendance and involvement in Group activities	5
Case records (Examined by a board of internal examiners)	20
<b>Total</b>	<b>25</b>

## SEMESTER II

### CP 221

#### Understanding Abnormal Behaviour

##### **Objectives:**

- To introduce students to the concept of abnormality
- To equip students with the basic knowledge of the various classificatory systems of abnormality
- To enable students to understand the features of mental disorders and their causative factors

##### **Unit 1: Normality and Abnormality**

Concept and Meaning of Normality

Mental Health – WHO definition

Jahoda's Healthy Personality, Allport's mature personality

Concept and meaning of Abnormality

##### **Unit 2: Causes and Risk factors for Abnormal Behaviour**

Causality – Precipitating, Predisposing factors, Necessary, contributory and sufficient causes

Feedback and Circularity in Abnormality

Biological Factors – Neurotransmitters and Hormonal Imbalances, Genetic vulnerabilities,

Temperament, Brain dysfunction

Psychosocial factors – Role of early deprivation, Trauma, Inadequate Parenting, Marital Discord and Maladaptive peer relationships

Sociocultural Factors – Sociocultural environment, Crowding Effects, Poverty, Marginalization, and other pathogenic societal influences

Diathesis-Stress models for understanding human problems

##### **Unit 3: Classification of Abnormal Behaviour**

Need for Classification

Models of Classification – DSM and ICD

##### **Unit 4: Stress and Adjustment Disorders**

Categories of Stressors, Predisposing factors, Coping with stress – individual differences

GAS- Hans Selye's Model

Characteristics of Adjustment Disorders – Reactions to Common Life Stressors

Characteristics of Post Traumatic Stress Disorder – Rape, Natural Disaster

##### **Unit 5 Anxiety Disorders**

Overview of Anxiety Disorders – Types

Characteristic features and causes of:

Phobias – specific type and social type

Generalised Anxiety Disorder

Obsessive Compulsive Disorder

##### **Unit 6: Mood Disorders and Suicide**

Characteristic features and Causes of:

Unipolar Mood Disorders

Bipolar Mood Disorders

Features and Causal Patterns of Suicide

##### **Unit 7: Somatoform and Dissociative Disorders**

Characteristics and Causal factors of:

- a. Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder, Body Dysmorphic Disorder, Factitious Disorder
- b. Depersonalization Disorder, Dissociative Amnesia and Fugue, Dissociative Identity Disorder

### **Unit 8: Personality Disorders**

Characteristic Features of and Difficulty in identifying PDs

Characteristics of:

Paranoid, Schizoid and Schizotypal Personality Disorders

Histrionic, Borderline, Narcissistic and Antisocial Personality Disorders

Avoidant, Dependent, and Obsessive Compulsive Personality Disorders

### **Unit 9: Delusional Disorder and Schizophrenia**

Characteristics and Causes of Delusional Disorders

Types of Delusional Disorders - Features

Characteristic Features of Schizophrenia

Subtypes of Schizophrenia – Features

Causes of Schizophrenia

### **Unit 10: Addictive Disorders**

Alcohol Dependence Syndrome – Features and Causes

Other Drugs abused and harmful effects

### **Unit 11: Disorders of Childhood and Adolescence**

Vulnerabilities in Children

Attention Deficit/ Hyperactivity Disorder – Features and Causes

Oppositional Defiant Disorder and Conduct Disorder – Features and Causes

Separation Anxiety Disorder and Selective Mutism – Features and Causes

Childhood Depression and Schizophrenia – Features and Causes

Functional Enuresis and Encopresis, Tics and Tourette's Syndrome – Features and Causes

Pervasive Developmental Disorders – Autism – Features and Causes

Learning Disabilities – Features and Causes

Mental retardation – Features and Causes

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2. Kaplan, Sadock and Grebb. (1994), *Synopsis of psychiatry*, 7<sup>th</sup> Edition.
3. Comer R.J. (1996). *Fundamentals of abnormal psychology*. New York: W.H. Free minced Co.

