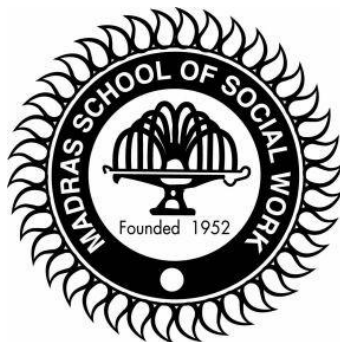


# **MADRAS SCHOOL OF SOCIAL WORK**

**(An Autonomous institution affiliated to University of Madras)**



## **M.Sc. FAMILY COUNSELLING**

**Revised Regulations under semester system**

**Choice Based Credit System**

**Effective from the academic year 2022– 2023**

**Madras School of Social Work**

**(Autonomous)**

**(Affiliated to University of Madras)**

**M.Sc. FAMILY COUNSELLING**

***Revised Regulations under Semester System with Choice Based Credit System***  
***(Effective from the Academic Year 2022 -2023)***

**1. CONDITIONS FOR ADMISSION:**

Minimum educational requirement for admission to this course will be Under-graduation (B.A. /B.Sc.) Degree in Psychology from this University or from some other University accepted by the syndicate as equivalent thereto with a minimum of 55% marks in aggregate. For SC/ST category, minimum of 50% marks in aggregate is essential.

**2. DURATION OF THE COURSE:**

The course for the degree of Master of Science shall consist of two academic years.

**3. EXAMINATIONS:**

Examinations will be conducted at the end of each semester. A candidate who does not pass the examination in any subject/(s) of the semester will be permitted to appear in such failed subject/(s) in the following year in the semester where that paper/(s) is/are offered.

**4. PASSING MINIMUM:**

A Candidate shall be declared to have passed the examination if s/he obtains not less than 50% both in Internal and External Evaluation. Candidates who do not obtain the required minimum marks for a pass in paper(s)/practical(s) or project shall be required to appear for and pass the same at a subsequent appearance.

Internal continuous assessment (50 marks) consists of two tests 25 marks each. Best of two will be taken into consideration. The test consists of five 2-mark questions (without choice) and three 5-mark questions (with choice).

One in-class assignment for 10 marks and one take-home assignment for 15 marks.

**5. COURSE COMPLETION REQUIREMENTS**

Students are expected to complete two value added courses/ certificate courses and one Out-Bound Training within the duration of their programme.

**6. ELIGIBILITY FOR THE AWARD OF THE DEGREE:**

As per the autonomous regulations, a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSc Family counselling and is subject to the fulfilment of the following conditions:

1. Undergone the Post-graduate course of study in MSc Family counselling offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 97 credits.
2. Cleared all the theory examinations, participated in the workshops, seminars and completed curricular requirements viz. OBT, Summer Placement, Internship and Practicums.
3. Meets all other requirements in vogue as prescribed by the Board of Studies in Psychology at the time of admission and the amendments introduced to the regulations by the same.

**7. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in the First Class. All other successful candidates shall be declared to have passed in Second Class.

**COURSE OF STUDY AND SCHEME OF EXAMINATION**

**Course of Study with Credit Distribution**

**I Year**

**SEMESTER - I**

<b>No</b>	<b>Part Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Subject Category</b>	<b>Subject Type</b>	<b>Hours</b>	<b>Credits</b>
1	Part III	MFC/22C/101	Basics of Family Therapy	Core	Theory	4	4
2	Part III	MFC/22C/102	Counselling Process and Skills	Core	Theory	4	4
3	Part III	MFC/22C/103	Theories of Personality	Core	Theory	4	4
4	Part III	MFC/22C/104	Counselling Across Life Span	Core	Theory	4	4
5	Part III	MFC/22E/106A	Psychopathology	Elective	Theory	3	3
		MFC/22E/106B	Relationship Counselling for Children and Young People		Theory		
6	Part III	MFC/22C/105	Statistics in Behavioural Sciences	Core	Theory	4	4
7	Part III	MFC/22S/107	Soft Skills I	Record course	NA		2
<b>TOTAL</b>							<b>25</b>

**SEMESTER – II**

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits
8	Part III	MFC/22C/201	Family Therapy - Applications	Core	Theory	4	4
9	Part III	MFC/22C/202	Counselling and Therapeutic Techniques	Core	Theory	4	4
10	Part III	MFC/22C/203	Psychological Assessment – I (Practical)	Core	Practical	6	4
11	Part III	MFC/22C/204	Case Analysis – Praxis of Counselling – I **	Core	Practical	4	4
12	Part III	MFC/22E/206A	Addiction Counselling	Elective	Theory	3	3
		MFC/22E/206B	Life Skills		Theory		
13	Part III	MFC/22ID/205	Training and Development	Inter disciplinary	Theory	3	3
14	Part III	MFC/22S/207	Soft Skills II	Record course	NA		2
15	Part III	MFC/22R/208	Summer Placement	Record course	NA	Min 150 hrs	2
<b>TOTAL</b>							<b>26</b>

**II Year**  
**SEMESTER – III**

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits
16	Part III	MFC/22C/301	Behaviour Modification	Core	Theory	4	4
17	Part III	MFC/22C/302	Internship	Core	Practical	4	3
18	Part III	MFC/22C/303	Research Methodology	Core	Theory	4	4
19	Part III	MFC/22C/304	Psychological Assessment – II (Practical)	Core	Practical	6	4
20	Part III	MFC/22E/306A	Counselling Children With Developmental Disorders	Elective	Theory	3	3
		MFC/22E/306B	Dynamics in Parenting		Theory		
21	Part III	MFC/22ID/305	Family Law and Legal Aspects	Inter disciplinary	Theory	3	3
22	Part III	MFC/22S/307	Soft Skills III	Record course	NA		2
<b>TOTAL</b>							<b>23</b>

**SEMESTER – IV**

No	Part Type	Course Code	Course Title	Subject Category	Subject Type	Hours	Credits
23	Part III	MFC/22C/401	Counselling and Therapy for Groups and Special Populations	Core	Theory	4	4
24	Part III	MFC/22C/402	Psychological Training Modules (Demonstration)	Core	Practical	6	3
25	Part III	MFC/22C/403	Dissertation	Core	Practical	6	6
26	Part III	MFC/22C/404	Case Analysis – Praxis of Counselling** -II	Core	Practical	4	4
27	Part III	MFC/22C/405	Counselling for Couples	Core	Theory	4	4
28	Part III	MFC/22S/406	Soft Skills IV	Record course	NA		2
<b>TOTAL</b>							23

**TOTAL CREDITS = 100**

**\*\* Skills practice in case analysis will be based on the theory papers offered during the semester**

### **Programme Outcomes**

Upon completion of the MSc Family Counselling the students will be able to:

**Po1:** Obtain quality education in theory and practice of Family Counselling

**Po2:** Acquire knowledge, skills and practice of counselling in various settings.

**Po3:** Design and conduct various psychological interventions.

**Po4:** Understand counselling process across lifespan and specially for family enrichment.

**Po5:** Assess, diagnose and conduct counselling and psychotherapy

**Po6:** Carry out research studies in the field of counselling and family

**Po7:** Gain perspectives and competency in local, regional, national and international level in the field of counselling and family therapy

**Po8:** Design interventions for behavioral modification and improve family relationships

**Po9:** Incorporate ethics and values in research and professional practice

**Po10:** understand the legal aspects related to family law.



### **Programme Specific Outcomes**

Upon completion of the MSc Family Counselling the students will be able to:

**PSo1:** Gain knowledge, understanding, attitudes and skills in the field of Family Counselling

**PSo2:** Apply essential skills in counselling process in various settings like family, couple, addiction, child and adolescent and special population

**PSo3:** Develop competencies in designing psychological intervention and demonstrate skills and attitude as a trainer

**PSo4:** Administer, diagnose and write report on psychological assessment and apply research methods, design, and data analysis and draw conclusions

**PSo5:** foster mental health and wellbeing, and promote positive family relationships.

**PSo 6:** Practice therapeutic skills and help in solving human problems both at individual and group level

**PSo7:** Work/ pursue higher education in local, regional, national and international institutions.

**DISTRIBUTION OF CREDITS ACROSS FOUR SEMESTERS**

Semester No	Nature of Paper	Number of Papers & Credits	Credits	Total Credits
SEM – 1	<b>CORE</b>	5 Subjects X 4 Credits	20	20
SEM – 2	<b>CORE</b>	4 Subjects X 4 Credits	16	16
SEM – 3	<b>CORE</b>	3 Subjects X 4 Credits	12	15
		1 Subject X 3 Credits (Internship)	3	
SEM – 4	<b>CORE</b>	1 Subject X 6 Credits	6	21
		3 Subjects X 4 Credits	12	
		1 Subject X 3 Credits	3	
<b>TOTAL CREDITS</b>				<b>72</b>
SEM – 1	<b>ELECTIVE</b>	1 Elective Subject X 3 Credits	3	3
SEM – 2	<b>ELECTIVE</b>	1 Elective Subject X 3 Credits	3	6
	<b>INTER DICIPINARY</b>	1 Inter Disciplinary Subject X 3 Credits	3	
SEM – 3	<b>ELECTIVE</b>	1 Elective Subject X 3 Credits	3	6
	<b>INTER DICIPINARY</b>	1 Inter Disciplinary Subject X 3 Credits	3	
<b>TOTAL CREDITS</b>				<b>15</b>
SEM – 1	<b>RECORD COURSE</b>	1 Soft skill Subject X 2 Credits	2	2
SEM – 2	<b>RECORD COURSE</b>	1 Soft skill Subject X 2 Credits	2	2
SEM – 3	<b>RECORD COURSE</b>	1 Soft skill Subject X 2 Credits	2	2
SEM – 4	<b>RECORD COURSE</b>	1 Soft skill Subject X 2 Credits	2	2
<b>TOTAL CREDITS</b>				<b>8</b>
SEM – 2	<b>SUMMER PLACEMENT</b>	1 Summer Placement X 2 Credits	2	2
<b>TOTAL CREDITS</b>				<b>2</b>
<b>OVERALL SUM OF CREDITS</b>				<b>97</b>
<b>OVERALL SUMMARY</b>		<b>DETAILS OF THE SUBJECTS</b>		<b>CREDITS</b>
		CORE PAPERS		72
		ELECTIVE & INTER DICIPINARY		15
		RECORD COURSE		8
		SUMMER PLACEMENT		2
<b>OVERALL SUM OF CREDITS</b>				<b>97</b>

\*Extra Credit online course via SWAYAM Portal (MOOC)

## Extra Credit Online Course

### Objectives:

On completion of the online course via SWAYAM portal the students will be able

- To gain insights about the subject
- To get to know-how of the skill with the video and demonstrations
- To gain extra credits

As an academic innovation practice and to encourage online learning, a list of SWAYAM online courses have been identified by the Board of Studies MSc Counselling Psychology for the programme which students can pursue.

