



**DEPARTMENT OF  
PSYCHOLOGY AND COUNSELLING**

**SYLLABUS**

**FOR POSTGRADUATE PROGRAMME**

## SYLLABUS 2024-26

### PROGRAMME FOR MSc COUNSELLING PSYCHOLOGY

Semester 1	Code	TITLE	NO OF TEACHING HOURS	CREDITS	CIA	END SEMESTER EXAM	TOTAL
THEORY	PY7124	THEORIES OF COUNSELLING AND PSYCHOTHERAPY I	60	4	50	50	100
THEORY	PY7224	LIFESPAN DEVELOPMENT	60	4	50	50	100
THEORY	PY7324	QUANTITATIVE RESEARCH	60	4	50	50	100
THEORY	PY7424	FOUNDATIONS OF PROFESSIONAL COUNSELLING	60	4	50	50	100
THEORY	PY7524 (SC)	STATISTICS AND COMPUTER APPLICATION	30	2	25	25	50
PRACTICAL	PY7P1	BASIC SKILLS FOR MULTICULTURAL COUNSELLING - I	120	4	70	30	100
PRACTICAL	PY7P2	ASSESSMENTS I AND ACADEMIC WRITING	120	4	70	30	100

Semester 1- Total number of credits: 26

Semester 2	Code	TITLE	NO OF TEACHING HOURS	CREDITS	CIA	END SEMESTER EXAM	TOTAL
THEORY	PY8124	THEORIES OF COUNSELLING AND PSYCHOTHERAPY II	60	4	50	50	100
THEORY	PY8224	THEORETICAL FOUNDATIONS OF GROUP COUNSELLING	60	4	50	50	100
THEORY	PY8324	QUALITATIVE RESEARCH	60	4	50	50	100
THEORY	PY8424	PSYCHOPATHOLOGY I	60	4	50	50	100
THEORY	PY8524 (SC)	SOCIAL AND CULTURAL FOUNDATIONS FOR COUNSELLING	30	2	25	25	50
PRACTICAL	PY8P1	BASIC SKILLS FOR MULTICULTURAL COUNSELLING - II	120	4	70	30	100
PRACTICAL	PY8P2	ASSESSMENTS II AND FIELD VISITS	120	4	70	30	100

Semester 2- Total number of credits: 26

Semester 3	Code	TITLE	NO OF TEACHING HOURS	CREDITS	CIA	END SEMESTER EXAM	TOTAL
THEORY	PY9125	MARRIAGE AND FAMILY THERAPY	60	4	50	50	100
THEORY	PY9225	CHILD AND ADOLESCENT COUNSELLING	60	4	50	50	100
THEORY	PY9325	COUNSELLING INTERVENTIONS FOR SPECIAL POPULATION	60	4	50	50	100
THEORY	PY9425	PSYCHOPATHOLOGY II	60	4	50	50	100
THEORY	PY9525 (SC)	TRAUMA-INFORMED COUNSELLING	30	2	25	25	50
PRACTICAL	PY9P1	PERSONAL AND PROFESSIONAL DEVELOPMENT	120	4	70	30	100
PRACTICAL	PY9P2	SUPERVISED PRACTICUM	120	4	70	30	100

Semester 3- Total number of credits: 26

Semester 2	Code	TITLE	NO OF TEACHING HOURS	CREDITS	CIA	END SEMESTER EXAM	TOTAL
THEORY	PY0125	WORKPLACE COUNSELLING	60	4	50	50	100
THEORY	PY0225(SC)	POSITIVE PSYCHOLOGY	30	2	25	25	50
	PY0D1	DISSERTATION	120	4	30	70	100
	4PYINT	SUPERVISED PRACTICUM AND INTERNSHIP	240	8	140	200	340
		IGNITORS		4			

Semester 4- Total number of credits: 22

**Total number of credits: 100**

## PY7124 - Theories of Counselling and Psychotherapy - I

**Total Hours - 60**

**Total Credits - 4**

### **Course Objective:**

- Gain familiarity with various theoretical approaches to counselling and psychotherapy
- Acquire knowledge of the techniques of various theories and their application in a counselling setting
- Develop a critical understanding of the theories and learn to apply a therapeutic approach based on the presenting problems

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- explore the historical context and philosophical foundations of various therapeutic approaches, including psychoanalytic, person-centred, existential, Gestalt, behaviour, and cognitive-behavioural therapies.
- understand the goals of therapy and the role of the therapeutic relationship across different therapeutic modalities.
- apply appropriate therapeutic techniques in counselling scenarios.
- evaluate the contributions of each therapeutic approach to psychology and consider their strengths and limitations.
- critically analyse the relevance and applicability of various therapeutic approaches in contemporary counselling practice, recognising challenges and opportunities for integration and improvement.

### **Unit 1: Psychoanalytic and Psychodynamic Therapies (14 hours)**

Psychoanalytic Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

Adlerian Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

### **Unit 2: Person-Centred Therapy (8 hours)**

Person-Centred Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

### **Unit 3: Existential & Gestalt Therapy (14 Hours)**

Existential Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

Gestalt Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

#### **Unit 4: Behaviour Therapy (14 hours)**

Behaviour Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

Mindfulness and Acceptance based behavioural therapies: *DBT, MBSR, MBCT, ACT;*

#### **Unit 5: Cognitive Behaviour Therapy (10 hours)**

Cognitive Behaviour Therapy: *Introduction and history (REBT, CBM), Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

#### **Textbooks and Reference books**

Essential Reading:

- Corey, G. (2017). Theory and practice of counselling and psychotherapy (10th ed.). Monterey, CA: Brooks/Cole
- McLeod, J. (2019). An introduction to counselling and psychotherapy: Theory, research and practice. McGraw Hill.

Recommended Reading:

- Corey, G. (2016). Student Manual for Corey's Theory and Practice of Counseling and Psychotherapy (10th ed.). Monterey, CA: Brooks/Cole
- Corey, G. (2013). Case approach to counselling and psychotherapy (8th ed.). Pacific Grove, CA: Brooks/Cole
- Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press
- Jacobs, M. (1988). Psychodynamic Counselling in action. Sage: London
- Kottler, J.A. & Shepard, D.S. (2008). Counselling theories and practices. New Delhi: Brooks/Cole
- Nelson-Jones, R. (2000). Six key approaches to counselling and therapy. Continuum: London Palmer. S. (2000). Introduction to counselling & psychotherapy. New Delhi: Sage.
- Prochaska, J.O. & Norcross, J.C. (1994). Systems of psychotherapy (5rded.). Pacific Grove, CA: California
- Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention (2nd ed.). Chicago: Rand and McNally.
- Sharf, R.S. (2012). Theories of psychotherapy and counselling: Concepts and Cases (5th ed.)

## PY7224 - Lifespan Development

**Total Hours - 60**

**Total Credits - 4**

### **Course Objective:**

- Develop a conceptual understanding of the various milestones and critical periods across the lifespan
- Explore the implications of developmental psychology research for practical applications in counselling, education, parenting and healthcare
- Gain an understanding of the needs of different age groups and understand the role of the counsellor in helping out

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- gain insight into human development theories and recognise developmental issues.
- identify and examine key stages of development, considering biological, cognitive, and psychosocial aspects.
- apply developmental knowledge to counselling practice, addressing attachment, emotions, identity, relationships, and end-of-life issues effectively.
- develop appropriate counselling strategies to support individuals across the lifespan.

### **Unit 1: Introduction (10 hours)**

Defining development; five characteristics of development; aspects of development; developmental issues; developmental theories;

Research in human development (Developmental research – cross-sectional, longitudinal, cohort studies, etc). The role of nature and nurture. Implication of lifespan development for counsellors.

### **Unit 2: Prenatal Development, Infancy and Early Childhood (14 hours)**

#### ***Part A- Prenatal development***

Periods of Prenatal development (in brief); risk factors and protective measures; birth process.

#### ***Part B- Infancy and Early Childhood***

Biological development (Body changes, brain development, motor development; perceptual development);

Cognitive development (sensorimotor processing, Information processing, language development);

Psychosocial development (attachment, emotions, interpersonal interaction, gender roles and gender identity)

### **Unit 3: Childhood and Adolescence (12 hours)**

#### ***Part A- Middle and Late Childhood***

Biological development (Body changes, size and shape; brain development, motor skills; fitness and activity);

Cognitive development (Information processing, language development, aptitude for school, academic skills);

Psychosocial development (family, peers).

**Part B- Adolescence**

Biological development (Puberty, health, nutrition, sexual maturation, fitness);

Cognitive development (Adolescent thinking);

Psychosocial development (Identity, relationships, sexuality). Challenges of Adjustment for Adolescence.