**Counselling Process and Skills**

**Objectives:**

- To provide students with an understanding of the basic models of Counselling
- 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 first stage: Initial disclosure

The second stage: In-depth exploration

The third stage: Commitment to Action

The three stages of counselling in perspective

**Unit 4: Skills in Preparatory Stage and in Stage 1**

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:**

1. Bond, Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.
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.
4. Colin Felthman& Ian Horton. (2000) (Ed.) Handbook of Counselling & Psychotherapy. Delhi: Sage.
5. Connor, M. (1994). Training Counsellor: An integrative model, London: Routledge.
6. Corey, M., S. & Corey, G. (1998). Becoming a helper (3rd Edi). Pacific Grove CA: Brooks/Cole.
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12. Doyle, Robert, E. (1992) Essential Skills and strategies in helping process. California: Brooks/Cole
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14. Dryden, W., Horton, I. & Mearns, D. (1995). Issues in Professional Counsellors Training. London: Cassell
15. Inskipp, F. (1996). Skills training for Counselling, London: Cassell.
16. Ivey, Intentional Interviewing.
17. Neukrug, E. (1999). The world of the Counsellor: An Introduction to the Counselling Profession, Pacific Grove, CA: Brooks/ Cole.
18. Richard Nelson-Jones. (2002). Basic Counselling Skills London: Sage.
19. Sheryllyn, L., Cormier, & Harold Hackney. (1987). The professional Counsellor: A Process Guide to Helping. Boston: Allyn & Bacon.
20. Sherry Cormier, & Paula Nurius. (2002) Interview and Change Strategies for Helpers. (5th Edit). London: Wadsworth Pub Co.
21. Stephen Palmer. (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.

**Approaches to Counselling**

**Objectives:**

- To provide students with an understanding of the different psychological perspectives of case conceptualization
- To provide the students with an understanding of the techniques used across various approaches to Counselling
- 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**

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

**Unit 4: Cognitive-behaviour viewpoints**

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 5: Eclectic Counselling**

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

**Unit 6: Gestalt approach**

Concepts, techniques, Assumptions, techniques, goals of counselling, evaluation.

**Unit 7: Existential viewpoint**

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

**Unit 8: 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

**Objectives:**

- To provide students with an understanding of the basics of psychological measurement
- To enable students to understand scientific facts underlying the construction of psychological tests
- To familiarise students with psychological tests that assess basic functions of the mind and behaviour

**Unit 1: Psychological measurement.**

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

Psychophysical scaling methods: Method of limits, method of constant stimuli, method of average error

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

Psychological scaling methods of Thurstone, Likert and Guttman

**Unit 2: Requirements of a test:**

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

Validity: Types of validity- Content, Criterion related, Construct, Face validities

Norms: Types- Age, Grade, Percentile, Standardized norms

**Unit3: Test Construction:**

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

**Unit 4: Psychological Tests:**

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

Tests of personality:

a) Inventories- MMPI, CPI, 16 PF, EPQ

b) Projective techniques: Classification. Rorschach, TAT, Word association test,

Sentence completion test, Drawing tests

Content analysis, Q-sort, Semantic differential, Sociometry, Situational tests, other behaviour measures

Use of computers in testing

Ethical standards in testing

**References:**

1. Gregory, R.J. (200). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.
2. Anastasi, A. and Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.
3. Freeman, F.S. (1965). *Theory and practice of psychological testing*. New York: Cornell University
4. Murphy, K.R. & David Shofer, C.O. (1998). *Psychological testing: Principles and applications*, 4<sup>th</sup> Edition. New Jersey: prentice Hall International.
5. Groth-Marnat. G. (1999). *Handbook of psychological assessment*. London: John Wiley & Sons.
6. Garret, H.E. (1962). *Statistics in psychology and education*. London: Longmans.

Psychological Testing – Practicals

**Objectives:**

- To introduce students to Psychological Test Administration
  - To familiarise students with basic tests of intelligence, aptitude and personality
- 
1. Coloured Progressive Matrices
  2. Standard Progressive Matrices
  3. Wechsler Adult Performance Intelligence Scale
  4. Aptitude Test
  5. Vocational Interest Inventory
  6. Eysenck's Personality Questionnaire
  7. 16 PF
  8. Sentence Completion Test
  9. Beck Depression Inventory
  10. State Trait Anxiety Inventory
  11. Adjustment inventories (Emotional adjustment/ Social adjustment /Emotional Maturity, etc.)
  12. Self-concept
  13. Emotional Intelligence
  14. Value scales (Like Study of Values)

Each student is required to administer any 10 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:

CA by the teacher based on punctuality and quality of work	20
ESA by the board of examiners appointed by the controller of examinations	30
<b>Total</b>	<b>50</b>

## Practicum II

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, Video taped 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 where in they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective 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.

