

M.Sc. Counselling

Syllabus 2016-17

Choice Based Credit System

Mangalore University, Mangalore

PREAMBLE

Revision of syllabus for the two years Master Degree programme in Psychology

Composite BOS in Psychology has revised and prepared the Syllabus (CBCS based) for M.Sc. Counselling course in its meeting held on 4th June 2016 based on the UGC letter (Ref, No. MU/ACC/CR.38/CBCS (PG)/2015-16 dated 05-05-2016) to offer Hard Core, Soft Core and Open Elective course papers with credits amounting to 92 credits , for the entire programme

The BOS has prepared the syllabus by adopting the pattern of 13 hard core and 10 soft core along with one project. Total credits for hard core is 52, soft core 30, project 4 and 6 credits are for open elective.

Detailed syllabus is prepared for two semesters, syllabus for the third and fourth semester will be placed in the next BOS Meeting for approval

Course/Credit Pattern

Semester	Hard Core Theory	Soft Core Theory	Hard Core Practical	Soft Core Practical	Open Elective	Project	Total Credits
First	12	03	08	-----	-----	-----	23
Second	04	09	08	----	03	-----	21+03
Third	08	06	04	03	03	-----	21+03
Fourth	08	03	-----	06		04	21
Total	32	21	20	09	06*	04	86 + 06* = 92

Total credits from all the four semesters = $86+6= 92$

Total hard core credits = $32+20+04= 56$

Total Soft core credits = $21+09 = 30$

*Open elective credits = 6

In the first semester two soft core papers are offered and the student has to opt for any one. In the second, third and fourth semesters four soft core papers are offered in each semester and the student has to opt for any three.

M.Sc.COUNSELLING
CONTENT OF THE COURSE AND SCHEME OF EXAMINATION

Seme ster	Code No.	Title	Teaching Hrs/ Week	Credits	Duration of Exam	Marks		
						Theory/ Practical. Dissertation	IA	Total
I		Hard Core:						
	CGH401	Human Behaviour and Development	4 hrs	4	3 hrs	70	30	100
	CGH402	Social Psychology	4 hrs	4	3 hrs	70	30	100
	CGH403	Basic Counselling Skills	4 hrs	4	3 hrs	70	30	100
	CGP404	Ptactical I - Counseling Process	6hrs	4	4 hrs	70	30	100
	CGP405	Practical II (Social Process	6hrs	4	4 hrs	70	30	100
		Soft Core						
	CGS406	Positive Psychology	4hrs	3	3 hrs	70	30	100
	CGS407	Community Psychology						
II		Hard Core:						
	CGH451	Psychotherapy and counseling	4 hrs	4	3 hrs	70	30	100
	CGP452	Practical I : Assessment for Counselling	6 hrs	4	3 hrs	70	30	100
	CGP453	Practical II: Counselling Skills and Assessment	6 hrs	4	3 hrs	70	30	100
		Soft Core:						
	CGS454	Behavior Dysfunction	3 hrs	3	3 hrs	70	30	100
	CGS455	Theories of Personality	3 hrs	3	3 hrs	70	30	100
	CGS456	Group counseling	3 hrs	3	3 hrs	70	30	100
	CGS457	Counselling Children and Adolescents						
		Open Elective:						
	CGE458	Behavior in Social Context	3 hrs	3	3 hrs	70	30	100