**Unit 4: Emerging Adulthood and Adulthood (12 hours)**

**Part A- Emerging Adulthood**

Biological development (Growth, strength and health, lifestyle, sexuality);

Cognitive development (Post formal thought);

Psychosocial development (Identity, relationships and intimacy; Family, Work)

**Part B- Adulthood**

Biological development (body changes – joints, organs and reproductive changes, maintaining health – lifestyle and fitness);

Cognitive development (intelligence and expertise);

Psychosocial development (Intimacy, generativity, work)

**Unit 5: Late Adulthood and End of Life (12 hours)**

Biological development (body changes – joints, organs, longevity, health and illness, lifestyle and fitness);

Cognitive development (Information processing, the impaired, the optimal);

Psychosocial development (work and retirement, friends and relatives);

Death and dying; Life – Death issues and decisions; preparing for death; cultural contexts of death; Surviving loss (Grieving)

**Textbooks and Reference books**

Essential Reading:

- Santrock J.W (2017), Life span development. 13th ed. Delhi, McGraw Hill
- Berk L E. (2017), Child development. 9th ed. Delhi, Pearson

Recommended Reading:

- Berger, K.S (2008), The Developing Person: through the life span; New York; Worth.
- Kail R V & Cavanaugh J.C (2007), Human development: a life – span view. 4th edition; Belmont CA, Thomson Wadsworth.
- Newman B M & Newman P R. 2009. Development through life: a psychosocial approach. 10th ed. Belmont CA. Wadsworth Cengage Learning
- Papalia D E, Olds S W, Feldman R D. 2004. Human development. 9th ed. New Delhi. Tata Mc Graw Hill

## PY7324 - Quantitative Research

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Gain familiarity with concepts related to quantitative research methods
- Learn different techniques of data collection
- Acquaint the learner with the various types of research, research designs, and data analysis

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the scientific approach, theory development, and ethical considerations in quantitative research, including issues such as plagiarism and adherence to ethical codes
- master the steps involved in the quantitative research process, including literature review, formulating research questions, hypothesis development, sampling methods, and data collection techniques.
- acquire proficiency in various quantitative research designs, including non-experimental and experimental approaches, and gain practical skills in variable control, sampling, and data collection methods for conducting valid and reliable research in psychology and counselling.

### **Unit 1: Research as Science (8 hours)**

Science and the scientific approach: *non-empirical and empirical methods, positivist paradigm, characteristics of science, assumptions of science, goals of science*

Theory and Research: *meaning of theory, falsifiability of theories, the role of theory (Organising knowledge and explaining laws, predicting new laws, guiding research, other goals), hypothesis and theory, concepts and theory.*

Other important concepts: *Nomothetic and idiographic explanations of behaviour, inductive and deductive theory, pure and applied research Ethical issues for research – APA, BPS, and ICMR code of ethics, issues of plagiarism and predatory journals.*

### **Unit 2: Research Process (16 hours)**

Definitions of research, Overview of the steps involved in the research process.

Literature review – the place of literature review in research; how to review literature

Formulating a research question – The research problem, the importance of formulating a research problem, Sources of research problems, Considerations in selecting a research problem, and the formulation of research objectives. The study population, Establishing operational definitions

Hypothesis - definition, characteristics, types Variables: independent, dependent and extraneous variables; Normal probability curve (characteristics and implications for research), Hypothesis testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors



### **Unit 3: Sampling and Data Collection Methods (12 hours)**

Basics of sampling: *Samples and populations, the meaning of sample design, steps in sample design, criteria for selecting a sampling procedure, randomness and representativeness, characteristics of a good sample, sampling error, sampling methods (probability and non-probability), and determinants of sample size.*

Probability sampling procedures: *simple random sampling, systematic sampling, stratified random sampling, cluster or area sampling.*

Non-probability sampling procedures: *convenience sampling, snowball sampling, quota sampling, judgmental/ purposive sampling*

Data collection methods: *levels of measurement, fundamentals of measurement (validity and reliability), tests, inventories, questionnaires, interview schedules, observation schedules, and unobtrusive measures.*

### **Unit 4: Non-Experimental Research (12 hours)**

Descriptive/ observational research: *naturalistic observation research, participant observations (direct and indirect)*

Relational research: *Simple correlational studies, prediction studies*

Other non-experimental designs: *Survey research, ex-post-facto research, case studies, archival research*

### **Unit 5: Experimental Research (12 hours)**

Variables and controls, control as a standard for comparison, control as a measure to reduce variability, general strategies for control (control in the laboratory, research settings, instrumentation) specific strategies for control (subject as own control, random assignment, matching, building nuisance variables, statistical control).

Designs to avoid: *one-group posttest only design, posttest only with nonequivalent control group, one-group pre-test and post-test design.*

Pure Experimental designs: *between-subjects designs (matching and randomisation), within-subjects designs (randomisation, counterbalancing), mixed designs, carry-over effects, factorial designs (between-subjects, within-subjects, mixed).*

Quasi-experimental designs: *designs without control groups: interrupted time-series designs, repeated-treatment designs, designs with control groups, before-after designs with control, non-equivalent control group designs, mixed factorial design with one non-manipulated variable;*

Designs to measure developmental changes: *cross-sectional studies, longitudinal studies.*

### **Textbooks and Reference books**

Essential Reading:

- Bryman, A. (2012). *Social research methods*. Oxford University Press, USA.
- Bordens, K.S. & Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGraw-Hill (5th ed).

Recommended Reading:

- Babbie, E. (2004). *The practice of social research* (10th ed.). Chennai: Thomson

Wadsworth.

- Best J W and Kahn J V. 2003. Research in education. 9th ed. New Delhi, India. Prentice-Hall
- Cozby, P.C. (1997) Methods in behavioural research. Mayfield Publishing company. (6th ed)
- Kothari C R. 2004. Research methodology: methods and techniques. 2nd revised ed. Delhi, India. New age international publishers.
- Kumar, R. (2011). Research methodology: A step-by-step guide for beginners. Los Angeles: SAGE.
- Mangal, SK (2013). Research Methodology in Behavioural Sciences, Prentice Hall India
- Mc Burney D H. 2001. Research methods. 5th (India) ed. U K. Thomson-Wadsworth.

## **PY7424 - Foundations of Professional Counselling**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Develop self-awareness and interpersonal skills necessary for establishing and maintaining therapeutic relationships with clients, including empathy, active listening, and nonjudgmental acceptance
- Gain knowledge on the application of theoretical knowledge to the practice of counselling
- Develop a deeper understanding of ethical issues and dilemmas that one would face in a professional setting

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- define counselling scope, historical perspectives, and current status, emphasising development in India.
- explore theoretical models and qualities of helping relationships, focusing on key approaches like Carl Rogers' person-centred therapy.
- learn pre-counselling procedures and ethical practices, including assessment and termination protocols.
- develop self-care strategies and address professional issues such as ethics, legal considerations, and cultural competence in counselling practice.

### **Unit 1: Introduction (12 Hours)**

Definition, features, and scope of counselling; Historical perspectives; Counselling psychology in India – development and current status; Counselling psychology and other specialities and fields: Distinctiveness and overlap; Historical perspectives; Counselling psychology in India – development and current status; Research and Evaluation; Current trends; Training, Job Settings, and Activities;

### **Unit 2: Counselling relationship (12 Hours)**

Qualities of helping relationships. Theoretical counselling models - *Carl Rogers, Truax and Carkhuff, Egan, Ivey, Brehm, and Cormier.*

### **Unit 3: Counselling process (12 Hours)**

Pre-counselling issues – *interview, assessment [standardised and non-standardized measures, setting goals, contracting, informed consent, formulation, conceptualisation, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, and reporting.*

### **Unit 4: Self-Care, Awareness, and Evaluation (12 Hours)**

Development stages of counsellors (Rønnestad, M. H. & Skovholt, T. M), self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.

### **Unit 5: Professional issues (12 Hours)**

Training of counsellors, supervision, personal and professional characteristics, ethical issues, legal issues and acts, consultation, professional development, competence, peer relations, licensing, legislation, and counselling in diverse groups. Code of ethics - ACA/BACP.

#### **Textbooks and Reference books**

Essential Reading:

- Neukrug, E. (2011). The world of the counselor: An introduction to the counseling profession. Nelson Education.
- Nelson-Jones, R. (1991). The theory and practice of counselling psychology. London: Holt, Rinehart & Winston Ltd.
- Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press

Recommended Reading:

- Nelson-Jones, Richard (1988). Practical helping skills (2nd edn.). London: Cassel Educational Limited.
- Egan, G. (1994). The skilled helper: A problem-management approach to helping (5th ed.). Belmont: Brooks/Cole Publishing company.

## PY7524(SC) - Statistics and Computer Applications

**Total Hours - 30**

**Total Credits - 2**

### **Course Objectives:**

- Learn the application of descriptive and inferential statistics in various aspects of research in psychology
- Develop a practical understanding of the software and the steps involved in analysing data using the software

### **Learning Outcomes:**

At the end of the course, the student will:

- become proficient in employing MS Office applications for document creation, slide presentations, and data management, enhancing efficiency in academic and professional settings.
- attain skills in descriptive and inferential statistics, utilising statistical packages like SPSS to compute and interpret measures such as Mean, Standard Deviation, and Correlation Coefficients, and performing tests including t-tests, ANOVA, and Chi-square, crucial for conducting robust research in psychology and counselling domains

### **Unit 1: Using MS Office (8 hours)**

Understanding the features of and using any one Word Processing Software, a Slide, and Spreadsheets.