### Evaluation:

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.

The breakup of marks is as follows:

The breakup of marks is given below:

Attendance and involvement in Group activities	5
Case records (Examined by a board of internal examiners)	20
<b>Total</b>	<b>25</b>

## Semester III

### CP 231

#### Counselling in Community Settings

##### **Objectives:**

- To introduce students to the basics of Community Psychology and the underlying Principles
- To prepare students with a theoretical perspective for conducting action research
- To introduce students to the variety of models and techniques used in Community settings.

##### **Unit 1: Principles and Theories of Community Psychology**

Community Psychology – Description, History and Evolution, Related concepts

Principles of Community psychology

Ecological Approach to Mental Health Problems – Contributions of James Kelly

General Systems Theory – Application to Mental Health Problems

##### **Unit 2: Action Research**

Types - Practical and Emancipatory Action Research

Methods of Data Collection – Experiencing, Enquiring, Examining

Community Needs Assessment - Conducting Surveys, Using SWOT analysis, Analyzing Community Problems

Other Qualitative methods - Focus Group discussions, Interviews – personal and group, Using Public records and Archival data

Project Implementation and Evaluation

##### **Unit 3: Risk, Resilience and Empowerment**

Psychosocial Stress – Key determinants of community functioning

Identification of risk and protective factors in the community

Working with various groups in the community – Child, Adolescent, Old-aged, Persons with Disability

Role of Advocacy, Self-help Groups in the Community

##### **Unit 4: Methods of Community Intervention I**

Prevention – Primary, Secondary, Tertiary

Crisis Intervention – features, techniques, and current status, Disaster Management

Consultation – Definition, Types, Functions of a Consultant, Phases of Consultation

##### **Unit 5 Methods of Community Intervention II**

Mental Health Education – Practice of Mental Health Education, Technique, Target group, Content, Effectiveness of Mental Health Education

Psychosocial Rehabilitation – Principles and Methods

Partnerships with Local Self-government, and other agencies

##### **References:**

1. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors.
2. Sanborne, E. (2002). A Value Framework for Community Psychology.
3. Levine, M., Perkins, D. D. & Perkins, D. V. (2005). Principles of Community Psychology. III Edition. Oxford University Press.
4. Kagan, C., Barton, M. & S. Asiya() Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology
5. Dalal, A. (). Psychosocial Interventions for Community Development. In G. Misra (Ed.), Psychology in India, Vol. 3. New Delhi: Pearson.
6. Souvenir. National Seminar on Psychology in India: Past, Present, Future. 2001.

**Counselling in Educational Settings**

**Objectives:**

- To introduce students to the Discipline of Educational Psychology and the Underlying Principles
- To provide students with an understanding of the role of Counsellor in school and College Settings

**Unit 1: Educational Psychology**

Definition and Historical Background

Theories of development and the Educational Process - Overview of theories of Piaget, Vygotsky, Erikson, UrieBronfrenbrenner, Kohlberg

Implications for Educational Process

**Unit 2: Children with Special Needs**

Impairment, Disability, and Handicap - Definition of Exceptional Children

Implications of Exceptionality on the Learning Process - Special Needs of Such Children

Some examples – Children with Learning Disabilities, ADHD, Autism spectrum Disorders, Children with Sensory impairments such as Visual and Hearing impairment and Physical Impairment

**Unit 3: School Counselling:**

School counselling: Theory and techniques

Counselling and interviewing skills

Career Counselling

Liaison work with Regular Teachers, Parents and Administrators, Resource-room Teachers

Group counselling, Psycho education with Parents

Guidance and counselling programs in regular schools

Building Human relationship skills in the classroom – Life Skills Training

Use of Creative therapies – Play, Art, Music and Dance

Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence

**Unit 4: Use of Behaviour Modification in Schoolsetting**

Rewarding

Principles of Differential reinforcement

Modelling

Shaping

Contingency management, Contracting

**Unit 6: Role of the College Counsellor**

Career Counselling

Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal Relationship Issues, Love Failures, Attempted Suicide, Substance-Abuse