III	Code No.	Hard Core:						
	CGH501	Psychometry and Statistics	4 hrs	4	3 hrs	70	30	100
	CGH502	Areas of Counselling	4 hrs	4	3 hrs	70	30	100
	CGP503	Practical I – Individual counseling Techniques	6 hrs	4	3 hrs	70	30	100
		Soft Core:						
	CGS504	Work place Counselling	3 hrs	3	3 hrs	70	30	100
	CGS505	Counseling Adults	3 hrs	3	3 hrs	70	30	100
	CGP506	Practical II – Group counseling Techniques	4.5 hrs	3	3 hrs	70	30	100
	CGP507	Practical III – Counselling Special Populations	4.5 hrs	3	3 hrs	70	30	100
		Open Elective:						
	CGE508	Counseling skills and Behavioural Techniques	3 hrs	3	3 hrs	70	30	100
IV		Hard Core						
	CGH551	Internship 1	75 -80 hours/se mester	4		70	30	100
	CGH552	Internship 2	75 -80 hours/se mester	4		70	30	100
		Soft Core						
	CGS553	Educational Counselling	3 hrs	3	3 hrs	70	30	100
	CGS554	Marital and Family counseling	3 hrs	3	3 hrs	70	30	100
	CGP555	Case Studies	3 hrs	3		50	50	100
	CGP556	Interpersonal Skills						
	CGP557	Project / Dissertation		4		70	30	100
		Total credits						

M.Sc. Counselling (Choice Based Credit System)

2016- 2017 onwards

SEMESTER I

Hard core	T. Hrs.	credits	Exam Hrs.	Intrnl Ass.	Exam	Total Marks
Human Behaviour and development	4	4	3	30	70	100
Social Psychology	4	4	3	30	70	100
Basic Counselling skills	4	4	3	30	70	100
Practical I- Counselling process 1 ½ hr = 1 Credit	6	4	4	30	70	100
Practical II- Social Process 1 ½ hr = 1 Credit	6	4	4	30	70	100
Soft core						
Positive Psychology	3	3	3	30	70	100
Community Psychology	3	3	3	30	70	100
Total credits		23				

SEMESTER II

Hard Core	T. Hrs	credits	Exam Hrs.	Intrnl Ass.	Exam	Total Marks
Psychotherapy	4	4	3	30	70	100
Practical I- Assessment for Counselling 1 ½ hr = 1 Credit	6	4	4	30	70	100
Practical II- Counselling Skills 1 ½ hr = 1 Credit	6	4	4	30	70	100
Soft core						
Behaviour dysfunction	3	3	3	30	70	100
Theories of	3	3	3	30	70	100

Personality						
Group counselling	4.5	3	3	30	70	100
Counselling Children and Adolescents	4.5	3	3	30	70	100
Open Electives						
Behaviour in social context	3	3	3	30	70	100
Total credit		21+3				600+100

SEMESTER III

Hard Core	T. Hrs	credits	Exam Hrs.	Intrnl Ass.	Exam	Total Marks
Psychometry and Statistics	4	4	3	30	70	100
Areas of counselling	6	4	3	30	70	100
Practical I-Individual Counselling Techniques 1 ½ hr = 1 Credit	6	4	4	30	70	100
Soft core						
Work Place Counselling	3	3	3	30	70	100
Counselling Adults	3	3	3	30	70	100
Practical II- Group Counselling Techniques 1 ½ hr = 1 Credit	4.5	3	4	30	70	100
Open Electives						
Counselling Skills and Behavioural Techniques	3	3	3	30	70	100
Total credits		21+3				600+100

SEMESTER IV

Hard Core		Credits	Exam Hrs.	Intrnl Ass.	Exam	Total Marks
Compulsory internship (150-170 hrs. of counselling)		4x2=8		100	100	200
Soft Core						
Educational counselling		3	3	30	70	100
Marital And Family Counselling		3	3	30	70	100
Counselling Special Population		3	3	30	70	100
Case Studies		3	VIVA (1+1 Intrnl + Extrnl)	50	50	100
Project / Dissertation		4	VIVA (1+1 Intrnl + Extrnl)	50	50	100
Total credits		21				600

Hard Core Total Credit = 52

Soft Core Total Credit = 30

Project = 04

Total = 86 + 6 (Electives)

SEMESTER I

CGH401: HUMAN BEHAVIOR AND DEVELOPMENT -PAPER I (HARD CORE)

No.of Hrs:48

Objective: To present students the basic psychological processes involved in behavior and to gain knowledge of the concepts and theories of development.

Unit I:

12Hrs.