### **Unit 2: Descriptive Statistics (8 hours)**

Calculating Mean, Standard Deviation, Median and Quartile Deviation, Correlational Statistics: *Pearson's Product Moment Correlation and Spearman's Rank Order Correlation*, and Chi-square using a statistical package such as SPSS

### **Unit 3: Inferential Statistics (14 hours)**

Testing for normality and homogeneity of variances using a statistical package such as SPSS

t-tests (paired and independent), ANOVA, and Chi-square using a statistical package such as SPSS

### **Textbooks and Reference books**

Essential Reading:

- Mangal, S. K. (2002). *Statistics in psychology and education*.
- Kothari, C. R. (2004). *Research methodology: methods and techniques*. 2nd revised ed.

## **PY7P1 - Basic Skills for Multicultural Counselling - I**

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Develop an empathetic understanding of various multicultural issues
- Develop skills required for counselling in a multicultural environment

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- cultivate essential skills in intentional interviewing, emphasising empathy, active listening, and relationship building tailored for multicultural counselling contexts.
- master attending and observation skills, including verbal and non-verbal behaviour recognition and practice, which are essential for multicultural competence.
- learn effective questioning techniques to facilitate open communication in diverse cultural settings.
- hone reflective skills in encouraging, paraphrasing, and summarising content and feelings, promoting multicultural understanding and inclusivity.
- integrate empathetic interviewing skills across the five-stage interview process, fostering creative change and resilience-building within multicultural counselling frameworks.

### **Unit 1: Counselling and Wellness**

Intentional Interviewing Counselling and Psychotherapy; Ethics and Multicultural Competence: Stress and Trauma, Building Resilience; Practice;

### **Unit 2: Attending and Observation Skills**

Listening, Attending, and Empathy: Essential for Relationship Building  
*Attending Behaviour; Empathy; Practice;*

Observation Skills

*Verbal, non-verbal behaviour; Discrepancies; Practice;*

### **Unit 3: Questions: Opening Communication**

Skills and application; Practice;

### **Unit 4: Reflection of Content and Feeling**

Encouraging, Paraphrasing, and Summarising: Active Listening and Cognition  
*Skills and application; Application with children; Practice;*

Observing and Reflecting Feelings: The Heart of Empathic Understanding

*Skills and application; Practice;*

### **Unit 5: The Five-Stage Interview: Empathically Integrating Skills for Creative Change**

The Basic Listening Sequence: Foundation for Empathic Listening and Relationship-Building in Many Settings; Decision Counseling and the Five Stages; Taking Notes in the Session; Practice;

## **Textbooks and Reference books**

### Essential Reading:

- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* [10th Edition]. Cengage Learning.

### Recommended Reading:

- Brems, C. (2001). *Basic skills in psychotherapy and counselling*. Belmont: Brooks/Cole.
- Cormier, S. & Cormier, B (1998). *Interviewing strategies for helpers* (4th ed.). Pacific Grove: Brooks/Cole.
- Culley, Sue (1994). *Integrative counselling skills in action*. New Delhi: Sage
- Egan, G. (2002). *The skilled helper* (7th ed.). Chicago: Brooks/Cole.

## **PY7P2 - Assessments I and Academic Writing**

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Demonstrate competence in administering, scoring, and interpreting various psychological tests.
- Identify relevant tests to be used for specific counselling needs.
- Gain familiarity with different academic writing styles used in contemporary scientific journals.
- Gain a better understanding of in-text and reference citations, APA formatting, and plagiarism.

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- master administration and interpretation of assessments like DBDA-R and CIS/VIS for aptitude and interest assessment.
- apply SPM, Seguin Form Board, Bhatia's Intelligence Test, Eysenck's Personality Questionnaire, 16 PF, and Neo Five Personality Inventory for comprehensive psychological evaluation.
- understand the significance of academic writing, its processes, and challenges, including plagiarism and biases, incorporating AI tools.
- apply APA style guidelines, including in-text citations, references, paper structures, and academic language proficiency.

### **Part A: Assessments I (60 hours)**

#### **Unit 1: Aptitude and Interests**

1. David's Battery of Differential Abilities – Revised [DBDA-R]
2. Comprehensive Interest Schedule [CIS]/ Vocational Interest Schedule (VIS)

#### **Unit 2: Intelligence**

1. Raven's Standard Progressive Matrices (SPM)
2. Seguin Form Board
3. Bhatia's Intelligence Test

#### **Unit 3: Personality**

1. Eysenck's Personality Questionnaire (R)
2. 16 PF
3. Neo Five Personality Inventory

#### **Unit 4: Other Measures**

1. Assertiveness
2. Emotional Quotient

### **Part B: Academic Writing (60 hours)**



### **Unit 1: Introduction to Academic Writing**

An overview of the current status of academic writing and its importance; different approaches and processes; key issues: *plagiarism, biases and frequent errors*; Use of AI

### **Unit 2: Guidelines and Rules in Academic Writing**

Introduction to style and formatting guidelines from the American Psychological Association (APA); specific guidelines pertaining to in-text citations, references, and structures of academic papers; academic language

### **Unit 3: Reporting**

Abstract writing; summarisation; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic papers. Individual/Group presentations;

### **Textbooks and Reference books**

Essential Reading:

- Anastasi, A and S. Urbina. (1997) Psychological testing. 7th Edition (Indian reprint) Pearson
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Publication manual of the American Psychological Association (2019), 7th Ed.

## **PY8124 - Theories of Counselling and Psychotherapy - II**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Develop theoretical knowledge of the various theories
- Understand the application value of each theory
- Gain an understanding of how these theories can be applied in a practical setting

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the foundational principles, philosophies, and key concepts of attachment and relational therapies, reality therapy, solution-focused brief therapy, family systems therapy, and postmodern approaches
- understand the goals of therapy and the role of the therapeutic relationship across different therapeutic modalities.
- apply appropriate therapeutic techniques in counselling scenarios.
- evaluate the contributions of each therapeutic approach to psychology and consider their strengths and limitations.
- evaluate the historical and theoretical trends in counselling and psychotherapy integration, including eclectic or integrative therapies, fostering a comprehensive understanding of integrative perspectives.

### **Unit 1: Attachment and Relational Therapies (12 hours)**

Attachment and Relational Therapies: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

CAT, Object Relations, Transactional Analysis

### **Unit 2: Reality Therapy and Solutions focused brief therapy (12 hours)**

Reality Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

Solution Focused Brief Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

### **Unit 3: Feminist and narrative therapy (12 hours)**

Feminist Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

Narrative Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

#### **Unit 4: Family Systems Therapy(12 hours)**

Family Systems Therapy: *Introduction and history, Basic philosophy and view of human nature, Key concepts, Goals of therapy, Therapeutic relationship, Techniques and application, Contribution and limitations;*

#### **Unit 5: Integrative Perspectives (12 hours)**

Theoretical Diversity and Integration - Historical and Theoretical Trends in Counselling and Psychotherapy Integration - Eclectic or Integrative Therapies.

#### **Textbooks and Reference books**

Essential Reading:

- Corey, G. (2017). Theory and practice of counselling and psychotherapy (10th ed.). Monterey, CA: Brooks/Cole
- McLeod, J. (2019). An introduction to counselling and psychotherapy: Theory, research and practice. McGraw Hill.

Recommended Reading:

- Psychotherapy (10th ed.). Monterey, CA: Brooks/Cole
- Corey, G. (2013). Case approach to counselling and psychotherapy (8th ed.). Pacific Grove, CA: Brooks/Cole
- Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press
- Jacobs, M. (1988). Psychodynamic Counselling in action. Sage: London
- Kottler, J.A. & Shepard, D.S. (2008). Counselling theories and practices. New Delhi: Brooks/Cole
- Nelson-Jones, R. (2000). Six key approaches to counselling and therapy. Continuum: London Palmer. S. (2000). Introduction to counselling & psychotherapy. New Delhi: Sage.
- Prochaska, J.O. & Norcross, J.C. (1994). Systems of psychotherapy (5rded.). Pacific Grove, CA: California
- Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention (2nd ed.). Chicago: Rand and McNally.
- Sharf, R.S. (2012). Theories of psychotherapy and counselling: Concepts and Cases (5th ed.)

## PY8224 - Theoretical Foundations of Group Counselling

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Gain familiarity with the different types of groups that can be formed
- Develop an understanding of group process and group dynamics
- Gain familiarity with how theories and counselling techniques can be applied to various groups

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand group work and its evolution.
- understand the characteristics and functions of effective group leadership.
- understand approaches to group formation, including recruiting, screening, and selecting members.
- apply ethical and culturally relevant strategies for designing and facilitating groups.
- understand the therapeutic factors and how they contribute to group effectiveness.

### **Unit 1: Introduction (10 hours)**

Introduction to Group Work; Definition of Group Counselling & Group Psychotherapy.

Brief History of Group work and group psychotherapy. Types of groups.