Training for Life skills and Study Skills, Overall Personality Development



## References:

1. Anastasi, A. and Urbina, S. (1997). *Psychological testing*, 7<sup>th</sup> 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.
12. Santrock, J.W. (2006). *Educational Psychology*, 2<sup>nd</sup> Edition. New Delhi: Tata McGraw-Hill.
13. Woolfolk, A. (2004). *Educational Psychology*, 9<sup>th</sup> Edition. Delhi: Pearson Education.
14. Fontana, D. (1995). *Psychology for teachers*, 3<sup>rd</sup> Edition. U.K: MacMillan Press Ltd.
15. Lindgren, H.C. (1989). *Educational psychology in the classroom*, 2<sup>nd</sup> ed. New York: John Wiley & Sons.
16. Skinner, C. E. (1995). *Educational Psychology*, 4<sup>th</sup> ed. Prentice hall of India, Pvt.Ltd.
17. Flanders, N. A. (1970). *Analysing teacher behaviour*. New York: Addison-Wesley Publishing Company.

**Counselling in Organizational Settings**

**Objectives:**

- To introduce students to basic Principles of Organizational behaviour
- To educate students about the role and scope of a Workplace Counsellor

**Unit 1: Introduction to Organizational Psychology**

Definition, Historical Influences in Organizational Psychology

Placing the Counsellor in the context of the Organization

Differences between Workplace Counselling, Mentoring, Coaching and Training

**Unit 2: Organizational Socialization**

Organizational Socialization – Definition, Dimensions, Stages

Role of the Workplace Counsellor at each Stage

**Unit 3: Individual Behaviour in Organizations**

Productive and Counterproductive Behaviour in Organizations – definitions

Job Satisfaction

Employee Absenteeism

Employee turnover

Occupational Stress

Special groups in organisational counselling:

- Chronic absentees
- Accident prone
- Employees with family problems
- Employees with alcoholism & drug addiction
- Maladjusted employees
- Indisciplined employees

**Unit 4: Leadership behaviour**

Definition and theories

Models of leadership behaviour

**Unit 5: Management of Counterproductive Behaviour and Stress**

– Application of Basic Skills and Approaches of Counselling to Specific Problems

Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches,

Handling Procrastination and Perfectionist Behaviours at Workplace.

**Unit 6: Group Behaviour in organizations**

Definition and Characteristics of Groups

Stages of Groups

Impact of Groups on Individual

Group Effectiveness – Determinants and Enhancement

Intergroup Interactions – Types and patterns

Intergroup Conflicts – Reduction Strategies

**Unit 7: Trends in Workplace Counselling**

Counselling for Enhancement of Performance of Individuals – Goal-setting and Feedback

Interventions

Well being, Self-Regulation, Stress management and Performance – From Analysis to Intervention

Vocational counselling:

Counselling for career planning & development. Adjustment on the job. Promotion counselling. Pre-retirement counselling. Counselling for displaced employees, lay offs

**References:**

1. Jex, S. M. (2002). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley and Sons. Inc, NewYork.
2. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). *Work Psychology- Understanding human behaviour in workplace*. London: Mcmillan.
3. Lilly Nerry *Psychology at work*, 2nd Edn. Tata McGraw Hill.
4. Kinicki, A. &Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd Edn. New Delhi: Tata Mc-Graw Hill.
5. Sonnentag, S.(2002). *Psychological Management of Individual Performance*. John Wiley & Sons Ltd.

### Practicum III

#### (Action Research Project)

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:

CA by the supervisor (Uniform marks for all members of a project)	20
ESA (to be conducted by an internal board of examiners and marks shall be given separately for each student based on performance of the student at the viva)	30
<b>Total</b>	<b>50</b>

CP 241

Counselling the Family

**Objectives:**

To enable the student as a counsellor appreciate the specifics in addressing family counselling in terms of the following:

- Evolving relationships - marriage and family
- Family as an institution, its building and effective maintenance

**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 family life cycle-key developmental and emotional issues in the following stages-Young Adulthood, newly married, child bearing, families with preschool children, Families with school age children. Families with teenage children, Launching stage, Middle aged adult, Retirement.