A. Introduction: Definition and goals of Psychology; Major Schools of thought in psychology - Biological, Psychodynamic, Behavioristic, Gestalt, Cognitive, Humanistic, Cross Cultural and Evolutionary; Methods of studying behavior - observation and experimental.

B. Motivation & Intelligence:

Motivation – Meaning, nature, definition, types of motives. Theories of Motivation- Drive, Incentive and optimal level. Measurement of motives. Intelligence: nature, factor theories and cognitive models of intelligence, Gardner theory; Characteristics, types and uses of intelligence tests; Determinants of intelligence.

Unit II: A. Learning:

12Hrs.

Definition; Classical conditioning-basic processes - extinction, spontaneous recovery, generalization, discrimination, higher order conditioning. Operant Conditioning-basics of operant conditioning; Reinforcement and punishment; Processes - Generalizations, Discrimination, shaping, chaining; schedules of reinforcement, significance of operant conditioning. Thorndike's law of effect.

Social and Cognitive learning: latent learning, observational learning (Bandura), Insight learning (Kohler).

B. Memory: Basic processes-Encoding, storage, retrieval; Models of memory- Atkinson and Shiffrin, levels of processing model and parallel distributed processing model, Forgetting-Decay theory, Interference theory; Prospective memory; memory dysfunctions; Improving memory-mnemonic strategies.

Unit III: A. Concept of Human Development:

12Hrs.

Introduction, Meaning, Principles of Human Development; Theories of Human Development – Piaget, Vygotsky (Dialectical), And Erickson. Methods of Studying Human Development: Sequential Studies, Cross-sectional, Longitudinal, Case Studies, Self Report.

B. Prenatal Life: Characteristics of the Period; Stages of Prenatal Development – Germinal Stage, Embryonic Stage, Fetal Stage; Determinants of Prenatal Health: Teratogens – Medication and Non-medical Drugs; Alcohol, Nicotine, Caffeine, Radiation, Pollutants, Maternal Diseases and Infections, Emotional Stress, Nutrition, Physical Activity, Maternal Age, Rh Incompatibility.

Unit IV A: Childhood and Adolescence:

12Hrs.

Childhood –Characteristics; Cognitive Development, Emotional Development, Psychosocial Development –Only Child, Siblings, First Friends, Play, school. Adolescence: Biological changes, Reactions to Physical Changes; Identity versus Identity Confusion (Erikson). Kohlberg’s theory of Moral Development;

B: Middle Age and Old Age: – Physical changes in Middle Age, The distinctiveness of adult cognition-role of expertise integrative thought & practical problem solving. Physical changes of old age-Organic and systemic change, the aging brain. Sensory and psychomotor functioning, Sexual functioning; Death Education – Goals, Finding meaning and Purpose in Life and Death.

References

1. Ciccarelli, S.K & Meyer, G.E. (2008), *Psychology*. New Delhi: Pearson Education.
2. Diane E. Papalia & Wendkos Olds(1998) “*Human Development*” 7th International Edition, McGraw Hill Publication.
3. Elizabeth B. Hurlock (1981) “*Developmental Psychology – a Life-span Approach*” 5th Edition, Tata McGraw Hill Publication,
4. Feldman, R.S. *Understanding Psychology*, (1996) 4th Edition, McGraw Hill India.
5. Hilgard, Atkinson and Atkinson, (1975) *Introduction to Psychology*, Oxford IBH Publishing Co. Pvt. Ltd.

6. Laura E. Berk(1999) "*Child Development*", Prentice Hall of India,
7. Morgan, King, Weiss and Schopler, *Introduction to Psychology*, 7th Edition, (1989) McGraw Hill India.
8. Passer & smith,(2007) *Psychology*, 3rd edition Tata McGraw Hill publication
9. Robert. A. Baron, (1995) *Psychology*, 3rd Edition New Delhi: Prentice Hall India.
10. Santrock (2007) *Child Development*, 11th edition, Tata McGraw hill publication.