### SWAYAM COURSES:

#### 1. Student Psychology

By Dr. S. Renukadevi

National Institute of Technical Teachers Training and Research, Chennai.

[https://onlinecourses.swayam2.ac.in/ntr21\\_ed17/preview](https://onlinecourses.swayam2.ac.in/ntr21_ed17/preview)

#### 2. Psychology XII Part-I

By Dr. Prabhat K. Mishra | DEPF, NCERT, New Delhi

[https://onlinecourses.swayam2.ac.in/nce20\\_sc31/preview](https://onlinecourses.swayam2.ac.in/nce20_sc31/preview).

#### 3. Applied Fields of Psychology

By Dr. P. Swathi | The English and Foreign Languages University (Host University)

[https://onlinecourses.swayam2.ac.in/cec21\\_hs13/preview](https://onlinecourses.swayam2.ac.in/cec21_hs13/preview)

The norms regarding completion of SWAYAM and other online courses are as follows:

- The pursuit and completion of the SWAYAM online courses identified is not mandatory for course completion.
- The credits awarded for the SWAYAM online courses (by the respective online course coordinators) will not be included for CGPA calculation.
- The above list is indicative and the students are allowed to choose other than listed above courses.

## **Semester - I**

### **BASICS OF FAMILY THERAPY**

PAPER I

CREDITS 4

#### **OBJECTIVES: -**

- 1) To understand family system
- 2) To familiarize with ethics in family therapy
- 3) To learn essential skills in family therapy

#### **Unit-I**

##### **Fundamentals of Family**

Family- Characteristics, Today's family, Family systems, Family structure, Gender roles and Gender ideology, Family functioning, Classifications of family, Family interactive patterns, Family resiliency, Family Life cycle frame work, family transitions and changing relationships,

#### **Unit- II**

##### **Approaches in Family Therapy**

Systemic Family Therapy, Solution Focused and Strategic Family Therapy, Structural Family Therapy, Cognitive Behavioural Family Therapy, Integrated Approach to Family Therapy

#### **Unit – III**

##### **Process in Family Therapy:**

The Stages of Family Therapy process- Planning, Assessment, Treatment and disengaging or re-contracting; formulating problems & Exceptions- Three Colum Problem – Formulation Model; Interventions for Behaviour, Beliefs and Contexts, dynamic and core Skills for conducting Family therapy.

#### **Unit –IV**

##### **Issues in family**

Families, Divorce and Post-Divorce Family Work: Mothers', Fathers' and Children's Perspectives, keeping life predictable and maintaining self-esteem, Ambiguities in post-divorce relationships, parents and children in the post-divorce family, parenting alone,

Separation when children are very young, The Juniper/Rowan family: early separation, attachment issues, and the restoration of contact.

## **Unit – V**

### **Role of family therapist**

Essentials for a Family Therapist, self of the Therapist, Therapist and Client Relationship Professional Approach and Ethical Issues

## **COURSE OUTCOMES**

### **At the end of the course the student will be able to**

- 1) Articulate a fundamental understanding of family systems theory.
- 2) Explain schools in family therapy
- 3) Learn stages of family therapy process
- 4) Describe how problems develop, are maintained, and are resolved within a family system.

### **References:**

- 1) Carr A (2012), Family Therapy – Concepts, Process & Practice Wiley – Black Well.
- 2) Seligman L & Lourie W. Reichenberg (2010) Theories of Counselling and Psychotherapy , Pearson Prentice Hall.

### **Additional Reading:**

- 1) Counselling Theory and Practice by Neukrug (2011) Brooks/ Cole.
- 2) Family Therapy – Concepts, Process & Practice by Alan Carr (2012), Wiley – Black Well.
- 3) Text book of family and couples therapy- clinical application - G. Piroozsholevar, M.D with Linda D Schwoeri

## COUNSELLING PROCESS AND SKILLS

PAPER II

CREDITS 4

### OBJECTIVES: -

- 1) To understand the nature of Counselling Process as a helping relationship.
- 2) To appreciate the use of Counselling theories and essential skills of counselling.
- 3) To learn the essential skills & stages of counselling.

**Unit – I:** Understanding counselling as a process – definition – outcome & process goals in counselling; characteristics of counsellors; ethics in counselling

**Unit – II:** Theories of counselling – continuum of the theories – person centered counselling, Gestalt counselling, Psychoanalytic counselling, Cognitive counselling, Trait-factor counselling, Behavioural counselling, Brief counselling.

**Unit – III:** Stages and skills in counseling process: the three stages of counselling in perspective – ways to initiate communication and build counselling relationship; core conditions of counselling; ways to enhance communication; in-depth exploration – goals & methods – advanced empathy, immediacy, confrontation, interpretation; role playing, emotional catharsis, transference and counter transference. The process of goal setting, design & implementation of action plans; comparison of models – Patterson’s model vs. Egan’s model; making the referral & termination

**Unit – IV:** Structuring, Leading and Questioning techniques: structuring at the beginning and later stages of counselling; continuum of leads, use of questioning in counselling – adapting counselling process to specific population – crisis intervention.

**Unit – V:** Working with ambivalent, indifferent & oppositional clients: Understanding hesitant clients, Client’s reluctance and resistance; Working with client’s reluctance; Counsellor’s emotions towards the ambivalent, indifferent or oppositional clients.

**COURSE OUTCOMES: -****At the end of the course the student will be able to**

- 1) Describe helping relationship as a process
- 2) Define different therapeutic skills in different stage of counselling.
- 3) Paraphrase ethical consideration in every stage
- 4) Recognize skills to deal with different clients
- 5) Explain different counselling models

**Reference:**

- 1) Patterson,L.E.andWelfel,E.R. (2000).*The counselling process*,(5<sup>th</sup>ed).Wadsworth, Brooks/Cole Thomson Learning.
- 2) Egan, G. (2013). *The skilled helper - A Problem Management Approach to Helping*. Brooks/Cole Publishers.

**Additional Reading:**

- 1) Nelson-Jones (2010). *The theory and practice of counselling and Therapy* (5<sup>th</sup>ed). Sage.
- 2) Augustine Meier, and MichelineBoivin (2010), *Counselling& Therapy Technique, Theory and Practice* (Sage)
- 3) Rosemary A Thompson (2016).*Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3<sup>rd</sup>ed*.Routledge.
- 4) Nelson-Jones(2008).*Basic Counselling Skills*. Sage Publications.
- 5) Jacobs, M. (2004 ). *Psychodynamic counselling in action*. Sage Publications.

## THEORIES OF PERSONALITY

PAPER III

CREDITS 4

### OBJECTIVES: -

- 1) To make the student understand about personality, determinants and different perspectives of personality.
- 2) To make the student know about different approaches to the study of personality.

**Unit – I:** The nature of personality theory: Personality theory and history. Definitions: personality, paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

**Unit – II:** Psychodynamic Approach: Sigmund Freud. Neo Psychoanalytic Approach: Alfred Adler, Carl Jung, Erikson. Early developmental theories- Attachment Theory, Piaget cognitive Development and Kohlberg moral development theory

**Unit – III:** Neo Psychoanalytic Approach: Karen Horney, Erich Fromm, Murray

**Unit – IV:** Humanistic Approach: Carl Rogers, Abraham Maslow. Cognitive Approach George Kelly Type Approach: Eysenck, Allport, BIG 5 Theory

**Unit – V:** Behaviouristic Approach: Skinner, Albert Bandura, Current Theories: Rotter, Zuckermann, Seligman

### COURSE OUTCOMES

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

- 1) Classify and compare various personality theories' basic principles and approaches.
- 2) Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, and humanistic and contemporary theories.
- 3) Apply different personality theory's perspectives by engaging students in a discussion about the everyday applications of various personality theories.
- 4) Adapt to apply principles of personality in counselling practices.



**Reference:**

- 1) Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10<sup>th</sup>Edn.) New Delhi: Thomson Publishers
- 2) Hall,S. Calvin & Garner Lindzey (2007). *Theories of Personality*(4<sup>th</sup>Edn.), John Wiley & sons: US 137 (H)

**Additional Reading:**

- 1) Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6<sup>th</sup>ed.). New Delhi: McGraw Hill.
- 2) Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning,USA.
- 3) Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2<sup>nd</sup>ed.). London: Alyn and Bacon.
- 4) Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4<sup>th</sup> Edition), John Wiley & sons
- 5) Jess Feist, Gregory J. Feist (2013). *Theories of Personality* (7<sup>th</sup> Edition), Mcgraw Higher Ed

## COUNSELLING ACROSS LIFE SPAN

PAPER IV

CREDITS 4

### OBJECTIVES: -

- 1) To introduce counselling at various life span periods
- 2) To understand the techniques related to the issues at lifespan periods

**Unit – I:** Psychological Counselling of Children –Issues related to child neglect & abuse; single parent families; Considerations in counselling children – goals, child-counsellor relationship

**Unit – II:** Counselling Adolescents: Educational Counselling, Vocational guidance and career counselling; Challenges for young people;eating disorders; Counselling strategies –use of technology when counselling young people; Adjustment

**Unit – III:** Counselling Young Adults: Schlossberg’s Transition Theory – Types of Transition, Factors Influencing Transitions; Career Planning;Financial Planning; Promoting Healthy Decision Making in relationships - Romantic Relationships, problems related to marriage & divorce.

**Unit – IV:** Counselling for Mid Life Issues - Relationship dynamics in thefamily -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause

**Unit – V:** Counselling of senior citizens: Promoting Aging well in older adults - counsellor’s role - Depression and loneliness; Problems related to dementia and Alzheimer’s;The Use & Value of Stories – Reminiscence, Life Review, Ways of Working with Narrative, Changing the Story.