Ethical and professional issues in group counselling (ASGW)

### **Unit 2: Group Leadership (12 hours)**

Definition of a group leader; professional competence and training of group leaders; co-leadership – advantages and limitations;

Therapeutic Factors of Group (Yalom), working in the here and now, transference in Group Psychotherapy

### **Unit 3: Stages of the Group Process (12 hours)**

Pre-group; Initial Stage; Transition stage; Working stage; Final Stage; Post-group and evaluation

### **Unit 4: Group Counselling (Leadership) Skills (14 hours)**

Basic Skills – *Attending behaviour and observation in groups, basic listening sequence (BLS) in groups, linking, leading, pacing, tone-setting, focusing, modelling*

Advanced Skills – *positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure.*

Termination

### **Unit 5: Theories and Techniques of Group Counselling (12 hours)**

REBT, Reality Therapy, Adlerian Therapy, TA, Gestalt Therapy, Solution-Focused Therapy, Trans theoretical Model, Psychodrama.

### **Textbooks and Reference books**

#### Essential Reading:

- Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). Group Counselling: Strategies and skills. Thomson: Brooks/Cole.
- Corey, M. S., & Corey, G. (2002). Groups: Process and practice (6th ed.). Pacific Grove, CA: Brooks/ Cole.
- Yalom, I. D. (1995). The theory and practice of group psychotherapy (4th ed.). New York, NY: Basic Books

#### Recommended Reading:

- Corey, G., Corey, M. S., & Callan, P. (2003). Issues and ethics in the helping profession. Pacific Grove, CA: Brooks/ Cole.
- Corey, Gerald (2004). Theory and Practice of Group Counselling (6th Ed). Brooks/Cole.
- Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). Intentional group counselling: A micro-skills approach. Belmont, CA: Wadsworth/ Thomson Learning.

## PY8324 - Qualitative Research

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Develop an understanding of the various qualitative research methods
- Learn to use qualitative methods along with quantitative methods in psychological research
- Understand various qualitative data analysis techniques

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- grasp foundational concepts in qualitative research, including their meaning, history, philosophical underpinnings, and ethical considerations.
- explore diverse qualitative research paradigms such as Grounded Theory, Ethnography, Phenomenology, Narrative Analysis, and Participatory Action Research.
- learn about designing and sampling techniques, evaluating research trustworthiness, and employing in-depth interviews, focus groups, and participant observation.
- develop proficiency in data analysis strategies, including thematic analysis, interpretive phenomenological analysis, content analysis, and discourse analysis, facilitating rigorous qualitative research.

### **Unit 1: Foundations of Qualitative Research (12 hours)**

Meaning and nature of qualitative research; History of qualitative research; Philosophy of qualitative research: Ontology, Epistemology, Axiology, Methodology; Interpretive Frameworks for qualitative research: Post positivism, Social Constructivism, Pragmatism, Postmodernism; Ethical considerations in qualitative research; APA, BPS, ICMR code of ethics.

### **Unit 2: Paradigms of Qualitative Research (12 hours)**

General orientation to paradigms – *method v/s methodology, the role of theory in qualitative research (grand theory and mid-range theory)*

Grounded Theory: *Nature of grounded theory, theoretical sampling, coding in grounded theory, theoretical saturation, constant comparison, processes and outcomes of grounded theory, criticism of the grounded theory*

Ethnography: *Nature of ethnography, realist and critical ethnography, access to settings in ethnography, key informants, the importance of field notes, types of field notes, challenges for ethnographic research*

Phenomenology: *Meaning and nature of phenomenology, types of phenomenological research (hermeneutical and transcendental phenomenological research), procedures for conducting phenomenological research challenges for phenomenological research*

Narrative analysis: *Meaning of narratives, types of narrative approaches (form, content, categorical, holistic), procedures for conducting narrative research, challenges of narrative research*

Participatory action research: *Meaning of PAR, procedures for conducting PAR,*

*differences between PAR and pure research, challenges of PAR*

### **Unit 3: Designing and Sampling in Qualitative Research (10 hours)**

The main steps in qualitative research; Defining research questions; Choosing data collection method; Primary and secondary sources of data: specific primary and secondary sources of data;

Levels of sampling; Types of sampling: *Generic purposive sampling, theoretical sampling, convenience sampling, snowball sampling*; Decisions regarding sample size and sources.

Criteria for evaluating qualitative research (trustworthiness – credibility, transferability, dependability, confirmability and authenticity); Usefulness of triangulation, external audit/ independent coder, and respondent validation in qualitative research.

### **Unit 4: Doing Qualitative Research (14 hours)**

In-depth interviews: *Differences between structured and qualitative interviews, semistructured and unstructured interviews, nature and meaning of interview interaction, key features of in-depth interviews, attributes of a skilled qualitative interviewer, preparing the interview guide & choosing the types of questions, stages of an interview, using aids such as photographs and vignettes in interviews, online modalities, ethical issues raised by in-depth interview methods.*

Focus Groups: *Features of a focus group, types of focus groups, group processes and stages of a focus group, conducting the discussion, decisions of group composition and size, practical decisions, online focus groups, ethical issues raised by the focus group method.*

Participant Observation: *overt and covert observational data, choosing observation as a method, collecting data (what to observe, where, how often, which behaviour to sample), recording observation data, using visual aids for recording (video and photography), ethical issues raised by the observation method of data collection.*

### **Unit 5: Data Analysis Strategies (12 hours)**

Key features of analysis: *substantive v/s structural, development and application of labels, variable v/s non-variable analysis, the role of numbers, the ultimate aim of the analysis*

General processes involved in analysis: *Data management, Data abstraction and interpretation, Indexing and Coding*

General strategies for analysis: *Grounded theory v/s Analytic induction*;

Specific methods of analysis: *Thematic analysis. Interpretive Phenomenological Analysis, content analysis, conversation analysis, discourse analysis, and protocol analysis.*

### **Textbooks and Reference books**

Essential Reading:

- Ritchie, Lewis, Nicholls, Ormston (2014) *Qualitative research practise a guide for social science students and researchers* (2nd ed). Sage Publications: New Delhi.
- Bryman, A. (2012). *Social research methods*. Oxford University Press, USA.

Recommended Reading:

- 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.
- Forrester M (2010) *Doing qualitative research in psychology*: New Delhi: Sage
- Frost, N. (2012). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Middlesex: Open University Press.
- Miles, M.B & Huberman, A. M. (1994). *Qualitative Data Analysis (2nd Ed)*. Sage Publications: Thousand Oaks.
- 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*. Sage



## PY8424 - Psychopathology I

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Develop broad ideas of the various psychological disorders
- Gain an understanding of the knowledge and skills required for the diagnosis of psychological conditions
- Identify and describe the major theoretical perspectives and models used to conceptualise psychopathology

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the foundations of psychopathology, clinical assessment, and diagnosis, including understanding classification systems like DSM and ICD and the counsellor's role in assessment.
- recognise the clinical features of disorders under various major classes such as anxiety, trauma-related, obsessive-compulsive disorders, mood disorders, somatic, dissociative, eating, and sleep disorders, sexual dysfunctions, paraphilic disorders, and gender dysphoria.
- describe the etiology for the various classes of disorders.
- explain the causal factors such as environmental, genetic and temperamental for each of the disorders.
- understand the various treatment options available for the different disorders.

### **Unit 1: Introduction to Psychopathology, Clinical Assessment and Diagnosis (10 hours)**

Definition and history of Psychopathology, Clinical Assessment and Diagnosis

DSM and ICD systems of classification (Change from DSM IV to 5, ICD 10)

Role of a Counsellor in conducting- Intake Interview, Mental Status Examination, Biopsychosocial History, Mental Health History

Terms to know- Epidemiology, aetiology, nomenclature, diagnosis, treatment, referral, and prevention of disorders.

A brief overview of models for understanding psychopathology: Psychoanalytical,

Cognitive-behavioural, Biological, Humanistic, and Integrative.

Changing attitudes and concepts of mental health and illness.

### **Unit 2: Anxiety, Trauma- and Stressor and Obsessive-Compulsive and Related Disorders (14 hours)**

Epidemiology, Clinical Description, Etiology, and Treatment for :

Anxiety: *Panic Disorder, Specific Phobia, Social Anxiety Disorder, Generalised Anxiety Disorder*

Trauma and Stressor: *PTSD, Acute Stress Disorder, Adjustment Disorder*

Obsessive- Compulsive and Related: *OCD, Body Dysmorphic Disorder, Hoarding, Trichotillomania, Excoriation*

### **Unit 3: Mood Disorders and Suicide (12 hours)**

Epidemiology, Clinical Description, Etiology, and Treatment for:

Bipolar I, Bipolar II, Cyclothymia

Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder

Suicidal Ideation- Risk factors, warning signs and prevention

### **Unit 4: Somatic, Dissociative, Eating and Sleeping Disorders (12 hours)**

Epidemiology, Clinical Description, Etiology, and Treatment for:

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder  
Depersonalisation/Derealization Disorder, Dissociative Amnesia, Dissociative Identity Disorder

Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder

An Overview of Sleep-Wake Disorders

### **Unit 5: Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria (12 hours)**

Understanding sexual normalcy

Epidemiology, Clinical Description, Etiology, and Treatment for:

Sexual Dysfunctions- Sexual Desire Disorders, Sexual Arousal Disorders, Orgasm Disorders  
and Sexual Pain Disorder

Paraphilic Disorders- Fetishistic Disorder, Voyeuristic and Exhibitionistic Disorders, Transvestic  
Disorder, Sexual Sadism and Sexual Masochism Disorders, Pedophilic Disorder

Gender Dysphoria

### **Textbooks and Reference books**

Essential Reading:

- Barlow, D. H., & Durand, V. M. (2012, 2015). *Abnormal psychology: An integrative approach* (6th ed.). USA: Wadsworth.
- Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (9th. Ed.). Lippincott Williams & Wilkins.