CGH402: SOCIAL PSYCHOLOGY (Hard Core)

No.of Hrs.48

Objectives: To enable the students to learn the social basis of behavior. Special emphasis is laid on the formation, the structure and performance of groups, leadership and decision making processes. The learners are expected to relate these aspects with the socio-cultural context.

Unit I: Introduction:

12Hrs.

A. Definition and scope; Social Research Methods-Interview, Survey.Perspectives-biological, evolutionary, cognitive & multicultural: Current trends.

B. Social Perception and Cognition.

Social perception and cognition: attribution theories, sources of error, impression formation & management: schemas & its impact, heuristics, sources of error in social cognition, Affect & cognition

Unit II: Social influences & relations.

12Hrs.

A. Attitude formation, functions, measurement- attitude scale, self-report, questionnaire. Attitude-behavior link: Art of persuasion, cognitive approach, dissonance and reduction of dissonance.

B. Interpersonal Relationship- building relationship, types. Interpersonal attraction: origin, situational influences & personal characteristics. Conformity, compliance & obedience: Aggression theories, determinants, prevention & control of aggression.

Unit III: Prosocial behavior and Group Dynamics:

12Hrs.

A. Prosocial Behavior: - Bystander effect, the decision to help in an emergency- five essential steps; Situational factors of helping:-attraction, attribution and prosocial models, explaining prosocial behavior: empathy- altruism, negative- state relief, empathic joy and genetic determinism.

B. Meaning and Features of Group Dynamics, Formation of Group, Group communication and Types of Group

Unit IV: Group influence and performance.

12Hrs.

A. Definition, characteristics and function: role, authority, norms and cohesiveness. Group affect- social facilitation to social loafing

B. Decision making - process & nature, danger of decision making, polarization, improving group decision; group conflict and resolution. Leadership-Emergence and effectiveness

References:

1. Baron, R., A. & Byrne, D. (1999). *Social Psychology*. New Delhi: Prentice Hall
2. Bonner, H. Group Dynamics: *Principles of Application*.
3. DeLamater & Myers (2009) *Text book of Social Psychology*, Cengage learning.
4. Feldman, R.S. (1998) *Social Psychology* 2nd edition New Jersey: Prentice Hall Inc
5. Forsyth, D. (1990). *Group Dynamics*, (2nd Ed). Pacific Grove: Brooks/Cole Publication
6. Lamberth, J. (1980), *Social Psychology*. Mac Millan Publications
7. Gun, R., Semen & Klaus Fielder. (1996). Ed. *Applied Social Psychology*. London: Sage.
8. McDavid, J.W. & Harari, H. (1969) *Social Psychology*. New York: Harper & Row.
9. Myers. D. G. (2005), *Social Psychology*. 8th Edition, Tata-McGraw Hills.
10. Prabhu, V.V. & Joshi, M.S. *Social Psychology*. Mumbai: VipulPrakashan

CGH403: BASIC COUNSELLING SKILLS- PAPER III (HARD CORE)

No .of Hrs:48

Objectives: This paper aims at introducing the students to an overview of counseling; special emphasis is laid on learning of basic skills through Ivey and Egan models. The students are also introduced to ethical issues in counselling.

Unit I: A. Introduction:

12Hrs.

Definition, scope and, goals; historical development of counseling; counselor-counselee relationship. Current trends;

B. Characteristics and profile of a counselor; Types of interventions, Difference between psychotherapy and counseling, approaches to counseling;

Unit II: Counselling Skills:

12Hrs.

A. Techniques of appraising the clients – psychological and non-test appraisal. The micro skills approach; pacing; attending behaviour- physical attending- zones and seating skills – visual/eye contact, verbal tracking, attentive and authentic body language, usefulness of silence

B. Active listening –kinds of listening and inadequate listening; Use of open, closed and other types of questions, monitoring- feeling and physical reaction, encouraging, paraphrasing, summarizing, reflection of feeling, and basic empathy.

Unit III: A. Stages of Helping Process:

12Hrs.