### COURSE OUTCOMES

#### At the end of the course the student will be able to

- 1) Explain the importance of psychological counselling for various issues during childhood.
- 2) Apply the knowledge acquired for providing adolescent counselling.

- 3) Identify the conceptual frame work for counselling young adults.
- 4) Summarize information on counselling techniques related to lifespan issues.

**Reference:**

- 1) Murray, T. (1990). *Counselling and life span development*, Sage Publications
- 2) Donald, C., & Atkinson, R. D. (2002). *Counselling across life span*, Sage Publications
- 3) Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Children*, Sage Publications
- 4) Geldard, K., Geldard, D., & Foo, R. Y. (2013). *Counselling Adolescents*, Sage Publications

**Additional Reading:**

- 1) Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counselling Adults in Transition – Linking Theory with Practice*, Springer Publishing Company
- 2) Orbach, A. (2003). *Counselling Older People*, Sage Publications
- 3) Steve Scrutton (1999). *Counselling Older people*, 2<sup>nd</sup> Ed., Gower Publishing, Ltd
- 4) Beverly Hughes (2000). *Older people and community care – critical theory and practice*. McGraw-Hill Education (UK).
- 5) Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). *Handbook of counselling psychology*. 3<sup>rd</sup> Ed Sage publication

## PSYCHOPATHOLOGY

PAPER V

CREDITS 3

### OBJECTIVES: -

- 1) To understand various disorders, their symptoms and causes.
- 2) To gain awareness of various treatment methods for psychological disorders

**Unit – I: Psychopathology** - Psychological abnormality: - Deviance, distress, dysfunction, danger, the elusive nature of abnormality.

Clinical assessment: - Characteristics of assessment tools, Clinical interviews, Case History, Mental Status Examination, Clinical test, Clinical observations. Models of abnormality: Biological, Psychodynamic, Behavioral, Humanistic-existential, Cognitive, Sociocultural. Classification systems: DSM V, ICD 10. Ethics in practice.

**Unit – II: Schizophrenia Spectrum and Other Psychotic Disorders** - Key features of psychotic disorders: delusions, hallucinations, disorganized thinking (speech), disorganized motor behavior, negative symptoms. Symptoms, prevalence, and comorbidity: Schizophrenia, Delusional disorder, schizophrenic form disorder, brief psychotic disorder, schizoaffective disorder, substance induced psychotic disorder. Theoretical perspectives: Biological views – genetic factors, biochemical abnormalities, abnormal brain structure, viral infections. Psychological views – psychodynamic, behavioral, cognitive, Sociocultural views- multicultural factors, social labelling, family dysfunction, R.D. Laing’s view.

Treatment: Institutional care- Milieu therapy, token economy; Anti-psychotic drugs; Psychotherapy- CBT, Family therapy, Social therapy; Community approach.

**Unit – III: Personality Disorders** - Symptoms and theoretical perspectives: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Antisocial personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder, Obsessive compulsive personality disorder. Treatment and outcomes.

**Unit – IV: Anxiety, Obsessive Compulsive and Stress Related Disorders - Anxiety Disorders** - Symptoms and theoretical perspectives: Panic Disorder, Social Anxiety Disorder

(Social Phobia), Agoraphobia, Specific Phobia, Generalized Anxiety Disorder, Substance Induced Anxiety Disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

**Obsessive compulsive related disorders** - Symptoms, theoretical explanations, comorbidity: obsessive-compulsive disorder (OCD), body dysmorphic disorder, hoarding disorder, trichotillomania (hair pulling disorder), excoriation (skin-picking) disorder, substance/medication-induced obsessive-compulsive disorder

Treatment approaches: Psychodynamic, humanistic, behavioral therapies, cognitive therapies, biological approach.

**Trauma and stress related disorders** - Symptoms, causes, treatment: Reactive attachment disorder, disinhibited social engagement disorder, posttraumatic stress disorder (PTSD), acute stress disorder, and adjustment disorders

## **UNIT – V: Bipolar and Depressive Disorders**

### **Bipolar and Related Disorders**

Symptoms, etiology, comorbidity: bipolar I disorder, bipolar II disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, bipolar and related disorder due to another medical condition

Treatment: lithium and mood stabilizers, adjunctive psychotherapy

### **Depressive Disorders**

Symptoms, etiology, comorbidity: disruptive mood dysregulation disorder, major depressive disorder (including major depressive episode), persistent depressive disorder (dysthymia), premenstrual dysphoric disorder, substance/medication-induced depressive disorder, depressive disorder due to another medical condition

Treatment approaches: Psychological approaches- psychodynamic, behavioral, cognitive therapies Sociocultural approaches- multicultural treatment, family-social treatment Biological approaches- ECT, Antidepressants, brain stimulation

## **COURSE OUTCOMES**

### **At the end of the course the student will be able to**

- 1) Describe psychological abnormality, different models of abnormality and clinical assessments.
- 2) Describe classification systems and ethics in practice.
- 3) Discuss the etiology, symptoms and treatment process for psychotic, anxiety, personality, mood, PTSD and related disorders.

### **References:**

- 1) Comer, R.J. (2013). *Abnormal Psychology*. (8th ed). Worth Publishers.
- 2) DSM V
- 3) Sarason&Sarason(2005). *Abnormal Psychology*.(11<sup>th</sup>ed). Pearson Education

### **Additional Reading:**

- 1) American Psychiatric Association (2000).*Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed., text rev.). Washington, DC: Author.
- 2) World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioural Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. World Health Organization (WHO).
- 3) Carson (2007). *Abnormal Psychology*.(13<sup>th</sup>ed). Pearson Education.

## **RELATIONSHIP COUNSELLING FOR CHILDREN AND YOUNG PEOPLE**

PAPER VI

CREDITS 3

### **OBJECTIVES: -**

- 1) Familiarize concepts in Relationship counselling
- 2) Understand various models in Relationship counselling
- 3) Acquire skills in Relationship counselling
- 4) Apply Relationship counselling skills in real time environment.

**UNIT-I: Helping and Exploring Childs Relationship-** Helping the Child to Talk about Their Relationships- Contracting with Parents, The Purpose of Individual Counselling, Attributes of the Child's Counsellor, Combining Media and Activity with Counselling Skills, Joining with the Child. Combining Media and Activity with Counselling Skills, Exploring the Child's Relationships with Parents and Siblings- Working with Children of Age 7 Upwards Using Miniature Animals, Working with Children of Age 5–7 Using Symbols in the Sand Tray, Working with Children of Below Age 5 Using Imaginative Pretend Play, Integration of Individual Counselling Work for the Child with Family Counselling,

**UNIT-II: Addressing Childs Relationship-** Addressing the Child's Relationships with Parents and Siblings- Whole Family Counselling, Counselling for Individual Children, Group Counselling for the Children Concerned, Using Clay to Address Relationship Issues between Siblings, Counselling for the Parent/s and Child/Children , Family Counselling to Integrate and Complete the Work, Addressing the Child's Relationships with Peers, Teachers and Other Adults- The Role of Parents, The Development of Social Skills, Relationship Counselling for the Child,

**UNIT – III: Young Persons Relationship With Family-** Helping Young People to Talk About their Relationships- Being Authentic and Open, Drawing on Existentialist Philosophy and Constructivist Thinking, Being Proactive in Introducing Creative, Experiential, Cognitive, and Psycho-educational Strategies, Responding to the Young Person's Developmental Needs, Working Within the Young Person's Constructs, Matching an Adolescent Style of Communication, Relevant Counselling Skills, Transitional, Choice and

Guru Questions, Normalizing, Attending to the Young Person's Relationships within the Family- Ways to Attend to the Young Person's Relationships in the Family, Family Counselling, Individual Counselling, Young Person–Sibling Subgroup Counselling, Young Person–Parent Subgroup Counselling, Integration into Whole Family Counselling.

**UNIT – IV: Young Persons Relationship With Significant Others-** Focusing on the Young Person's Relationships with Peers- Building and Maintaining Relationships, The Influence of Peer Pressure, Dealing with Sexuality Issues, Individual Counselling, Group Counselling, Addressing a Young Person's Relationships with Teachers, Employers and Other Adults- Expectations of Teachers and Employers, Counselling Strategies.

**UNIT – V: Family Therapy Practice With Child And Adolescent Focused Problems –** Family Therapy for Child physical abuse-Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Child sex abuse - Contracting for Assessment, Assessment, Contracting for treatment: Family treatment interventions. Family therapy for Conduct problems - Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Drug abuse in Adolescence- Contracting for Assessment, Assessment, Contracting for treatment, treatment

## **COURSE OUTCOMES**

### **At the course the students will be able to:**

- 1) Demonstrate counselling techniques to help child explore relationships
- 2) Demonstrate strategies to address child relationship with significant people
- 3) Demonstrate strategies to address young person's relationship with significant people
- 4) Understand and Demonstrate family therapy practice focussing child and adolescence



**Reference:**

- 1) Kathryn Geldard and David Geldard (2009). Relationship Counselling for Children, Young People and Families, SAGE Publications India Pvt Ltd, New Delhi

**Additional Reading:**

- 1) Andreozzi, L.L. (1996) Child-centered Family Therapy. New York: Wiley
- 2) Bailey, C.E. and Sori, C.E.F. (2005) Involving parents in children therapy. In C.E. Bailey (ed.), Children in Therapy: Using the Family as a Resource. New York: W.W. Norton.
- 3) Bearsley-Smith, C. (2007) Adapting family therapy for step-families
- 4) Geldard, K. and Geldard, D. (2008b) Personal Counselling Skills: An Integrative Approach. Springfield, IL: Thomas

## STATISTICS IN BEHAVIOURAL SCIENCES

PAPER VII

CREDITS 4

### OBJECTIVES: -

- 1) To gain an understanding of the concepts of statistics in behavioural sciences.
- 2) To give orientation to the various statistical methods.
- 3) To understand multivariate techniques.

**Unit – I: STATISTICS:** need and importance, Scales of measurements, measures of central tendency, measure of variability, Normal Curve – characteristics applications, Correlation – Meaning and types.

**Unit – II: SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS:** need and importance, fundamental concepts, standard error, null hypothesis, level of significance, two-tailed and one-tailed tests of significance, computation of significance difference between two means – independent samples and correlated samples.