Recommended Reading:

- American Psychological Association (2023). *Diagnostic and statistical manual of mental disorders (DSM 5 TR)*.
- Carson, R. C. Mineka, S. & Butcher, I N. (2013). *Abnormal psychology and modern life*. (16th ed.). New York: Addison Wesley Longman Inc.
- Johnson, S. L., Davison, G. C. & Neale, J. M. (2012). *Abnormal psychology* (12th ed.). USA: Wiley.
- Nolen-Hoeksema, S. (2007). *Abnormal psychology* (4th ed.). New York New Delhi: McGraw Hill.
- World Health Organization (2019). *International Classification of Diseases (11): Classification of mental and behavioural disorders*.

## **PY8524(SC) - Social and Cultural Foundations for Counselling**

**Total Hours - 30**

**Total Credits - 2**

### **Course Objectives:**

- Develop knowledge of the theoretical frameworks for understanding the role of culture and diversity in counselling
- Gain familiarity with counseling approaches and interventions that are culturally responsive and sensitive to the needs of diverse clients
- Understand the role of culture in the development of the self and social identities

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the impact of values on counselling, including recognising, respecting, and integrating diverse spiritual, religious, and cultural values.
- explore societal influences on mental health, including stereotypes, discrimination, and power dynamics, and develop guidelines for social justice and advocacy.
- gain insights into gender identities, sexual orientation, and the unique stressors faced by the queer community, and understand the principles of queer affirmative therapy.
- develop multicultural competencies and strategies to provide inclusive and affirming counselling for individuals from diverse backgrounds and identities.

### **Unit 1: Values and Multicultural Competencies in the Counselling Relationship (10 hours)**

The role of values in helping

Exposing values versus imposing them

Role of spiritual & religious values in counselling

Counsellors' assumptions and multicultural competencies

### **Unit 2: Society, Culture and Mental Health (10 hours)**

Charmed circle - Stereotypes, Discrimination, Racism, Power, Oppression, Privilege,

Marginalisation, Microaggression and Violence

Guidelines for social justice and advocacy

### **Unit 3: Queer Affirmative Counselling (10 hours)**

Understanding gender identities and sexual orientation

Unique life stressors faced by the queer community

Overview of queer affirmative therapy

### **Textbooks and Reference books**

Essential Reading:

- Cormier, S., Nurius, P. S., & Osborn, C. J. (2009). Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions
- Berry, J.W., Mishra, R.C. & Tripathi, R.C. (Eds). (2003). Psychology in human and social development: Lessons from diverse cultures. New Delhi: Sage.

- Ranade, K., Chakravaty, S., Nair, P., Shringapur, G (2022). Queer Affirmative Counselling Practice—A resource book for mental health practitioners in India. Mariwala Health Initiative. ISBN 978-81-947894-0-6

Recommended Reading:

- Bholra, P. Duggal, C. Issac, R. (2022). Reflective practice and professional development in psychotherapy. Sage publications.
- Blaine, B.E. (2013). Understanding the psychology of diversity. Second edition. Thousand Oaks, California: Sage Publications
- Swariya, M. (2021). Caste and counselling psychology in India: Dalit perspectives in theory and practice. Caste: A global journal on social exclusion. 2 (1).
- Ranade, K., & Chakravarty, S. (2016). 'Coming Out' of the Comfort Zone: Challenging Heteronormativity Through Affirmative Counselling Practice with Lesbian and Gay Clients. In Ethical Issues in Counselling and Psychotherapy Practice (pp. 141-154). Springer Singapore
- Vindhya, U. (Ed). (2003). Psychology in India: Intersecting crossroads. New Delhi: Concept publishing company

## PY8P1 - Basic Skills of Multicultural Counselling- II

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Develop an empathetic understanding of various multicultural issues
- Develop skills required for counselling in a multicultural environment

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- use advanced micro-skills such as focusing, empathic confrontation, and reflection within a multicultural counselling context, integrating cultural and environmental factors into sessions.
- develop proficiency in reflecting meaning, interpretation, and reframing techniques to assist clients in restoring their lives and fostering cultural sensitivity and understanding.
- acquire action skills for resilience-building and stress management, including self-disclosure, feedback, and psychoeducation, while integrating therapeutic lifestyle changes and multicultural perspectives.
- integrate micro-skills with diverse counselling theories and approaches, including crisis/trauma counselling, cognitive-behavioural therapy, and others, applying them effectively in practice while considering multicultural nuances.
- master skill integration, personal style determination, and transcendent application, encompassing case conceptualisation, treatment planning, and relapse prevention within a multicultural counselling framework.

### **Unit 1: Advanced Microskills of Focussing and Empathic Confrontation**

Focusing the Counselling Session: Contextualizing and Broadening the Story;

*The Community Genogram: Bringing Cultural/Environmental Context into the Session; Skills and Application; Practice;*

Empathic and Supportive Confrontation: Identifying and Challenging Client Conflict

*Skills and application; Practice;*

### **Unit 2: Reflection of Meaning and Interpretation/Reframe: Helping Clients Restore Their Lives**

Skills and application; Practice;

### **Unit 3: Action Skills for Building Resilience and Managing Stress: Self-Disclosure, Feedback, Logical Consequences, Directives/Instructions, and Psychoeducation**

Awareness, Knowledge, and Skills; Application; Integrating Therapeutic Lifestyle Changes into the Session; Practice;

### **Unit 4: Counselling Theory and Practice: How to Integrate the Microskills with Multiple Approaches**

Microskills, Five Stages, and Theory; Awareness, Knowledge, and Skills of Crisis/Trauma

Counseling and Therapy; Awareness, Knowledge, and Skills of Cognitive Behavioral Therapy and other therapies; Practice;

**Unit 5: Skill Integration, Determining Personal Style, and Transcendence**

Review of Theories of Counseling and Psychotherapy; Case Conceptualization, the Interview Checklist, Treatment Planning, and Action Planning to Prevent Relapse; Multiple Applications of Skill Integration: *Referral, Treatment Planning, Case Management, and Relapse Prevention; Practice;*

**Textbooks and Reference books**

Essential Reading:

- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* [10th Edition]. Cengage Learning.

Recommended Reading:

- Brems, C. (2001). *Basic skills in psychotherapy and counselling*. Belmont: Brooks/Cole.
- Cormier, S. & Cormier, B (1998). *Interviewing strategies for helpers* (4th ed.). Pacific grove: Brooks/Cole.
- Culley, Sue (1994). *Integrative counselling skills in action*. New Delhi: Sage
- Egan, G. (2002). *The skilled helper* (7th ed.). Chicago: Brooks/Cole.

## **PY8P2- Assessments II and Field Visits**

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Demonstrate competence in administering, scoring, and interpreting various psychological tests.
- Identify relevant tests to be used for specific counselling needs.
- Gain familiarity with different settings and activities in agencies where mental health professionals work
- Develop a sense of professionalism.

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- build proficiency in administering assessments for children, including colour and digit cancellation, Draw-A-Person and VSMS.
- apply projective methods for personality assessment, utilising tests like TAT and Sentence Completion.
- use screening tools like Beck's inventories for initial assessment.
- understand the working of mental health professionals in varied settings
- create observation reports on the working of mental health services in the field

### **Part A: Assessments II (60 hours)**

#### **Unit 1: Attention and Concentration**

1. Colour and Digit Cancellation

#### **Unit 2: Personality Projective Methods**

1. Draw-A-Person Test [DAP] / House- tree- person
2. Thematic Apperception Test [TAT]
3. Children's Apperception Test [CAT]
4. Sentence completion test

#### **Unit 3: Disability Screening**

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

#### **Unit 4: Psychopathology Screening Tools**

Beck's inventories:

1. Depression
2. Anxiety
3. Suicidality
4. Hopelessness
5. GHQ

#### **Unit 5: Memory**

1. PGIMS

### **Part B: Field Visits (60 hours)**

Students must conduct 6 field visits (to organisations, hospitals, special schools, rehabilitation centres, halfway homes, and NGOs) and write a report on each visit.

The students will be given an orientation and a fieldwork supervisor for this paper. They have to work with the supervisor to determine the visits and have to submit the reports after each visit to the supervisor, which will be added to the record for this paper.