Counselling preparation, content, process and steps, Ivey's model and Egan's three-stage model;

B. Advanced skills–confrontation, self-disclosure, immediacy, influencing skills; Focusing– exploring the story from multiple perspective; Dealing with Resistance and reluctance.

Unit IV: Values and Ethical Issues in the Helping Relationship:

12Hrs.

A. The role of values in helping; Exposing values versus imposing them; Value conflict with clients– lesbian, gay, bisexual, family issues and gender role identity;. Role of spiritual & religious values in counseling; counselors' assumptions and multicultural competencies

B. Ethical Issues; Problems in using codes of ethics. Principle ethics and virtue ethics, steps & ethical decision making model, Transference and counter transference and its ethical implications; confidentiality ethical and legal issues.

References:

1. Antony J.D. (2009) *Principles of practice of Counselling*. Anugraha publications
2. Antony J.D. (2003) *Skills of counseling*. Anugraha publications
3. Antony J.D (2008) *types of counseling*, Anugraha publicaton
4. Burnard.P,(2004) *Counselling skills training*. New Delhi: Viva books
5. Brems christane (2000) *basic skills in Psychotherapy and counseling*. Brooks /cole
6. Corey C; Corey S.C &Callanan P (2003) *Issues and Ethics in the helping Professions* (6th Ed) Brooke/Cole)
7. Corey, G. (2001). *Manual for Theory and Practice of Counselling and Psychotherapy*, (6thEdition). Pacific Grove CA: Brooke/Cole.
8. Corey, M., S. & Corey, G. (2003). *Becoming a Helper*. (4th Edition). Pacific
9. Egan .G.(1990) *Exercises in helping skills* (4th edition) Brooks & Cole publication.
10. Grove, CA: Brooks/Cole..
11. Gibson R.L.(2005) *Introduction to Counselling& guidance*.(th Ed) Pearson publications
12. .Ivey A., & Ivey M., B. *Intentional Interviewing and Counselling*. (5th Edition). Pacific Grove CA: Brooke/Cole
13. Rao, S Narayana .*Counselling & Guidance* (2nd Ed.) New Delhi: Tata McGraw Hill

CGP404: PRACTICAL I COUNSELING PROCESS (HARD CORE)

1. Observation
2. Social perception
3. Verbal creativity
4. Goal setting behavior
5. Schedules of reinforcement
6. Judgment of facial expressions
7. Visual & Verbal Memory
8. Effect of mental set on problem solving
9. Intake assessment skills & case history
10. Mental status examination
11. Skills- Rapport building, contracting, establishing counselling goals
12. practice of counseling skills- observing & attending

NB: To Conduct a minimum of 7-8 experiments from each part.

CGP405: PRACTICAL II SOCIAL PROCESS (HARD CORE)

1. Team building
2. Measurement-Social motives/attitude
3. Prejudice/ Stereotype measurement
4. Communication network: Verbal and non-verbal
5. Leadership
6. Decision making
7. Problem solving in Group
8. Conflict management/resolution
9. Personal Values
10. Self-acceptance
11. Prestige Suggestion
12. Sociometry in group

NB: To Conduct a minimum of 7-8 experiments from each part.

CGS406: POSITIVE PSYCHOLOGY- PAPER VI (SOFT CORE)

No.of Hrs: 40

Objective: It aims to bring an understanding about the basic principles of positive psychology, promote positive relationship & to help the students to acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

Unit 1: Introduction & Positive Emotion

10 Hrs.

- A. Meaning, definition, assumptions and goals. Eastern and Western perspectives on positive psychology
- B. Positive emotions, health Resources and well-being Cultivating positive emotions- flow, savoring.