**Unit – III: NON –PARAMETRIC TESTS:** uses, Characteristics, chi-square test as a test of “goodness of fit” and a test of independence, Wilcoxon matched – Pairs Signed Ranks Test – Mann-Whitney U-Test.

**Unit – IV: ANALYSIS OF VARIANCE:** Need for Analysis of variance technique. Meaning and procedure for calculating the Analysis of Variance. Two-way Analysis of Variance. Underlying assumptions in Analysis of variance.

**Unit – V: MULTIVARIATE ANALYSIS METHODS –** basic concepts, rationale, multiple regression, FACTOR ANALYSIS Exploratory factor analysis- Confirmatory factor analysis- meaning, purpose

## **COURSE OUTCOMES**

### **At the end of the course the student will be able to**

- 1) Explain the Uses of statistics and measures of central tendency and variability.
- 2) Know how to test significant difference between means
- 3) Develop insights about Various non-parametric tests.
- 4) Identify the situation in which ANOVA is used and the procedure to compute
- 5) Familiarize with the concept of multivariate analysis

### **Reference:**

- 1) Mangal, S. K. (2010). *Statistics in psychology and education*, 2<sup>nd</sup> Ed. PHI Learning Private Limited, New Delhi.
- 2) Garrett, H. E. (2008). *Statistics in psychology and education*, First Indian Reprint .Surjeet Publications, Delhi.
- 3) Belhekar V M . (2016) . *Statistics for Psychology using R* , 1<sup>st</sup> edition , Sage publication New Delhi

### **Additional Reading:**

- 1) Frederick J Gravetter and Larry B. Wallnau (2013). *Statistics for the Behavioral Sciences*,(9<sup>th</sup>Edn.).Wadsworth-Cengage Learning.
- 2) Mohanthy B and Mishra S (2015) *Statistics for Behavioural and Social Sciences* sage publication
- 3) Rajaretnam T (2016) *Statistics for Social Sciences* sage publications
- 4) Coolican, H. (2009). *Research Methods in Statistics in Psychology*. Rawat Publications New Delhi
- 5) Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: BharatiBhavan Publishers.

### **Evaluation Pattern :-**

- 1) For ESE Theory -30% Problems70%
- 2) Unit II, III, IV – Theory & Problems
- 3) Unit I&V - Theory only

## SOFT SKILLS - GETTING ALONG WITH OTHERS

PAPER VIII

CREDITS 2

### COURSE OUTCOMES: -

**At the end of the course the student will be able to**

- 1) Express self-concept and examine self-esteem through practical exercises
- 2) Practice interpersonal communication and relationships skills
- 3) Identify personal and social values
- 4) Assess conflicts and practice conflict management strategies

**Unit I:** Self-Awareness – Understanding the self and discovering it. Self-awareness. Self-image development. How to be the person I am today? Finding your real self. Importance of self-talk. Self Esteem. The journey of life.

**Unit II:** Interpersonal Communication - steps involved in communication process, types of communication and the strategies for making effective verbal and non-verbal communications. Listening and Improved Communication in Relationship.

**Unit III:** Developing Close Relationships - Personality variables, Zones, Body language, Desk method and character variables for developing close relationship.

**Unit IV:** Meaning and values – Values-types of values- Personal values-Value indicators-the importance of meaning and purpose.

**Unit V:** Resolving Interpersonal Conflict – Cause for conflict, Realities of conflict, Effects of conflict, Components of conflict, Behavior styles in conflict, Dirty fight techniques in conflict, Learning to be assertive in a conflict situation, Steps for win-win conflict resolution and when conflicts cannot be resolved.

**Reference:**

- 1) Walker.V. &Brokaw, L.O. *Becoming Aware*,(8th ed), Hunt publishing Company.

## **Semester – II**

### **FAMILY THERAPY – APPLICATIONS**

PAPER IX

CREDITS 4

#### **OBJECTIVES: -**

- 1) To plan interventions for family related issues
- 2) To study the application of family therapy for various issues in family
- 3) To enable students to understand the issues in maintaining mental illness in families.
- 4) To study the research assessment used in family therapy

#### **Unit – I**

##### **Family therapy practice with child and adolescence-focused problems,**

Physical child abuse, systemic model of child abuse, Predisposing Historical Contextual and Constitutional Factors, Effects of Physical Child Abuse, FAMILY THERAPY FOR PHYSICAL CHILD ABUSE, Interventions for Parent–Child Behaviour Patterns and Belief Systems, Concurrent Group Therapy for Abused Children

#### **Unit – II**

##### **Drug abuse in adolescence,**

Systemic model of drug abuse in adolescence, Development of Drug Abuse personal Factors, Family Factors, network Factors, FAMILY THERAPY FOR DRUG ABUSE IN ADOLESCENCE, Relapse Prevention and Disengagement.

#### **Unit – III**

##### **Family therapy practice with adult-focused problems,**

Systemic model of distressing intimate relationships, core issues: unmet Needs for Intimacy and Power, Wider Social and Cultural Factors and Personal Vulnerabilities, COUPLES THERAPY, Interventions that Focus on Belief Systems, Interventions that Focus on Historical and Wider Contextual Issues, Special Problems in Couples Therapy

## **Unit – IV**

### **Depression and anxiety**

Systemic model of anxiety and depression, couples therapy for anxiety and depression, psychoeducation for depression and anxiety Disrupting Destructive Behaviour Patterns in Couples with Depression, Communication and Problem-solving Skills Training for Depression, Relapse Management for Depression and Anxiety

## **Unit – V**

### **Application & Evaluation of Family Therapy:**

**Application-** Couples and Marital therapy, culturally diverse families, specific types of families and diagnostic population.

**Evaluation of family Therapy-** Assessments in Family Therapy- Suzuki and Ponterotto's Assessment self-report, observational and diagrammatic methods and qualitative Assessments in Family therapy.

### **COURSE OUTCOMES: -**

#### **At the end of the course the student will be able to**

- 1) Apply the knowledge acquired to provide family therapy interventions for single parent families
- 2) Explain the techniques and application family therapy for substance abuse and culturally diverse families.
- 3) Use various techniques for managing mental illness in families
- 4) Familiarize with the research methods and assessment in family therapy

#### **Reference:**

- 1) Carr A (2012), Family Therapy – Concepts, Process& Practice Wiley – Black Well.
- 2) Seligman L& Lourie W.Reichenberg (2010)Theories of Counselling and Psychotherapy , Pearson Prentice Hall.

## COUNSELLING AND THERAPEUTIC TECHNIQUES

PAPER X

CREDITS 4

### OBJECTIVES: -

- 1) To learn and understand the difference between the counselling and psychotherapy.
- 2) To learn the array of psychotherapy techniques and the appropriateness of choosing the right technique for the client/problem.
- 3) To learn the use of alternate techniques in psychotherapy.

**Unit – I:** Nature of Psychotherapy; General and specific factors promoting change during psychotherapy; Characteristics of Psychotherapy -Course of Psychotherapy: an overview of Initial phase (Do's & don'ts during initial interview; assessment, treatment contract); Middle stage: (resistance, interpretation, transference, counter transference), Terminal phase.

**Unit – II:** Psycho – Dynamic Approaches: Classical Psychoanalysis, Neo Freudian Approaches, Jung's approach, Adler's approach; Play therapy – Key concepts & Techniques.

**Unit – III:** Humanistic & Existential Approaches – Client Centered Therapy; Logo Therapy, Gestalt Therapy, Transactional Analysis, Key concepts & Techniques

**Unit – IV:** Crisis intervention- crisis Conditions for crisis interventions; techniques of crisis interventions

**Unit – V:** Changing Approaches to Psychotherapy: Biofeedback, Art Therapy, Guided Imagery, Music & Creative Movement Therapy, yoga, Transcendental meditation, Reality Therapy, Solution Focused Brief therapy

### COURSE OUTCOMES:

**At the end of the course the students will be able to**

- 1) Relate the theoretical background of each theory in psychotherapy.
- 2) Explain the concepts, techniques and application of most important psychotherapies.

- 3) Apply the apt therapy for the client based on the psychological knowledge to prevent and solve human problems existing at individual level.

**Reference:**

- 1) Feltham, C. (1999). *Controversies in psychotherapy and counselling*. Sage Publications.
- 2) Palmer, S. (2000). *Introduction to counselling and psychotherapy* . Sage Publications.
- 3) Garfield, S. L. (1989). *The practice of brief psychotherapy* . Pergamon Press.

**Additional Reading:**

- 1) *Richard Nelson-Jones (2011) Theory and Practice of counselling & Therapy. 5<sup>th</sup> Ed. Sage.*
- 2) Corey, Gerald. (2013). *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning.
- 3) Jacobs, M. (2004 ). *Psychodynamic counselling in action*. Sage Publications.
- 4) Joyce, P. & Sills, C. (2004). *Skills in gestalt counselling & psychotherapy*, Sage Publications.
- 5) Lister-Ford, C. (2002). *Skills in transactional analysis counselling & psychotherapy*. Sage Publications.

**PSYCHOLOGICAL ASSESSMENT – I (PRACTICALS)**

**PAPER XI**

**CREDITS 4**

**OBJECTIVES: -**

- 1) To understand and interpret the person's test scores.
- 2) To assist in selection of appropriate test.
- 3) To understand and solve the ethical issues in psychological assessment.

**Theory**



**Unit – I:** Nature and uses of Psychological Tests - Definition of a Psychological test. Uses of psychological tests. Test administration. Examiner and situational variable. Effects of training on test performance. Source of information about the test.

**Unit – II:** Historical antecedents of modern testing: Early interest in classification and training of MR persons. The first experimental Psychologists. Contributions of Francis Galton, Cattell and the Mental tests. Binet and the rise of Intelligence tests. Group testing. Aptitude testing .Standardized Achievement Testing .Assessment of Personality.