### **Textbooks and Reference books**

Essential Reading:

- Anastasi, A and S. Urbina. (1997) Psychological testing. 7th Edition (Indian reprint) Pearson
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.



## **PY9125 - Marriage and Family Therapy**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Gain an understanding of family-oriented therapies
- Develop the ability to understand the family dynamics that can lead to dysfunctional families
- Learn the application of family theories in a family-counselling environment

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the foundational theories of family dynamics
- demonstrate proficiency in conducting assessments of couples and families using techniques
- analyse and apply classical schools of family counselling, including the role of the therapist, process, outcome, and treatment techniques.
- evaluate and apply contemporary approaches to family therapy

### **Unit 1: Family, Marriage & Life Span and Foundations (12 hours)**

Cybernetics, Systems Theory, Social Constructionism and Attachment Theory. Stages of the family life cycle - Key developmental and emotional issues (Duvall/McGoldrick)

### **Unit 2: Assessment of Couples and Families (12 hours)**

The standard initial interview, Genogram Interview and genogram as a tool for family assessment, and Circular interview method of assessing family interactions. Assessment of families. The therapeutic scenario in India. Working therapeutically with Indian families.

### **Unit 3: Classical Schools of Family Counselling (12 hours)**

Bowen Family Systems Therapy, Structural Family Therapy, Strategic Family Therapy- *Role of the Therapist, Process and Outcome, Unique Aspects. Treatment Techniques*

### **Unit 4: Cognitive-Behavioral Family Therapy and Solution-Focused Family Therapy (12 hours)**

Cognitive Behavioural Family Therapy - *Role of the Therapist, Process and Outcome, Unique Aspects. Treatment Techniques.*

Solution-focused family therapy- *Role of the Therapist, Process and Outcome, Unique Aspects. Treatment Techniques.*

### **Unit 5: Newer approaches (12 hours)**

Emotion-focused couple therapy, *Role of the Therapist, Process and Outcome, Unique Aspects. Treatment Techniques.*

Gottman's Couple and Marriage Therapy. *Role of the Therapist, Process and Outcome, Unique Aspects. Treatment Techniques*

## **Textbooks and Reference books**

### Essential Reading:

- Nichols, M. P., & Davis, S. (2017). Family therapy: Concepts and methods (11th Ed). Pearson.
- Gladding, S. T. (2019). Family therapy: History, theory, and practice (7th ed.). Pearson.

### Recommended Reading:

- Carter, M., & Mc Golderick, M (2004) Ed. The Expanded Family Life Cycle Individual, Family and Social Perspectives. CA. Allyn & Bacon Classics Edition
- Gladding, S. Family Therapy: History, Theory & Practice.
- Hudson. P. O'Hanlon & O'Hanlon, W. H (1994) Ed. Rewriting love stories- Brief Marital therapy, New York, Norton.
- Mc Golderick, M., Gerson, R and Shellenberger, S (1999) Genograms assessment and Intervention, New York: Norton
- Napier. A.Y & Whitaker, C. (1988) Ed. The family crucible- The intense experience of family therapy, New York, Harper and Row.

## **PY9225 - Child and Adolescent Counselling**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Gain an understanding of the child and adolescent-specific developmental stages and challenges
- Learn to identify common psychological, emotional, and behavioural issues affecting children and adolescents
- Learn about various theoretical frameworks and approaches to counselling children and adolescents

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- identify and address the diverse counselling needs of children and adolescents across various settings
- demonstrate proficiency in the therapeutic process and techniques specific to child and adolescent counselling
- understand the fundamentals of career counselling
- apply psychosocial interventions in counselling practice

### **Unit 1: Introduction to Child and Adolescent Counselling (12 hours)**

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). Working in today's schools, Counsellors as leaders and advocates. Legal and ethical issues for the school counsellors. POCSO Act 2012.

### **Unit 2: Process and Techniques of Child and Adolescent Counselling (12 hours)**

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 3: Career Counselling (12 hours)**

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

### **Unit 4: Learning and Teaching (12 hours)**

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 5: Psychosocial Interventions (12 hours)**

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. Individualised educational programmes, Play Therapy Promotive and preventive counselling strategies – Life skills education

### **Textbooks and Reference books**

Essential Reading:

- Geldard K. & Geldard D. (1997). *Counselling children : a practical introduction*. Sage Publications.
- Mangal S.K (2008) *Essentials of Educational Psychology*, New Delhi, Prentice Hall of India Pvt Ltd
- Woolfolk, A. (2007). *Educational psychology (10th ed.)*. Boston, MA: Allyn & Bacon.

Recommended Reading:

- 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.
- Brems, C. (1993). *A comprehensive guide to child psychotherapy*. Allyn and Bacon.
- 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.
- Santrock, J.W. (2003). *Educational Psychology*. Boston: McGraw-Hill.
- Schmidt, J. G. (2013). *Counseling in schools: Comprehensive programs of responsive services for all students*. Pearson Higher Ed.

## **PY9325 - Counselling Interventions for Special Populations**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Gain an understanding of the unique needs, challenges, and strengths of special populations
- Gain familiarity with theoretical frameworks and models of counselling that are relevant to working with special populations
- Develop skills in conducting culturally sensitive assessments and formulating individualised treatment plans that address the specific needs and goals of clients from diverse backgrounds

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the multi-disciplinary approach to psychotherapy, covering biological, medical, psychological, educational, and social aspects, ethical considerations and relevant legislation.
- identify and classify various disabilities
- develop skills in psychological intervention planning and treatment
- demonstrate proficiency in providing psychoeducation and guidance to caregivers and families, implementing individualised educational programs, and utilising consultation-collaboration models for effective intervention and support.

### **Unit 1: Introduction and Laws (10 hours)**

- a) Multi-disciplinary approach to psychotherapy: Biological, medical, psychological, educational and social aspects.
- b) Ethics and policy issues: ethics, rights and legislation-(Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD). Importance of Assessment, diagnosis, treatment and certification.
- c) Role and functions of Non-Government Organisations

### **Unit 2: Disabilities and Special Education (14 hours)**

- a) Overview of disabilities: Concept and definition, Incidence and prevalence, Etiological factors, Prevention of disabilities, Classification of various disabilities: *Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness, Learning disabilities, Multiple handicaps, Orthopaedic and neuromuscular disability*
- b) Special education: Individualised educational programmes, inclusive education, educational assessment and evaluation, and educational technology for the disabled. Overview of Screening/assessment
- c) Understanding the psychological needs of caregivers and working with families of persons with disabilities.

### **Unit 3: Children in risk-prone areas (14 hours)**

- a) Psychological intervention planning and treatment for helping children in different settings: Children in conflict with the law, children's home/ shelter homes, children of separated parents, victims of natural disasters, Oppositional defiant disorder, Conduct disorder, delinquents/dropouts.
- b) Psychoeducation for parents and caretakers about disorders and long-term intervention plans.
- c) Consultation-collaboration model, a combination of parent and child groups, family sessions, and individual child sessions.

### **Unit 4: Geriatric Counselling (12 hours)**

- a) Mental health issues and challenges faced by older adults (Dementia, memory loss, Depression, Stress and Anxiety, absence of e-literacy, social exclusion and associated feelings of alienation and estrangement in social life.,).
- d) Psychological Intervention planning and treatment: Individual and group- Palliative care patients, deserted elderly, retired persons, elderly under institutional and home care, bedridden patients, and Elderly facing morbidity, disability and disasters.
- e) Rendering psychoeducation and Guidance to family members and institutional caretakers in caring for vulnerable elderly.

### **Unit 5: Addiction Counselling (10 hours)**

- a) Definition, types, effects, causal factors, methods of treatment, prevention
- b) Psychological intervention: planning and treatment for substance use, technology addiction, social media addiction, pornography

### **Textbooks and Reference books**

#### Essential Reading:

- Kundu.C.L., 2003. Status of Disability in India. Rehabilitation Council of India, New Delhi.
- Kennedy P, (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press. Print.
- Smart, J. (2012). Disability across the developmental life span: For the rehabilitation counselor.
- Miller, W. R., & Rollnick, S. (2013). Motivational Interviewing: Preparing People for Change (3rd ed.). New York: Guildford Press.

#### Recommended Reading:

- Lewis, V.2nd Ed.2003, Development and Disability, Blackwell Publishers, U.K.
- Government of India (1995). The persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, New Delhi: Ministry of Social Justice and Empowerment.
- Government of India (1999). The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, New Delhi: Ministry of Social Justice and Empowerment.