Unit 2: Happiness

10 Hrs.

- A. Meaning and Measures of happiness , types of happiness, effects of happiness, happiness across life span, gender and happiness, factors contributing to happiness.
- B. Money, materialism & happiness, subjective wellbeing ,components of subjective wellbeing – Emotional , Physical and Social

Unit 3: Virtues, positive self & positive cognitive strategies

10 Hrs.

- A. Classification of Virtues , Wisdom - Theories, development of wisdom, characteristics of wise People , hope optimism, self-efficacy, self-esteem.
- B. Personal goal & self-regulation, planning, self-control failure, positive coping strategies & assessing coping

Unit 4: Positive change & positive environment

10 Hrs.

- A. Positive change- stages of change: resilience, love, forgiveness gratitude, altruism, mindfulness- attributes;
- B. Positive schooling, positive parenting, gainful employment, positive psychotherapy, Emotional intelligence- theories.

References:

1. Alan Carr(2002) *Positive Psychology* , Lomdom , Routeldge
2. Daniel Goleman. Bantam(1998) *Working with Emotional Intelligence*
3. David G. Myers. *The Pursuit of Happiness* Avon
4. Dweck C.S (2006) *Mindset- The New Psychology Of Success*, Ballenrine books, N.Y
5. Hefferon & Boniwell(2011) *positive psychology Theory, Research & Application* , McGraw hill
6. Lopez shane (2009) *Encyclopedia of positive psychology*, willey black well publication
7. Seligman, M.E.P., (2006). *Learned Optimism*; Vintage books, USA
8. Snyder & Lopez (2007) *Positive Psychology*, sage publication
9. Steve R.B & Marie K.Crothers – *Positive Psychology*, Pearson Publication.
10. Weiten W. and Lloyd M.A (2004) *Psychology applied to Modern Life*, Thomson and Wadsworth

CGS407: COMMUNITY PSYCHOLOGY

No. Of Credits: 3

No.of Hrs:40

Objectives

- To sensitize students to mental health problems, generated in the community due to existing social conditions.
- To provide skills in understanding the structure of communities and social groups, to design and conduct studies on social problems.
- To enable students to develop community mental health programs for prevention, treatment, and management of problems in the community.

Unit I: History and Approaches to Community Psychology: Hrs:10

Definition, History, Principles and field of Community Psychology. Ecological approach, Social Problems approach and Transactional Approach. Adler's view of community, Seligman's concept of positive community, Indian approach to community psychology.

Unit II: Contemporary issues contributing to Psychological Maladjustments Hrs:10

Poverty, Crowding, Changing Family Structure and Values, Deprivation, Pollution, Unemployment, Violence, and AIDS.

Unit III: Community Mental Health and Intervention Techniques Hrs:10

Community Mental Health Problems: Identification, Intervention, Prevention, Promotion of Mental Health. Community mental health centres and its functions.

Crisis intervention, Consultation, Education and attitude change. Role of non-professionals. Community Psychotherapy and Community Counselling techniques

Unit IV: Mental Health and Community Based Approaches Hrs:10

Mental hygiene, preventive methods, Mental health planning and policy developments. Integrating mental health programs with the primary community based care systems and rehabilitation, recent trends and development in India.

References:

1. Seldan J. Korchin (1996) Modern Clinical Psychology Principles of Interventions in Clinic and Community. Paper back Books : New York.
2. Jeny . E. Phares (1988) Clinical Psychology: concepts, methods and profession, 3rd Ed, books/ Cole publishing company. Pacific Grove, California
3. Orford Jim (1992) Community .Psychology: Theory and practice, John Wiley: New York.
4. Rappaprot J and Seuidman E (2000). Hand book of Community Psychology. Kulwer academics/ Pleneem Publisher: New York.
5. Collins, Gary. R(1986) Innovative approaches to counseling: World Publishers.
6. Gerard E (1975) The Skilled helper. A model for systematic helping and interpersonal relating. California/ Brooks/ Cole publishing company.
7. Prashantham B. J. (1983) Empowerment for Development: Prashantham publications: Vellore.
8. Simonton and Simonton, Getting well again.
9. Seventh Five year plan: YojanaBhavan, New Delhi.
10. New Frontiers in Education: A Journal of the India Association of Christian Higher Education. New Delhi: 1986-1987.
11. Myrdal, Gunnar, Asian Drama 3 vols. Panthom 1968.
12. Michael. D, SPIEGLER, David C, Gurmout (1996) Contemporary behaviour therapy New York: Brooks/ Cole Publishing company.
13. Wolman. B. Benjamin (1997): International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology Volume 4: A esculapuis publishers, Inc.
14. Corey Gerald (2000) Theory and practice of group Counseling 5th Ed: Australia Brooks/Cole: Thomas/ Iearning.
15. Forsyth R Donelson (1990) Group Dynamics, Second Ed: Pacific group, Califomia: Brooks/ Cole publishing company.
16. Pandey. Janak (2001), Psychology in India Revised, Developments in the Discipline (Volume2): New Delhi: Thousand Oak: London: Sage Publications.