### **List of Assessments**

- 1) ADVANCED PROGRESSIVE MATRICES– JOHN C RAVEN
- 2) DAVID'S BATTERY OF DIFFERENTIAL APTITUDE
- 3) EPQ
- 4) BIG 5 - JOHN, O. P., &SRIVASTAVA, S.
- 5) ANGER EXPRESSIONS - CHARLES D. SPIELBERGER
- 6) SOCIO-EMOTIONAL SCHOOL CLIMATE INVENTORY
- 7) PARENT CHILD RELATIONSHIP SCALE
- 8) ADDICTION SCREENING TEST
- 9) FAMILY ENVIRONMENT SCALE
- 10) MARITAL ADJUSTMENT QUESTIONNAIRE
- 11) SEXUAL ATTITUDE SCALE

12) PRE-MARITAL LIFE PARTNER EXPECTATION SCALE

13) EMPTY NEST SYNDROME SCALE

14) QUALITY OF LIFE – WHO

15) PSYCHOLOGICAL GENERAL WELLBEING INDEX - OLIVIER CHASSANY

**Reference:**

- 1) Anastasi. A. & Urbina.S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA

**Additional Reading:**

- 1) Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

## CASE ANALYSIS – PRAXIS OF COUNSELLING -I

### (PRACTICUM)

PAPER XII

CREDITS 4

#### OBJECTIVES: -

- 1) To guide students to learn the necessary skills and attitude to handle clients and their problems with the help of one-to-one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the back ground of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) (preferably with the presence of one or two practicing counsellors).

#### Exercises

**Unit – I:** Counsellor’s self – worth: Self – awareness, understanding motives, personal analysis.

**Unit – II:** Use of counselling model: Practicing counselling model& skills.

**Unit – III:** Therapeutic skills: Assessing feelings and physical reactions, assisting client to identify and rate feelings and physical reactions regarding a situation, assessing thinking, assisting client to identify and rate thoughts, perceptions and images regarding a situation.

**Unit – IV:** Therapeutic skills: Developing structuring skills, negotiating homework assignment skills, evaluating therapeutic skills, supervising and being supervised.

**Unit – V:** Case Analysis: Co-counselling, and counselling role play, case vignettes, verbatim writing, and verbatim analysis.

**COURSE OUTCOMES: -****At the end of the course the student will be able to**

- 1) Assess and exploring self in a deeper way realizing their inner potentials and areas of improvement
- 2) Relate therapeutic model with the help of supervised counselling
- 3) Point out therapeutic skills for every stage of counselling
- 4) Practice case writing and verbatim writing skill

**Reference:**

- 1) Corey. M. S & Corey G. (2015). *Becoming a Helper*. Cengage Learning
- 2) Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model*, 4<sup>th</sup> edition, Sage Publications.

**Additional Reading:**

- 1) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
- 2) Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
- 3) Nelson – Jones, R. (2002). *Essential counselling and therapy skills – the skilled client model*, New Delhi: Sage Publications.

**INTERNAL CONTINUOUS ASSESSMENT:** Submission of Log Reports and Content

**EXTERNAL ASSESSMENT:** Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

## TRAINING AND DEVELOPMENT

PAPER XIII

CREDITS 3

### OBJECTIVES:

- 1) To understand the meaning & scope of Training towards the empowerment of human being.
- 2) To learn the necessary skills and attitude that helps to become a trainer/facilitator.

**Unit – I:** Training- Meaning & Scope; Reasons for Training; Skills and Qualities of a trainer – Learning Process in Training.

**Unit – II:** General Features of adult learners; basic learning styles of participants; Methods of learning in a Training programme; factors influencing the learning process

**Unit – III:** Steps in Preparing a Training Design- Analyzing training needs; Training objectives; Steps in preparing an action plan for the programme; Key considerations in designing a Training programme; Guidelines for preparation of a training module.

**Unit – IV:** Training methods and techniques- Lecture, case study, Role play, Group discussion, brainstorming, simulation - On the Job training; conducting a training programme: preparation, Using visual aids; Handling problem situations,

**Unit – V:** Evaluation of a Training programme- Need and purpose, Stages of evaluation; conducting the end term evaluation; measuring participants learning.

***Application:*** Students are assigned to apply the theory into practice by designing two training models out which one module will be conducted as training session for any chosen target group.

**COURSE OUTCOMES:****At the end of the course the student will be able to**

- 1) Utilize the conceptual frame work of training and development.
- 2) Translate their knowledge on stages for preparing training module.
- 3) Identify the methods and techniques to be used in training.
- 4) Build their skills and attitude to become a trainer.
- 5) Develop their own training module and enhance their presentation skill.

**Reference:**

- 1) Agochiya, D. (2002). *Every trainer's handbook* . Sage Publications .
- 2) Blanchard, N. P. &Thacker, J. W. (2009).*Effective training: systems, strategies and practices*, Pearson Education.

**Additional Reading:**

- 1) Hackett, P. (1998).*Introduction to training*, University Press India Ltd.
- 2) Ruth Colvin Clark (2010).*Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition*.
- 3) Elaine Biech (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.
- 4) Rolf P. Lynton and UdaiPareek's(2011). *Training for Development*,3<sup>rd</sup> Edition, Sage Publications.
- 5) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

## LIFE SKILLS

PAPER XIV

CREDITS 3

### OBJECTIVES: -

- 1) To learn the concept of life skills, and its importance in relation to personality development of an individual.
- 2) To become aware of the components of life skills, and the method of imparting knowledge of life skills to others.

**Unit – I:** Introduction to life skills, the importance of life skills, the relationship between life skills and individual personality development, life skills development and its effects on relationship patterns.

**Unit – II:** Types of life skills: Thinking skills- Decision making Goal Setting and Motivation, Positive Thinking, Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

**Unit – III:** Interpersonal skills- Communication skills, Negotiation skills, Leadership, Team Building, Presentation Skills.

**Unit – IV:** Self-management skills: Self-awareness, Building Confidence and Self-esteem Anger Management, Stress Management, Relaxation Techniques.

**Unit – V:** Designing life skills intervention – Any Two life skills.

### COURSE OUTCOMES: -

**At the end of the course the student will be able to**

- 1) Recognize life skills and its importance for personal growth.
- 2) Identify the components of life skills such as communication skills, cognitive skills and self-management skills.
- 3) Develop a life skills training module.

**Reference:**

- 1) Nair.V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

**Additional Reading:**

- 1) Burnard, P. (1999). *Interpersonal skills – A source book of activities*. Viva Publishers Pvt. Ltd.
- 2) Bishop, S. (1999). *Assertiveness skills – A source book of activities*. Viva Publishers Pvt. Ltd.
- 3) Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- 4) Wadkar A (2016). *Life skills for success*. Sage



## **ADDICTION COUNSELLING**

PAPER XV

CREDITS 3

### **Objectives:**

- 1) Gaining a basic understanding of addiction counselling and addiction theory.
- 2) To familiarize with different types of drugs and their effects.
- 3) To equip with various addiction counselling assessments, diagnosis and interview techniques.

### **UNIT – 1 INTRODUCTION TO ADDICTION COUNSELLING & THEORY**

Counselling relationship, establishing a genuine helping relationship, Disease model vs Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut's self-psychology approach to addiction, Defence mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

### **UNIT – 2 TYPES OF DRUGS AND THEIR EFFECT**

**Effects of drugs on the brain, factors affecting the response to drugs,** Federal Drug Administration Schedule of Drugs, drug categories, sedatives – hypnotics, stimulants, opiates, narcotics, hallucinogens, and psychotropic medications.

Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget addiction, social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using, Guilt.

### **UNIT – 3 DRUG AND ALCOHOL ASSESSMENTS, DIAGNOSIS, AND INTERVIEW TECHNIQUES**

**The counsellor as a Facilitative Gatekeeper,** Components of a Comprehensive Assessment Alcohol and Drug Assessment Instruments, Psychological Information, Medical Information. Psychological applications to addiction counselling, Assessments, techniques and Interviews, Clinical applications for counsellors.

## **UNIT – 4 FAMILIES AND ADDICTION**

Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

## **UNIT – 5 DEVELOPMENTAL THEORIES OF RECOVERY, RELAPSE AND PREVENTION TECHNIQUES**

Developmental theory, advantages and limitations, relapse prevention, Gorski's Relaps model, Marlatt's Relapse model, application to addiction counselling, strengths and limitations. Motivational Intervening, Bio medical model, Aversion therapy.

### **COURSEOUTCOMES:**

#### **At the end of the course the students will be able to**

- 1) Explain the term addiction counselling.
- 2) Apply the knowledge relating to addiction counselling assessment, diagnosis and interview techniques.
- 3) Identify and categories different drugs and theories.

#### **Reference:**

1. A comprehensive guide to addiction theory and counselling techniques – Alan A. Cavaiola & Margaret Smith
2. A Contemporary Approach to Substance Use Disorders and Addiction Counselling - American Counselling Association (2015) - Ford Brook, Bill McHenry

## SOFT SKILLS – WRITTEN COMMUNICATION

PAPER XVI

CREDITS 2

### OBJECTIVES: -

- 1) To help students understand the process of writing.
- 2) To teach the techniques of APA style and encourage students to write research papers.

**Unit – I:** Written Communication – basics, parts of a written communication; punctuation; common grammatical errors; spelling, confused words and gender.

**Unit – II:** Style – flow and its enemies, making writing lively, use of style in writing sentences and paragraphs,

**Unit – III:** The process of writing – audience analysis, planning, collecting relevant materials, organizing ideas; specific writing situations and writing.

**Unit – IV:** Orientation to Microsoft office – working with MS word, excel, power point,

**Unit – V:** APA style – Basics of APA, in-text citations, formatting and writing Reference, Manuscript writing – critical appraisal using journal articles, review of literature, writing and publication of research papers.

### COURSE OUTCOMES: -

#### *At the end of the course the student will be able to*

- 1) Explain the process of writing skills
- 2) Practice Microsoft Office
- 3) Choose APA style in writing and publication of research paper

### *Reference: -*

- 1) West. C. (2008). *Perfect Written English – All you need to get it right first time*, Random Books House.
- 2) Monippally. M. M. & Pawar. B. S. (2010). *Academic Writing – A guide for Management students and researchers. Response books*, Sage Publications.
- 3) American Psychological Association (2010) – *Publication Manual of the American Psychological Association*, (6<sup>th</sup>ed.). Washington DC. Author.

**SUMMER PLACEMENT****PAPER XVII****CREDITS 2****OBJECTIVES: -**

1. To gain exposure in related fields of Counselling.
2. To get a sense of real cases for Counselling and to learn under a trained psychologist/counsellor

Students have to gain exposure in related fields of Counselling for a minimum of 150 hours during summer vacation after completing their 2<sup>nd</sup> Semester in the first year of the course. The students are expected to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor. Students are expected to submit a report along with the evaluation report from the organization at the end of the one-month Summer Placement. Credits are awarded for the same.