Stage specific issues including preparation for marriage, dating and mate selection, parenting and parenting styles. Handling mid life issues, handling sexual problems, handling old age issues, 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** - The standard 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, behavioural family and marital assessment - diagnostic treatment planning of couples-Grunebaum et al., reflecting team- Tom Anderson.

**Unit 5: Classical schools of family Counselling**

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, Problem solving family Therapy- 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 -

**Unit 6: Recent Developments in family Counselling**

Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals - condition for Behaviour Change, 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.

## **Unit 7: Other Modalities of Family Therapy**

Individual family therapy, Couple therapy, Group family therapy. Couples group therapy, Multiple family therapy. Family networking. Symptom focused treatments - Conjoint Family Therapy- Virginia Satir, Brief Marital Therapy-Hudson and O'Hanlon. Program development in marriage and family counselling: Pre marital counselling, parenting programs, communications skills, conflict management, and emotional management, relations enhancement, Family Life education.

### **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
4. Functioning. In F. Walsh (Ed.) Normal family processes (pp.138-160). New York, NY: Guilford Press.
5. Olson, D. H & De Frain, J (1999) Ed. Marriage and the family-diversity and strengths, CA, Mayfield
6. McGolderick, M., Gerson, R and Shellenberger, S (1999) Genograms assessment and Intervention, New York: Norton
7. Bhatti, R. S., Varghese.M&Raguram. A (Eds). (2003) Changing marital and family systems-challenges to conventional models in mental health. Bangalore, NIMHANS Publication.
8. Becvar, D.S. & Beevar, R.J. (2005) Ed. Family therapy- A systemic integration. Massachusetts.
9. Allyn& Bacon, De Shazer, S. (1985) Keys to solution in Brief therapy. New York: Norton
10. Hudson. P. O'Hanlon & O'Hanlon, W. H (1994) Ed. Rewriting love stories- Brief Marital therapy, New York, Norton.
11. Lebow. J.L&Gruman, A.S (1988). Family systems and family psychology. In Bellack A.S and Hersen, M. (ds)
12. Comprehensive clinical psychology-Vol 1, Amsterdam. Elsevier Science.
13. Niclos. M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn and Bacon
14. Napier. A.Y & Whitaker, C. (1988) Ed. The family crucible- The intense experience of family therapy, New York, Harper and Row.

**Counselling in Hospital Settings**

**Objectives:**

- To introduce the students to the basic concepts of Health Psychology
- To help students to understand the Process of Illness and the Psychological Factors associated with it
- To provide students with the understanding about the role and scope of a Counsellor in Hospital Settings
- To orient students to counselling Special Groups

**Unit 1: Relevance of Health Psychology**

Mind-body relationship

Need for Health Psychology. Relating health psychology to other fields. Bio medical and Bio-psycho-social models in Health Psychology

Health enhancing behaviours and Health compromising behaviours in Individuals

Individual Differences and Personal Characteristics

Life Styles and Risk factor.

Trans theoretical Model of Change

Modifications of health behaviour, Changing Health beliefs, Cognitive behavioral approaches, Social Engineering, Social Cognitive theory, Self-regulative theory

Concepts from Positive Psychology - Positive Mental Health, Happiness, Well-being

Models of Well-being

**Unit 2: Psychological Factors in Health and disease**

General psychological Factors in Health and disease, psychological Factors in General Specific Disease process.

Coronary heart diseases and Type-A behaviour pattern

Anorexic and Bulimic Syndromes.

Essential Hypertension.

Recurrent Head Ache.

Psychogenic physical diseases.

Biological factors, psychological Measures, Socio-cultural measure.

Diabetes, Obesity, Cardiovascular Disorders

**Unit 3: The Process of Illness**

Concept of health , illness, disease and well being

Help-seeking – Psychological Triggers

Illness as an Expression of Emotional needs, The sick role.

**Unit 4: Medical Communication and Role of Counsellor**

Process of Medical Care – Premises

Language in Medical Care – Verbal and Non-verbal

Communication in Patient care – Variations, Listening to Patients, Educating Patients, Helping Patients to ask Questions, Helping Patients to Remember

**Unit 5: Pain and its management**

Definition. Significance of Pain. Nature of Pain.

Overview of Theories of Pain.

Pain Control Techniques- Cognitive-behavioural methods, Behaviour Modification

Management of Chronic pain.