SEMESTER II

CGH451: PSYCHOTHERAPY AND COUNSELLING (Hard Core)

No.of Hrs:48

Objective: The objective of this paper is to introduce major concepts and techniques of psychotherapies.

Unit I: **12Hrs.**

- A. Introduction:** Characteristics of an effective counselor, Issues of beginning therapists
- B. Carl Rogers-** therapeutic process, client therapist relationship: Reality therapy- characteristics, principles and methods.

Unit II: Behavior therapy **12Hrs.**

- A.** View of human nature, Basic assumptions therapy goals and behavior analysis. Techniques: Classical conditioning-Aversion, implosion, Exposure therapies and self-Management
- B.** Operant conditioning-Shaping, Modeling and Contingency Contracting ,relaxation training, assertiveness training, Multi modal approach; Evaluation and recent trends

Unit III: Cognitive Behavioral approaches **12Hrs.**

- A.** Aaron T. Becks Cognitive therapy-Basic concepts, Principles, techniques and application
- B.** Rational Emotive Behavior Therapy- basic concepts, principles, techniques & application. Meichenbaum's Cognitive Behavior modification-Behavior change and coping

Unit IV: Gestalt therapy and other approaches **12Hrs.**

- A.** View of Human Nature; Principles, Basic Concepts-the now, unfinished business, avoidance, Layers of neurosis, contact & Resistance, Energy The therapeutic process, techniques and procedures; role of confrontation Application and recent trends.

B. Solution-Focused: - Basic concepts & techniques. Brief counselling and Narrative therapy:- Basic concepts and techniques. Supportive therapy: Neuro-Linguistic programming and yoga therapy.

References:

1. Antony J. (2003) *Psychotherapies in counseling*. Dindigul: Anugraha publication.
2. Capuzzi D & Gross D.R. (1999) *Counselling & psychotherapy. Theories & Interventions*. Prentice Hall Inc.
3. Corey G. (2009) *Counselling & Psychotherapy- Theory & Practice* (India edition) Learning India Pvt.Ltd.
4. Corey M C & Corey G (2007) *Becoming a Helper*(5th Ed) Brooks/Cole publishing
5. Corey,G(2000),*Theory and practice of counselling and psychotherapy* 6th edition,printice hall inc
6. Cormier,W.H& Cormier (1991)*Interviewing Strategies for Helpers*, Brooks/Cole publishing
7. Donner fisher & hayer, (2003) *Cognitive Behaviour Therapy*, John Willy & sons
8. Egan G (1994) *The Skilled Helper*,(5th Ed)Brooks/Cole publishing.,CA
9. Feltham C and Horton I (2000) *Handbook of Counselling and Psychotherapy*.
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11. Kazdin,A.E(2001) *Behavior modification*: Belmont:Wadsworth
12. *Life Skills Education-Training Module* (2005)- SANDHAN
13. Nelson-Jones R (1988) *Practical Counselling and Helping Skills*
14. Nelson-Jones R (2002) *Essential Counselling and Therapy Skills*.Sage publication
15. Rim & Masters (1979) *Behavior Therapy*, Academic press.
16. Rogers Carl R(1995) *On Becoming A Person*.Houghton Mifflin Co.Boston
17. Speigler,M.D and Guevremont,D.C(1998) *Contemprory Behavior Therapy*. Albany :Brooks/cole