**COURSE OUTCOME: -****At the end of the course the student will be able to**

- 1) Demonstrate therapeutic techniques and select psychological assessment in field set up.

## Semester – III

### BEHAVIOUR MODIFICATION

PAPER XVIII

CREDITS 4

**OBJECTIVES: -**

- 1) To understand the importance of Behaviour Modification, and its use in counselling.
- 2) To learn the necessary skills of Behaviour Modification under the supervision of a practitioner.

**Unit – I:** Behaviour Modification: Historical perspectives, Salient features of Behaviour Modification, Behavioral Assessment- behavioral interview, self-monitoring, self-report, direct observation.

**Unit – II:** Techniques of Behaviour Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self-control procedures, Problem solving.

**Unit – III:** Cognitive models: Assessment & treatment procedures; understanding CBT, stages of CBT – getting started, CBT method of change, overcoming blocks to change; techniques of CBT; REBC – nature and background, view of human nature, key concepts, process and goals, implementation and techniques.

**Unit – IV: Contemporary therapies based on behavior modification and application of BMT: Acceptance and Commitment Therapy and Mindful Cognitive behavioral therapy,** Behaviour Modification for Anxiety & Depression, Behaviour Modification for Substance Abuse, Obesity and Smoking.

**Unit – V:** Behavioural Skills Training Procedures; components of the behavioural skills training procedure – Modelling, Instructions, Rehearsal, Feedback; enhancing generalization after behaviouralSkills training; behavioural skills training in groups – applications for behavioural skills training procedures.

**COURSE OUTCOMES: -****At the end of the course the students will be able to**

- 1) Match the theoretical basis for various behavior modification techniques.
- 2) Explain an understanding about the nuances of behavior modification techniques and its application in counselling therapeutic process.
- 3) Utilize the ability to apply psychological knowledge to prevent and solve human problems existing at individual and group level.

**References:**

- 1) Martin, G. & Pear, J. (2010). *Behaviour Modification - What it is and How to do it.* (9th ed). PIE
- 2) Miltenberger. R. G. (2015). *Behavior Modification: Principles and Procedures*, (6<sup>th</sup>ed.). Belmont CA: Thomson Wadsworth.
- 3) Trower, P., Casey, A., & Dryden, W. (2004). *Cognitive behavioural counselling in action*. Sage Publications.

**Additional Reading:**

- 1) Spiegler, M. D. (2015). *Contemporary Behaviour Therapy*. Cengage Learning
- 2) Rhena Branch, Rob Willson (2010). *Cognitive Behavioral Therapy for Dummies*, John Willen & Sons Ltd., England.
- 3) Jeff Rigenbach (2013). *The CBT Toolbox – A workbook for clients and clinicians*, PESI Publications & Media.
- 4) Walker, E. C., Hedberg, A., Clemment, P. W. & Wright, L. (1991). *Clinical procedures for behaviour therapy*. New Jersey: Prentice-Hall, Inc.
- 5) Dryden, W., Neenan, M. (2004). *Rational emotive behavioural counselling in action*, 3rd Edition, Sage Publications

**INTERNSHIP****PAPER XIX****CREDITS 3****OBJECTIVES: -**

- 1) To gain exposure in related fields of Counselling.
- 2) To get a sense of real cases for counselling and to learn under a trained psychologist.

Students will be placed in one or two organizations to gain experience/exposure in organization(s), where counselling is being practiced. The students are encouraged to work under the supervision of a Psychologist/Counsellor at least for a period of 150 hours in the semester. They are expected to give a report of their work done (bound copy) at the end of the 4th semester together with the evaluation report from the organization, where they have undergone internship.

**INTERNAL CONTINUOUS ASSESSMENT:** Submission of weekly reports and the content

**EXTERNAL ASSESSMENT:** Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

**COURSE OUTCOMES:****At the end of the course the student will be able to**

- 1) Comprehend the importance of internship in different settings.
- 2) Gain hands on experience in their interested field of counselling.
- 3) Recognize the ethical issues in providing counselling under supervision.
- 4) Enhance their report writing skill.
- 5) Apply the knowledge acquired on counselling in live situations.

## RESEARCH METHODOLOGY

PAPER XX

CREDITS 4

### OBJECTIVES: -

- 1) To understand the processes in research.
- 2) To use appropriate research design.

**Unit – I:** Introduction - Meaning and Characteristics of Scientific Research - Research process – steps in research – Ethical Issues in conduct of Psychological Research: Ethical Issues before beginning research – Risk/Benefit Ratio – Deception – Debriefing – Informed Consent – Privacy and Freedom of coercion

**Unit – II:** Elements of Research – Variable Types: Independent, dependent, Extraneous, Intervening, and Controlled. Methods of Data Collection – primary and secondary data – Observational Research - Types of Observational Research - Observation without Intervention, Observation with Intervention. Recording behavior. Problems in conduct of Observational Research. Analysis of Observational Data. Survey Research: Characteristics of Surveys - Uses of Surveys - Survey Methods, interviews, Questionnaires – Questionnaires as instruments, Reliability and Validity of Self-Report Measures,

**Unit – III:** Sampling and hypothesis Testing: Meaning & Types of Sampling - Need for sampling, Fundamentals of Sampling, Sample Size Determination, and Sampling Errors. Hypothesis Testing-Meaning, Characteristics and Types: Null and Alternative Hypothesis - Directional and Non-directional, Type I and Type II Errors, One Tailed and Two Tailed Test.

**Unit – IV:** Research Design: Meaning & Purpose of Research Design - Criteria of research design – Basic principles of experimental research design: - replication, randomization, local control – Types of Research Designs – survey research design, cross sectional research design, longitudinal design, experimental designs: between group design, within group design.

**Unit – V:** Research Proposal & Writing Research Report – Preparing a Research Proposal – writing Research Report – Structure or Format of Research Report – Styles of writing a research report – overview of APA format - Evaluating a Research Report.



**COURSE OUTCOMES: -****At the end of the course the student will be able to**

- 1) Classify knowledge regarding elements of research, sampling and hypothesis formulation.
- 2) Develop research report in APA Style.
- 3) Apply knowledge for the selection of appropriate research design.
- 4) Compare the processes in research.

**Reference:**

- 1) Kothari, C. R.(2004). *Research methodology*,(2<sup>nd</sup>ed). Chennai: New Age International Publishers.
- 2) Shaughnessy, J.J., Zechmeister, E.B. &Zechmeister, J.S. (2006). *Research Methods in Psychology*. (7th ed.). Singapore: McGraw-Hill.

**Additional reading:**

- 1) Kerlinger, F. N. (2000). *Foundations of behaviour research*, (5<sup>TH</sup>ed).New York: Reinhart Publishers.
- 2) McBurney, D. H. (2001). *Research Methods*.(5<sup>th</sup>ed). US: Wadsworth.
- 3) Khan, J.A. (2011). *Research Methodology*. New Delhi: APH Publishing
- 4) Gravetter (2015), *Research Methods for the Behavioral Sciences, 5th Edition*, Wadsworth, 2015
- 5) Singh, A.K. (1997). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: BharatiBhawan.

**PSYCHOLOGICAL ASSESSMENT – II**  
**(PRACTICALS)**

PAPER XXI

CREDITS 4

**OBJECTIVES:**

- 1) To understand and interpret the individual's test scores.
- 2) To assist in selection of appropriate test.
- 3) To be aware of Ethical issues in testing.

**Unit – I:** Norms and the measuring of test scores. Statistical concepts, Developmental norms, Within Group Norms, Relativity of norms. Compute and the interpret test scores. Domain-Referenced test interpretation. A brief introduction to Reliability, Validity and Standardization.

*Ref.: Anastasi*

**Unit – II:** Ethical and Social considerations in Testing- Ethical issues in Psychological Testing and Assessment. User qualifications and professional competence. Responsibilities of test publishers. Protection of privacy, Confidentiality. Communicating test results. Testing diverse population.

*Ref.: Anastasi*

**ASSESSMENT**

- 1) MEMORY SCALE – PGIMS
- 2) CAREER MATURITY INVENTORY
- 3) VINELAND SOCIAL MATURITY SCALE

- 4) COLOURED PROGRESSIVE MATRICES
- 5) MBTI
- 6) PROBLEM CHECK LIST
- 7) ANXIETY SCALE- IPAT
- 8) ASSERTIVENESS QUESTIONNAIRE
- 9) EMOTIONAL INTELLIGENCE INVENTORY
- 10) MENTAL HEALTH CHECK-LIST
- 11) MENOPAUSAL PROBLEMS SCALE
- 12) ASSESSMENT TOOL OF COURSE DISABILITY
- 13) MARITAL COMPATIBILITY INDEX
- 14) DOMESTIC VIOLENCE AGAINST WOMEN SCALE
- 15) MARITAL COPING SCALE (18 YRS +)

### **COURSE OUTCOMES**

**At the end of the course the student will be able to**

- 1) Develop insights into the concept of reliability validity and norms
- 2) Familiarize with Ethical and social consideration in psychological assessments
- 3) Administer, Score and interpret the results appropriate psychological test.

**Reference:**

- 1) Anastasi, A. & Urbina, S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA

**Additional Reading:**

- 1) Gregory, R. J. (2005). *Psychological testing, history, principles and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

## COUNSELLING CHILDREN WITH DEVELOPMENTAL DISORDERS

PAPER XXII

CREDITS 3

### OBJECTIVES:

1. To introduce various Developmental Disorders
2. To help students to apply psychological principals in management of developmental disorders.

**Unit – I:** Intellectual Disability – Definition, classification, prevalence, etiology, early identification, interpersonal deficits and behavior problems, management, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

**Unit – II:** Language and learning disabilities – definition, language disorders, learning disability - prevalence, etiology – social and motivational factors, assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits, treatment approaches - individualized educational program, remedial teaching.

**Unit – III:** Attention deficit hyperactive disorder- diagnostic criteria – co morbid factors - learning academic, social & conduct problems, Etiology - biological, family and social influences, Assessment -interviews, behavior rating scales, Treatment – medication, behavior modification, self-regulation and cognitive behavioural intervention.