## **PY9425 - Psychopathology II**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Learn about the prevalence, course, and prognosis of various mental disorders across the lifespan
- Develop skills in conducting comprehensive clinical assessments and differential diagnoses of mental disorders
- Acquaint the learner with various manifestations of psychopathology

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- grasp substance use, abuse, dependency, and withdrawal definitions and their effects on the body, covering alcohol, cannabis, tobacco, and more, including epidemiology, clinical descriptions, causes, and treatments.
- recognise and analyse personality disorders, schizophrenia spectrum, and other psychotic disorders, encompassing Cluster A, B, and C personality disorders, and various psychotic disorders, including their epidemiology, clinical descriptions, causes, and treatments.
- understand neurodevelopmental disorders like intellectual disability, autism spectrum disorder, attention-deficit/hyperactivity disorder, and specific learning disability, along with communication and motor disorders, including their epidemiology, clinical descriptions, causes, and treatments.
- analyze childhood disorders such as feeding and eating disorders, elimination disorders, impulse control disorders, anxiety disorders, trauma, and stress-related disorders, focusing on epidemiology, clinical descriptions, causes, and treatments.
- explore neurocognitive disorders, including delirium and dementia, and comprehend major and mild neurocognitive disorders due to Alzheimer's, vascular issues, traumatic brain injury, substance-induced, and others, including their epidemiology, clinical descriptions, causes, and treatments.

### **Unit 1: Substance-Related Disorders (10 hours)**

Definition of substance use, abuse, dependency and withdrawal

10 classes of substances and their impact on the body - alcohol, caffeine, cannabis, hallucinogens, inhalants, opioids, sedatives, hypnotics and anxiolytics, stimulants, tobacco, and other (or unknown) substances.

Epidemiology, Clinical description, Etiology and Treatment for :

*Alcohol-related disorders, Cannabis-related disorders, Tobacco-related disorders*

### **Unit 2: Personality Disorders, Schizophrenia Spectrum and other psychotic disorders (14 hours)**

Epidemiology, Clinical description, Etiology and Treatment for :

*Cluster A (Paranoid, Schizoid, Schizotypal), Cluster B (Borderline, Narcissistic, Antisocial and Histrionic) and Cluster C (Avoidant, Dependent and Obsessive-compulsive) Personality Disorders*

*Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder*

### **Unit 3: Neurodevelopmental Disorders (12 hours)**

Epidemiology, Clinical description, Etiology and Treatment for :

*Intellectual Disability, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disability*

Overview of:

*Communication Disorders- Language Disorder, Speech Sound Disorder, Childhood-Onset Fluency Disorder (Stuttering), Social (Pragmatic) Communication Disorder*

*Motor Disorders - Developmental Coordination Disorder, Stereotypic Movement Disorder*

### **Unit 4: Other Childhood Disorders (10 hours)**

Overview of:

*Feeding and Eating: Pica, Rumination Disorder, Avoidant Restrictive Food Intake Disorder  
Elimination: Enuresis and Encopresis*

*Impulse Control: Oppositional Defiant Disorder, Intermittent Explosive Disorder, Conduct Disorder, Kleptomania, Pyromania*

*Anxiety: Separation Anxiety, Selective Mutism*

*Trauma and stress-related disorder in children: Reactive attachment disorder and Disinhibited social engagement disorder*

### **Unit 5: Neurocognitive Disorders (10 hours)**

Epidemiology, Clinical description, Etiology and Treatment for:

*Delirium, Dementia*

Overview of

*Major and mild neurocognitive disorders due to Alzheimer's, Frontotemporal, With Lewy bodies, Vascular, TBI, Substance/medication-induced, HIV infection, Prion disease, Parkinson's, Huntington's.*

### **Textbooks and Reference books**

Essential Reading:

- Barlow, D. H., & Durand, V. M. (2012, 2015). *Abnormal psychology: An integrative approach* (6th ed.). USA: Wadsworth.
- Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (9th. Ed.). Lippincott Williams & Wilkins.



Recommended Reading:

- American Psychological Association (2023). Diagnostic and statistical manual of mental disorders (DSM 5 TR).
- Carson, R. C. Mineka, S. & Butcher, I N. (2013). Abnormal psychology and modern life. (16th ed.). New York: Addison Wesley Longman Inc.
- Johnson, S. L., Davison, G. C. & Neale, J. M. (2012). Abnormal psychology (12th ed.). USA: Wiley.
- Nolen-Hoeksema, S. (2007). Abnormal psychology (4th ed.). New York New Delhi: McGraw Hill.
- World Health Organization (2019). International Classification of Diseases (11): Classification of mental and behavioural disorders.

## **PY9525(SC) - Trauma-informed Counselling**

**Total Hours - 30**

**Total Credits - 2**

### **Course Objectives:**

- Understand the principles and core concepts of trauma-informed care, including the prevalence and impact of trauma on individuals, families, and communities.
- Identify different types of trauma and understand their psychological, emotional, and physiological effects on survivors
- Learn about evidence-based counselling interventions and therapeutic techniques for trauma survivors

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the concepts of stress, crisis, and trauma and recognise the physical, emotional, cognitive, and behavioural impacts of trauma, distinguishing between normal and pathological responses.
- analyze the dynamics of child abuse, neglect, and trauma, including their short- and long-term consequences, ethical considerations, relevant legislations, and strategies for prevention, intervention, and treatment, including Adverse Childhood Experiences (ACEs).
- develop proficiency in trauma assessment using screening checklists, standardised measures, and clinical interviews, and provide post-assessment support and care within a strength-based trauma recovery framework, focusing on resilience, recovery, and system strengthening.
- apply trauma-informed approaches to therapeutic interventions, including crisis intervention, stability promotion, enhancing relational functioning, and fostering self-organisation, integrating trauma-informed principles into various therapeutic modalities.

### **Unit 1: Introduction to Trauma (10 hours)**

Understanding stress, crisis & trauma (T/t)

Recognise the possible physical, emotional, cognitive and behavioural impact of trauma

Effects of traumatic stress- understanding normal and pathological responses

6 key principle of trauma-informed approaches

### **Unit 2: Child Abuse, Neglect, and Trauma (10 hours)**

Understanding child abuse, neglect, and trauma; short- and long-term consequences of childhood trauma; ethical issues in working with child abuse and trauma; legislations related to child abuse; prevention, intervention, and treatment of child abuse, Adverse Childhood Experiences (ACEs)

### **Unit 3: Assessments and Therapeutic Interventions (10 hours)**

Screening for trauma using checklists

Assessment of trauma using standardised paper-pencil measures, self-reports and clinical interviews

Post-assessment support and care

Strength-based trauma recovery framework: Resilience, recovery and system strengthening in facing trauma

Interventions for crisis, stability, relational functioning and self-organisation

Application of trauma-informed lens to different therapies

### **Textbooks and Reference books**

Essential Reading:

- Levers, L. L. (2012). *Trauma counseling: Theories and Interventions*. New York: Springer Pub.
- Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. SAGE Publications, Inc.

Recommended Reading:

- Myers, J.E.B. (2010). *The ASPAC Handbook on Child Maltreatment*, 3rd Edition. Sage Publications.
- Cohen, J. A., & Mannarino, A. P. (2015). Trauma-focused cognitive behaviour therapy for traumatized children and families. *Child and Adolescent Psychiatric Clinics*, 24(3), 557-570.
- Gilliland, Burl E. & James, Richard K. (1998). *Crisis Intervention Strategies*. Brooks/Cole Publishing Company: USA.
- Harris, R. (2021). *Trauma-focused ACT: A practitioner's guide to working with mind, body, and emotion using acceptance and commitment therapy*.
- Shapiro, R. (2020) *Doing psychotherapy. A trauma and attachment-informed focused*. W. W. Norton & company

## **PY9P1 - Personal and Professional Development**

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Develop self-awareness and self-reflection skills to gain insight into personal values, beliefs, strengths, and areas for growth.
- Identify short-term and long-term personal and professional goals and create actionable plans for achieving them
- Develop modules for awareness in the community regarding topics related to mental health and well-being

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- enhance self-development skills, including understanding identity shifts and fostering empathy, problem-solving, and decision-making abilities.
- cultivate critical thinking skills while developing effective helping strategies and building meaningful relationships.
- engage in life review activities to promote personal growth and reflection on past experiences for holistic development.
- design and develop psycho-educational prevention programs tailored for adolescents, teachers, and parents, focusing on addressing mental health issues and enhancing coping skills.
- gain proficiency in conducting psychoeducation sessions to disseminate valuable information and strategies for promoting mental well-being and resilience in targeted groups.

### **Personal Development (60 hours)**

Group and Individual Work

Self-awareness, Self-image, Self-development, Identity (old vs. new), Empathy, problem-solving and decision-making, Creativity, critical thinking,/ Effective helpers; Building relationships.

Life Review Activity.

### **Professional Development (60 hours)**

Designing and developing training modules on Psycho-Educational Prevention Programs for adolescents, teachers and parents.

Conducting psychoeducation sessions.

### **Textbooks and Reference books**

Essential Reading:

- Birren, J., Deutchman, D. (1991). Guiding autobiography groups for older adults. Baltimore, London: John Hopkins University Press.

## **PY9P2 - Supervised Practicum**

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Gain exposure to dealing with a wide variety of clients
- Gain experience with real-life issues in the workplace
- Enhance counselling skills

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- utilise the theoretical understanding and counselling expertise in practical scenarios via individual counselling sessions, showcasing proficiency in assessment, intervention, and evaluation.
- engage in group supervision sessions to foster professional growth, receive feedback, and engage in collaborative case discussions with peers.
- participate in individual supervision sessions, submit psychotherapy verbatims, and attend case conferences to hone counselling skills and incorporate feedback for ongoing enhancement.