Medical Treatment of Pain

**Unit 6: Chronic Illness and Terminal Illness**

Chronic Illness and Disability

Dealing with Chronic Illness

Chronic Illness Across Lifespan  
Caring for the Terminally Ill  
Existential Issues – Meaning Making, Patient's experience of Dying  
Grief and Bereavement Counselling

**Unit 7: HIV/AIDS Counselling-** HIV virus lifecycle - incidence and prevalence HIV/AIDS in the international and national scenario - Sexual Health, AIDS, Concept of sex and sexuality -normal sexual developments - TBGQL - alternate sexual practices - routes of HIV transmission in India - Social Work intervention - skills and abilities in dealing with HIV/AIDS Prevention, rehabilitation

**Unit 8: Suicide Prevention:** concept of Suicide - Suicidal depression, ideation, incidence and prevalence of suicide International, National and in Kerala - types of suicide - theories on suicide - causes: psychological, economic and social and its impact on the individual and family-suicide prevention and control, counselling intervention with the survivors

**Unit 9: Substance abuse counselling and de-addiction:** introduction to substance abuse -substance use disorders - substance abuse evaluation, education and treatment - theoretical models of alcohol and other drug abuse, Motivational Interviewing, AA and Twelve-step recovery, Minnesota model, psychodynamic approaches, cognitive-behavioural therapies, motivational enhancement therapy. Stages-of-change model, problem-oriented treatment, solution-focused treatment, group therapy, family therapy and community

#### **Unit 10:Counselling in the Psychiatric Settings**

Case History Taking, Mental Status Examination and Psycho education with Family members of Psychiatric Patients.

#### **References:**

1. Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3<sup>rd</sup> Edn.
2. Taylor, E. *Health Psychology*. 2<sup>nd</sup>Edn, 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.
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**COUNSELLING AND LEGISLATIONS**

**Objectives:**

Helping the learner to appreciate:

- The legal nuances of counselling and its implications to the counsellor-counselee relationships
- Understand the various legislations operational in the context of counselling as a helping profession

**Unit 1: Ethics**

Definition of ethics, Ethics and counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, Guidelines for Acting Ethically, The Right of Informed Consent, Dimensions of Confidentiality

**Unit 2: The Counselling Code of Ethics**

Foundation- Purpose-Content - Violations - Considerations, Ethical Issues in Multi-Cultural Perspective - Focusing on Individual and Environmental Factors, Dual and Multiple Relationships in Counselling Practice, Strategies for Maintain Ethical Standards, Limitations of Ethical Codes

**Unit 3: Legal aspects of Health**

Medico- Legal Problems in relation to health administration - Law of Contracts, Specific Performance - Law applicable to Hospital employees - Medical jurisprudence and functioning of hospitals; Legislations: Consumer Protection Act, Organ transplantation Act, PNDT Act, Drugs and Cosmetics Act; International health organization / NGOs; Medical Ethics

**Unit 4: Insurance**

Health Insurance in Private Health Sector -Health Insurance in developing and developed countries; Different Health Insurance Policies - Analysis and Management; Concept of combined Life Insurance and Health Insurance; GOI & State Govt. Policy in implementation of Health insurance; Hospitals / TPA / Insurance Company / Relationship and Problems

**Unit 5: Registration of Counselling Centre**

Provisions and various legislations pertaining to registration of counselling centre - Societies Registration Act, Trust Act, RCI; Registration with Social Welfare Board

**Unit 6: Industrial relations**

office rules & regulation & discipline - Employment Standing Orders Act - Wage & Salary. Qualification, Experience, Pay fixation,- collective bargaining - definition, scope and importance of industrial relations - Payment of Wages Act, Payment of Bonus Act, Industrial Disputes Act, Trade Unions Act, Industrial relations in health services industries

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**Practicum IV**

The Field Visits would 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 the 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.

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

CA by the supervisor	20
ESA (to be conducted by the board of examiners at the end of the semester)	30
<b>Total</b>	<b>50</b>

## DISSERTATION

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 alongwith 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.

<u>Marks Break up for dissertation evaluation</u>	<u>marks</u>
Introduction, Relevance/Originality of the problem	15
Theoretical review, Review of related work	15
Method	15
Results and Discussion	25
Summary and Conclusion	5
Reference	5
<u>Viva voce</u>	<u>20</u>
Total	100 marks