**Unit – IV: Children with medical conditions-** Epilepsy – Asthmatic complaints - separation anxiety, social phobias, school phobia, specific phobias, schizophrenia in children and childhood depression; conduct disorder, habit disorder. – children with illness- counselling children and treatment.

**Unit – V:** Autism spectrum disorders- Autistic disorders - prevalence – psychological and behavioural functioning, etiology, assessment, comprehensive educational treatment and behavioral intervention

**COURSE OUTCOMES:****At the end of the course the student will be able to**

- 1) List signs and symptoms, prevalence, comorbid factors management of intellectual disability
- 2) List signs and symptoms prevalence comorbid factors management of Learning disability and ADHD
- 3) Distinguish signs and symptoms prevalence comorbid factors management of anxiety disorders and Autism s disorders
- 4) Review assessment, comprehensive treatment and management learning disability, ADHD. Anxiety and Autism spectrum disorder

**Reference:**

- 1) Wicks – Nelson, R., &Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.
- 2) Malavika Kapur (2011). Counselling children with psychological problems. Pearson
- 3) Diagnostic and statistical manual of mental disorders: DSM-5™ (5th ed.). (2013) Arlington, VA, US: American Psychiatric Publishing, Inc.

**Additional Reading:**

- 1) Janet Learner with Frank Kline (2006) Learning *Disabilities and related Disorders – Characteristics and teaching Strategies 10<sup>th</sup> ed.* Houghton Mifflin
- 2) Prout&Fedewa (Eds.) (2015). Counselling and Psychotherapy with Children and Adolescents (5<sup>th</sup> ed). John Wiley & Sons.
- 3) Matson, Andrasik, & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer
- 4) Jacobson, Mulick&Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
- 5) Thambirajah& Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.

## **Dynamics in Parenting**

PAPER XXIII

CREDITS 3

### **OBJECTIVES: -**

- 1) To understand the skills involved in parenting.
- 2) To familiarize the dynamic components of parents – child relationship
- 3) To analyze the effects of reciprocal relationship between parents and children.

**Unit I:** Introduction – Parenting Styles and Practices, Functions of Parenthood, Parenting Tasks and Phases of Development, Parenting in Different Family Contexts.

**Unit II:** Parent–Child Relationships and Attachment - A Model for Parent–Child Relationships, Attachment, Individual Differences in the Quality of Child Attachment, Child Attachment and Developmental Consequences, The Parent’s Perspective: Representations of the Child and Relationship, Parental Interactive Behavior and Disorganized Child Attachment

**Unit III:** Effects of Parenting on Emotion and Self-Regulation – Self Regulation and Emotional Regulation and its importance, Emergence of Self-Regulation and Emotion Regulation During Childhood, Effects of Parenting on Children’s Self-regulation, Effects of Parenting on Children’s Emotion Regulation.

**Unit IV:** Child Characteristics and Their Reciprocal Effects on Parenting - Changing Conceptualizations of Child Development and Parenting, Child Individuality, Individual Differences in Temperament and Personality, Biological Underpinnings of Temperament, Temperament and Parenting, Gender Differences.

Children with developmental disorders – Process of diagnosis, features of some developmental disorders, Issues related to parents, Parenting practices and child developmental

**Unit V:** Family Structure and the Nature of Couple Relationships: Relationship Distress, Separation, Divorce, and Repartnering - Process Model of the Determinants of Parenting, Family Systems Theory and Indirect Effect Models, Relationship Distress in Parental Couples, Separation and Divorce Among Parents, Repartnering and Stepfamilies.

**COURSE OUTCOMES: -**

**At the end of the course the student will be able to**

- 1) Discuss the facets of parenting.
- 2) Explain the dynamic processes in parent-child relationship
- 3) Develop an understanding effects of family structures and couple relationship on parenting.

**References**

- 1) R. Sanders, M., & Morawska, A. (2019). HANDBOOK OF PARENTING AND CHILD DEVELOPMENT ACROSS THE LIFESPAN (1st ed.). Springer International Publishing AG.
- 2) Hurlock, E. (1981). Developmental psychology. New Delhi: Tata McGraw-Hill.



## FAMILY LAW AND LEGAL ASPECTS

PAPER XXIV

CREDITS 3

### OBJECTIVES: -

- 1) To understand the meaning and concepts that are involved in legal aspects of family system.
- 2) To identify the various religious groups and the application of personal laws in their personal matters.
- 3) To enable the students to apply the legal aspects of family law in counselling.

### **Unit – I Marriage under various Religious Laws**

History, introduction of law in family. Nature of Marriage - Various forms of marriage and requirements for a valid marriage on a comparative analysis - Void, voidable and valid marriage in different religious texts and statutes-

Laws and Issues on marriage under the Special Marriage Act - Unisex Marriage and question on living together - The demand of Dowry and the concept of Dower under the relevant Personal Laws - Ceremonies of marriage under various religious systems.

### **Unit – II Matrimonial Reliefs**

Restitution of Conjugal Rights, Judicial Separation, Nullity of Marriage and Divorce - Various grounds and procedure on a comparative analysis - Domestic Violence.

### **Unit - III Maintenance**

Maintenance under Hindu, Muslim and Christian Laws - Permanent Alimony – Maintenance during pendency of the Suit - Maintenance under the Special Marriage Act, the Hindu Adoptions and Maintenance Act and the Code of Criminal Procedure- Maintenance of Parents and Aged Persons.

### **Unit - IV Legitimacy of Children and Adoption**

Legitimacy of children born of Void and Voidable Marriages under various religious laws - Their Rights and Legal Issues -Adoption in different religious groups - Requisites, Conditions, Procedure of Adoption - Effect of Adoption - Inter-Country Adoption.

## **Unit - V Minority and Guardianship**

Meaning, Definition and Types of Guardians under various religious laws - Procedure for appointment and their powers - Guardianship under Muslim Law.

### **COURSE OUTCOMES:**

#### **At the end of the course the student will be able to**

- 1) Explain the concept of marriage in religious context.
- 2) Understand the family law and legal aspect of marriage
- 3) Understand the legal bindings of associated parties in marriage.

#### **Reference:**

- 1) Dr. Paras Diwan, Family Law, Allahabad Law Agency, 2001
- 2) Prof. G.C.V. Subba Rao, Family Law in India, Revised Edition.
- 3) Kusum, Marriage and Divorce Law Manual, Universal Law Publishing Co.Pvt.Ltd.,2000
- 4) Kusum, Family Law Lectures, Family Law - I

#### **Additional Reading:**

- 1) Mulla, Principles of Hindu Law, Lexis Nexis, 1993
- 2) N.R. Raghavachari, Hindu Law
- 3) Tahir Mahmood, The Muslim Law of India, Law Book Company, 1980
- 4) M.Gandhi, Family Law, Eastern Book Company, 2012
- 5) Mulla, Principles of Mahomedan Law
- 6) Fyzee - Outlines of Mahomedan Law
- 7) J.D.M. Derret, A Critique of Modern Hindu Law, 1970.

## SOFT SKILLS – COMPUTER ASSISTED RESEARCH SKILLS

PAPER XXV

CREDITS 2

### OBJECTIVE:

- 1) To have hands on training on state-of-the-art technology developments in research.

**Unit I:** Basics in Research methodology -variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on-line off-line usage, scope and utilities in every stages of research. On-line data base Psy-INFO Direct

**Unit II:** Fundamentals of Using SPSS - Introduction to what SPSS can do, Descriptive information and statistics, an overview of statistical tests in SPSS,exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

**Unit III:** Basic Data Management in SPSS - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, Analysis of a subset of a data. Labeling and documenting data, SORT and SPLIT BY, Missing data in SPSS.

**Unit IV:** Data Analysis: Exploratory data analysis: scale data, Probability and inferential statistics, comparing categorical variables, mean differences between groups: “t” test, ANOVA, Introduction to regression, Creating and editing graphs and charts.

**Unit V:** Interpretation and presentation: Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

### COURSE OUTCOMES:

**At the end of the course the student will be able to**

- 1) Comprehend the basics in research methodology and fundamentals of using SPSS.
- 2) Acquire knowledge on overview of statistical tests in SPSS.
- 3) Analyze data and create graphical representations and charts.
- 4) Apply knowledge acquired in preparing research report.

## Semester - IV

### COUNSELLING AND THERAPY FOR GROUPS AND SPECIAL POPULATIONS

PAPER XXVI

CREDITS 4

#### OBJECTIVES:

- 1) To make the student familiar with the process and goals of group counselling.
- 2) To apply the principles of group dynamics in group counselling
- 3) To equip the student with the knowledge for counselling special population.

**Unit – I:** Group counselling and group therapy: definition – assumptions underlying group work, who should lead a group, reasons for leading groups, kinds of groups, group leadership styles, leadership function potential group problems – ethical issues in therapeutic group work.

**Unit – II:** Stages of groups: group process and therapeutic forces – stages of groups, group process, group dynamics of different kinds of groups, therapeutic forces, process and content; Stages of group therapy – beginning stage – first session, second session and subsequent sessions, leadership skills and techniques for the beginning stage; middle stage, planning and assessment, leadership skills and techniques for the middle stage; closing stage, leadership skills and techniques for the closing stage.

**Unit – III:** Dealing with problem situations – the chronic talker, the dominator, the distractor, the rescuing member, the negative member, the resistant member, the member who tries to “get the leader”, dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, dealing with prejudices, narrow minded, or insensitive members.

**Unit – IV:** Family and couples intervention: Key assumptions and concepts – systems theory – major theoretical approaches – the psychoanalytic approach – the experiential approach – the family systems approach – the strategic family therapy approach – the structural approach – behavioural approaches.

**Unit – V:** Working with specific populations – children, adolescents, addiction groups, Geriatric. Older clients, clients with chronic diseases or disabilities, survivors of sexual abuse, counselling LGBT, divorce groups, adult children of alcoholics.

**COURSE OUTCOMES:**

**At the end of the course the student will be able to**

- 1) Classify the need for different kinds of group work
- 2) Review the process and goals of group counselling
- 3) Sketch group dynamics and differentiate each stage of group counselling
- 4) Describe different therapeutic intervention approaches for families
- 5) List strategies to handle problems situations in groups of specific population

**Reference:**

- 1) Jacobs, Ed. E., Masson, R. L., &Harvill, R.L. (2011). *Group counselling – strategies and skills*. (7th ed.). Pacific Grove: Brooks/Cole.
- 2) Gelso, G. J., Fretz, B. R.(2014). *Counselling Psychology*, 3<sup>rd</sup> Edition. A prism Indian edition.
- 3) Patterson, L. E. and Welfel, E. R. (2000).*The counselling process*, (5<sup>th</sup>ed). Wadsworth, Brooks/Cole Thomson Learning.