50 hours - Individual sessions

Group supervision (2 hours/week)

Individual supervision session (for cases seen in internship and for psychotherapy submission, verbatim and case conference)

Participation and attendance in case conference

### **Textbooks and Reference books**

- Jongsma, Arthur E., Jr., (2014). The complete adult psychotherapy treatment planner. New York: Wiley;
- Jongsma, Arthur E., Jr., (2014). The child psychotherapy treatment planner. New York: Wiley;

## **PY0125 - Workplace Counselling**

**Total Hours - 60**

**Total Credits - 4**

### **Course Objectives:**

- Understand the role and importance of workplace counselling in promoting employee well-being, productivity, and organisational effectiveness
- Identify common workplace stressors and mental health challenges faced by employees
- Apply various theories to counsel individuals in a workplace setting

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand individual differences in the workforce and the impact of manpower planning, work environment, and cultural systems on job performance and organizational dynamics.
- analyze human problems at the workplace, including stress, absenteeism, motivation, morale, alcoholism, gambling, gender discrimination, and personality disorders, and explore measures to address these issues.
- develop proficiency in counseling techniques to manage behavioral problems such as job stress, absenteeism, interpersonal conflicts, and alcohol dependency, facilitating effective problem resolution and enhancing workplace well-being.
- evaluate models of workplace counseling, including employee assistance programs (EAP) and online counseling, while addressing ethical considerations in workplace counseling practices.

### **Unit 1: Human behaviour at work (15 hours)**

Individual differences and manpower; Manpower planning, work environment work, role, career, organisation, cultural systems, HRM and technology. Work Environment: Physical and Psychosocial Environment, Impact of the environment on job performance and the individual; Person-Environment fit theory: Effect of environmental factors on accidents, fatigue. Determinants of the ideal work environment. Human factors and Man-Machine System: Work Design, Job Design, Communication Network between man-machines, the role of displays, Impact of automation on the workers.

### **Unit 2: Human problems at the workplace (15 hours)**

- a. Stress - nature, type, individual and organisational consequences of stress.
- b. Absenteeism - Types, causes, and measures to reduce absenteeism
- c. Motivation and Morale - the nature of work motivation, the problem of lack of motivation, morale, and interpersonal conflict.
- d. Alcoholism, gambling, gender discrimination, personality disorders.
- e. Gender discrimination and sexual harassment at the workplace.

### **Unit 3: Management of behavioural problems (15 hours)**

Counselling techniques to handle: *Job stress; dual career and family adjustment problems;*

*Absenteeism; interpersonal relationship problems at the workplace and home affecting performance; work pressure problems; and alcohol dependency.*

**Unit 4: Models of workplace Counselling (internally and externally based counselling) (15 hours)**

Employee assistance programs (EAP), Workplace counselling Trends – online counselling, preparing for workplace counselling, contracting for workplace counselling, introducing and terminating counselling in the workplace, Ethical issues in workplace counselling.

**Textbooks and Reference books**

Essential Reading:

- Beardwell I & Holden L. Human Resource Management: a contemporary perspective.
- Moorhead G and Griffin R W. Organizational Behavior: Managing People and Organizations.
- Green berg J& Baron R(1999). Behaviour in organizations, PHI New Delhi. 5th ed.

Recommended Reading:

- De Cenzo D. A. &Robbin S. P. (1997) Personnel / Human Resource Management. McGraw Hill
- Dharani P. Sinha, T (1998). Group Team Building and Organizational Development. Indian Society for Applied Behavioural Science; Delhi.
- Luthans. F (1998). Organizational Behavior, 8ed Irwin Me Graw Hill.
- 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

## **PY0225(SC) - Positive Psychology**

**Total Hours - 30**

**Total Credits - 2**

### **Course Objectives:**

- Understand the principles and core concepts of positive psychology, including its focus on human strengths, virtues, and optimal functioning
- Understand the application of positive psychology concepts in different areas

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- understand the core concepts, assumptions, and goals of Positive Psychology, comparing Eastern and Western perspectives and transitioning from negativity to positivity.
- explore positive cognitive states and processes such as self-efficacy, optimism, hope, flow, and mindfulness for enhancing well-being and resilience.
- identify and assess positive traits, including personality, emotions, strengths, wisdom, courage, altruism, forgiveness, gratitude, and resilience, emphasising growth through adversity.

### **Unit 1: Introduction to Positive Psychology (10 hours)**

Positive Psychology – Concept, Assumptions, Goals; Eastern and Western perspectives on positive psychology; Going from negative to positive; The principles of pleasure – Understanding Positive affect, Positive emotions, Happiness, and Seligman's PERMA dimensions of Well-being.

### **Unit 2: Positive Cognitive States and Processes (8 hours)**

Seeing our future through Self-efficacy, Optimism, Hope, Flow and optimal experiences, and Mindfulness.

### **Unit 3: Positive Traits and Resilience (12 hours)**

Personality, emotions, and biology; Classifications and Measures of Strength- The VIA classification of strength; Wisdom and Courage; Altruism, Forgiveness and Gratitude; Resilience – definitions, sources, growth through trauma.

### **Textbooks and Reference books**

Essential Reading:

- Baumgardner, S. and Crothers, M. (2015). Positive Psychology – Dorling Kindersley India Pvt Ltd.
- Snyder C.R, Lopez Shane, J, Pedrotti Jane Teramoto (2015) Positive Psychology -The Scientific and Practical Exploration of Human Strengths – Second Edition, (the third edition is available), Sage Publications India Pvt. Ltd.

Recommended Reading:

- Csikszentmihalyi, M (1997). Finding Flow: The Psychology of Engagement with Everyday Life. New York: Ingram Publisher Services



- Updesh Kumar, Archana, Vijay Prakash (Ed) (2015) – Positive Psychology – Applications in work, Health and Well-Being, Pearson India Education Services Pvt Ltd.
- Seligman Martin E.P (2013), Authentic Happiness – Atria Books.
- Seligman Martin E.P (2011), Flourish – A New Understanding of Happiness and Well-Being – and How to Achieve Them. Nicholas Brealey Publishing, London, Boston.
- Carr, A. (2013). Positive Psychology: The Science of Happiness and Human Strengths. Routledge.

## PY0D1 - Dissertation

**Total Hours - 120**

**Total Credits - 4**

### **Course Objectives:**

- Gain familiarity with conceptualising a research problem and choose an appropriate research design.
- Develop research methods and analysis, and write academically.
- Gain experience with the preparation of research manuscripts

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- develop proficiency in conducting research and inquiry within a chosen study area.
- demonstrate advanced critical thinking, analytical, and problem-solving skills in formulating research questions and hypotheses.
- acquire competence in designing and executing a research project, including literature review, data collection, analysis, and interpretation.
- communicate research findings effectively through a well-structured dissertation, demonstrating academic writing and presentation skills.

### **Dissertation Marks break up**

		Marks breakup	Total marks
CIA	Meeting guide (CIA)	15 marks (3 <sup>rd</sup> sem) + 15 marks (4 <sup>th</sup> sem)	30 marks
End of 4 <sup>th</sup> semester	Cover page	1 mark	5 marks
	Contents page	2 mark	
	List of Tables	2 mark	
	Introduction		10 marks
	ROL		10 marks
	Methods		15 marks
	Results and Discussion		20 marks
	Reference		5 marks
	Appendix		5 marks
Total			100 marks

\*Meeting the guide.

- Rate the student on the following

<b>CIA breakup</b>	
Regularity of meeting	10 marks
Reading up before the meeting	10 marks
Following up on task assigned	10 marks
TOTAL	30 marks

### **Textbooks and Reference books**

- APA. (2020). Publication manual of the American Psychological Association (7th Ed.). Washington, DC: American Psychological Association.

## **4PYINT - Internship**

**Total Hours - 240**

**Total Credits - 8**

**Course Objectives:**

- Gain exposure to dealing with a wide variety of clients
- Gain experience with real-life issues in the workplace
- Enhance counselling skills

**Learning Outcomes:**

At the end of the course, the student will be able to:

- apply theoretical knowledge and counselling skills in practical settings through individual counselling sessions, demonstrating competency in assessment, intervention, and evaluation.
- undertake group supervision sessions to enhance professional development, receive feedback, and collaborate with peers in case discussion and learning.
- be mentored and participate actively in individual supervision sessions, submitting psychotherapy verbatims and attending case conferences to refine counselling skills and integrate feedback for continuous improvement.

150 hours - Individual sessions

Group supervision (2 hours/week)

Individual supervision session (for cases seen in internship and for psychotherapy submission, verbatim and case conference)

Participation and attendance in case conference

**Textbooks and Reference books**

- Jongsma, Arthur E., Jr., (2014). The complete adult psychotherapy treatment planner. New York: Wiley;
- Jongsma, Arthur E., Jr., (2014). The child psychotherapy treatment planner. New York: Wiley;