**Additional Reading:**

- 1) Keith Tuder (1999) Group Counselling
- 2) Charles J O ‘ Leary (1999) Counselling Couples and Families A person centred Approach
- 3) Gazda, G. M., Ginter, E. J.,&Horne, A. M. (2001). *Group counselling and group psychotherapy*, London: Allyn&Becon.
- 4) Corey, G. (2012).*Theory and practice in group counselling*, (8<sup>th</sup>ed).Australia: ThomsonBrooks / Cole.
- 5) MalavikaKapur (2011), *Counselling Children with Psychological Problems*, Pearson
- 6) Thompson Rosemary (2016), *Counselling Techniques - Improving relationship with others, ourselves, our families and our environment (3<sup>rd</sup> Edition)*. Routledge.
- 7) Nelson – Jones (2011), *Theory and Practice of Counselling and Therapy (5<sup>th</sup> Edition)*, Sage.

## PSYCHOLOGICAL TRAINING MODULES

(Demonstration)

PAPER XXVII

CREDITS 4

### OBJECTIVES: -

1. To help students understand the method of preparing Psychological Training Modules using counselling techniques for family.
2. To help students acquire necessary skills to conduct Training Programmes.

### METHOD: -

This paper focus on psychological intervention as training Modules chosen by the students from the list given below topics and the designing, training methods as well as scheduling will be oriented to the students in one or two (few) sessions. Each Student has to develop 6 modules under the guidance of a supervisor using psychological concepts and counselling techniques (BMT, CBT, REBT, family dynamic concepts, Genogram, sculpting etc could be used). Students are expected to submit a project report about the training procedures.

### SELF HELP SKILLS (Practicum)

1. Self-Awareness and family Core values
2. Stress Management & Relaxation Training
3. Self-Concept and Self Esteem Skills
4. Assertive skills
5. Anger management
6. Time management skills
7. Coping with Complexities& ambiguity
8. Coping with failures
9. Event Management Skills
10. Self-regulation

### **Family interventions**

11. Family relationship enhancement
12. Interpersonal communication skills
13. Parenting
14. Life skills
15. Conflict management
16. Family dynamics
17. Peer (Sibling) Counselling
18. Relationship Skills (also with reference to opposite sex and Martial relationship)
19. Adolescent care training
20. Premarital counselling
21. Positive engagement and family environment enhancement

**INTERNAL CONTINUOUS ASSESSMENT:** Submission of Modules, Content, Regularity, Participation and Practice and Application of the Skill. Students are expected to conduct training on any one component for internal assessment.

**EXTERNAL ASSESSMENT:** Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician. For the external evaluation, the viva voce will be conducted based on the training module design, concept, method and skills imparted during demonstration.

**DISSERTATION****PAPER XXVIII****CREDITS 4****OBJECTIVES: -**

Students are required to carry out an independent research work under the guidance of a Supervisor. The students are encouraged to carry out an intervention study. The dissertation must be submitted in hard bound form. Students are required to submit a thesis at the end of the Second Year. The thesis shall embody the record of original investigation under the guidance of a supervisor.

**COURSE OUTCOMES:**

**At the end of the course the student will be able to**

- 1) Demonstrate the ability to carry out independent research
- 2) Apply research methods, including research design, data analysis, and interpretation.

**INTERNAL CONTINUOUS ASSESSMENT:** Submission, Content and Regularity

**EXTERNAL ASSESSMENT:** Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician



## COUNSELLING FOR COUPLES

PAPER XXIX

CREDITS 4

### OBJECTIVES: -

- 1) To enable students to understand dynamics of couples' relationship in general
- 2) To help students to identify the right approaches to deal with specific issues related to couples' relationships
- 3) To enhance knowledge on different therapeutic skills related to couples counselling
- 4) To acquire sustainability and compatibility in relationship

### Unit-I - Couples Counselling

Introduction – Family - Common areas of need in couple relationship- Communication – expression of love in intimate relationship – Trust and bond in early marriage period– Marital harmony-conflicts among couples in marital relationship-- conflicts among couples in non-marital relationship-issues in extended and joint families – dealing with alternate sexual identities-family compatibility

### Unit – II Ideas and practices in Couple relationship

Individual counselling and couple counselling- the need for couple counsellors- the three way interaction-Narrative therapy – Narratives of life and problems- culturally formed attitudes towards couple relationships- modes of couple relationship- Session organisation- the first Joint session framework- subsequent Joint sessions- subsequent individual sessions – advanced practices-specific issues tensions that Escalate to Crisis point- problems with friends and family members-sexual difficulties- infidelity-violence and abuse

### Unit –III Human Sexuality

Introduction of human sexuality – Issues, Attitudes and Behaviour- Alternate sexuality and sexual identity – couples from different sexuality, age and cultural background-separation, divorce and future options. Application- Couples and Marital therapy, culturally diverse families, specific types of families and diagnostic population -- couples therapy research-the divorcing family loss in the family – characteristics and intervention- the remarried family – characteristics and intervention new awareness and response in clinical practice

### **Unit – IV Centre stage marriage**

Understanding Centre stage couples – Frame works – best practices of Centre stage couples- Remodeling the Empty Nest- optimizing relational processes-improving communication – forgiving past transgressions-Finding new and meaningful activities-adapting to midlife events-managing boundaries – relocation at midlife- illness and caregiving.

### **Unit-V Application & Evaluation of Couples Therapy**

Overview of models of couples Therapy: Postmodern - Problem-Solving Therapy, Milan Systemic Therapy, Strategic Family Therapy, Solution--Focuses couples Therapy and Narrative Family Therapy.

Integrated Models- Ivan's contextual Family Therapy, Technical Eclecticism Family Therapy and Integrative Model Family Therapy. – interview methods – research tools in family and couples' assessment- cognitive behaviour sex therapy – Marital enrichment techniques and evaluation of couples and family therapy

### **COURSE OUTCOMES: -**

#### **At the end of the course the students will be able to**

- 1) Know the fundamental concepts of the Couple relationship in a family.
- 2) To Understand the couple therapy process
- 3) Acquire competencies in various models in Marriage and relationship counselling
- 4) Prepare genograms and apply the therapeutic act exercises learnt

#### **Reference:**

- 1) Family Therapy- An overview by Herbert Goldenberg & Irene Goldenberg (2008), Thomson Brooks.
- 2) Family Therapy by Mark Rivett & Eddy Street (2009), Routledge.
- 3) Theories of Counselling and Psychotherapy by Linda Seligman & Lourie W.Reichenberg (2010) , Pearson Prentice Hall.
- 4) Counselling Theory and Practice by Neukrug (2011) Brooks/ Cole.
- 5) Family Therapy – Concepts,Process& Practice by Alan Carr (2012), Wiley – Black Well.
- 6) Text book of family and couples therapy- clinical application - G. Piroozsholevar, M.D with Linda D Schwoeri

**Additional Reading:**

- 1) Clinical intervention in Systemic couple and family therapy
- 2) Handbook of LGBT – Affirmative, couple and family therapy – Jerry J, Bignu and Joseph L Wercheler

**CASE ANALYSIS – PRAXIS OF COUNSELLING - II****(PRACTICUM)****PAPER XXX****CREDITS 4****OBJECTIVES: -**

- 1) To guide students to learn the necessary skills and attitude to handle clients.
- 2) To help the students to carry out one mock counselling, verbatim analysis, and case studies.

Students will be helped with spectrum of exercises such as pair activities, group activities, mock counselling, co-counselling, verbatim and case studies to enhance their skills to counselling having in mind the theory they have learnt and in the background of the exposure they have received from the field through field visits, Internship and Placements. Evaluation is done personally by the supervisor / (s) possibly in the presence of one or two practicing counsellors with psychology background.

**EXERCISES**

- 1) Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim analysis.
- 2) Therapeutic skills
- 3) Group counselling skills
- 4) Co-counselling, and counselling role play.
- 5) Case analysis

**COURSE OUTCOMES:****At the end of the course the students will be able to**

- 1) Apply necessary competence for the counselor to conduct counselling session.
- 2) Build confidence in practicing therapeutic sessions by practical exposure through live and mock sessions.
- 3) Utilize the theoretical knowledge in solving various human problems both at individual and group level.

**Reference:**

- 1) Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
- 2) Burnard, P. (1999). *Interpersonal skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.
- 3) Nelson – Jones, R. (2004). *Practical counselling and helping skills – Text and exercises for the life skills counselling model*, (4<sup>th</sup>ed). Sage Publications.

**INTERNAL CONTINUOUS ASSESSMENT:** Submission of Log Reports and Content

**EXTERNAL ASSESSMENT:** Viva Voce conducted by panel that consists of an internal examiner and an external examiner who is an academician

**SOFT SKILLS – CAREER ORIENTED SKILLS**

PAPER XXXI

CREDITS 2

**COURSE OUTCOMES:****At the end of the course the student will be able to**

- 1) Relate the conceptual frame work of career search and job market.
- 2) Compare knowledge on selection and recruitment.
- 3) Apply knowledge about group discussion.
- 4) Develop their skills for facing interview.
- 5) Apply knowledge acquired in adapting to career.

**Unit – I:** Introduction to career search and job market – what is a career and how to find a meaningful career, learning to excel in job search.

**Unit – II:** introduction to selection and recruitment – preparation of resume, techniques in applying for a job, preparing to face interviews.

**Unit – III:** Facing an interview- use of micro skills, importance of manners and etiquettes, managing difficult situations.

**Unit – IV:** Group discussion – use of micro skills, expectations of employers, importance of manners and etiquettes relevant to group discussion.

**Unit – V:** Adapting to the career – importance of personal qualities, interpersonal effectiveness, use of morals and principles, organizational Roles, Effectiveness through role.

**Reference:**

- 1) Christopher, E. M. & Smith, L.E. (1999). *Managing Recruitment Training and Development*, Viva Books, New Delhi.
- 2) Pareek, U. (2000). *Making Organizational Roles Effective*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.