CGP452: ASSESSMENT FOR COUNSELLING PRACTICAL-I (HARD CORE)

Assessment for counselling

I Cognitive Functions

1. Raven's Progressive Matrices
2. Bhatia's Performance Battery
3. Draw-a-Man Test
4. Assessment of intelligence using Seguin Form Board
5. A Group test of General Mental Ability
6. Attention and Concentration
7. P.G.I Memory scale

II Personality:

Self report methods

1. Eysenck's Personality Questionnaire (JEPQ)
2. Neo-Five factor Inventory
3. Singh's Differential Personality Inventory

Projective methods

1. Draw-A-Person Test (DAP)
2. Sentence Completion Test

3. T.A.T.

III Aptitude and interests

1. David's Battery of Differential Abilities-Revised (DBDA-R)
2. Strong Interest Inventory (SII)
3. Comprehensive Interest Schedule (CIS)

IV Other measures

1. State-Trait Anxiety Test
2. Empathy Scale – C.G.V. Murthy
3. Becks Depression Scale
4. C.M.I Health Questionnaire

P.S to conduct a minimum of 7-Counselling Skills

CGP453: COUNSELLING SKILLS & ASSESSMENT PRACTICAL-II

1. Pre- Training assessment
2. Developing generic skills
3. Knowing yourself as a counselor
4. Basic listening skills
5. Establishing contacts with clients
6. Attending and Observing behavior
7. Reflection of meaning and influencing skills
8. Empathetic understanding & Positive Regard
9. Immediacy, Confrontation and focusing
10. Rapport building

P.S To conduct a minimum of 7- 8 tests

FIELD WORK-Interactive assessment cum reporting case studies on a minimum of three individuals. Students will initiate the counselling process, set up goals and assess through administration of a battery of tests comprising at least one each in all categories of tests- Minimum of 3-4 tests (Practical Part I and II), analyze results and present comprehensive reports.

CGS454: BEHAVIOUR DYSFUNCTION (Soft Core)

No.of Hrs:40

Objective: This paper aims at enabling the students to learn the types, symptoms & psychosocial causes of various dysfunctional behaviors in view of helping clients through counselling.

Unit I:Introduction to Abnormality

10Hrs.

- A. Introduction: Meaning of Abnormality; Normality and Abnormality criterion;
- B. Models to understand Abnormal Behavior: Biological, Psychodynamic, Behavioral, Cognitive-Behavioral perspective and psychosocial causal factors of abnormality; Models of classification of Abnormal Behavior-DSM V and ICD 10. Human rights for mentally ill

Unit II: Anxiety, Stress-related & neuropsychological disorders

10Hrs.

- A. Anxiety disorders: Clinical characteristics and Psychosocial causal factors:- Phobic anxiety disorders(Panic disorder with and without Agoraphobia, Social Phobia & Specific Phobia), Generalized anxiety disorder and Obsessive compulsive disorder.
- B. Stress-related disorders: Clinical characteristics& Causal factors, acute stress reaction, Post Traumatic Stress disorder and Adjustment disorder.
Neuropsychological disorders: Clinical characteristics: Dementia of the Alzheimer's Type (DAT) and Vascular Dementia (VAD).

Unit III: Psychotic and Mood disorders

10Hrs.

- A. Schizophrenia: Clinical characteristics, Psychosocial and Socio cultural causal factors – Paranoid, Hebephrenic, Catatonic, Undifferentiated and Simple. Delusional disorders: Clinical characteristics and causal factors
- B. Mood disorders: Clinical characteristics and psychosocial causal factors- Unipolar and Bipolar Disorders.

Unit IV Disorders of adult personality and behavior

10Hrs.

- A. Personality disorders: Clinical characteristics and Psychological causal factors: Cluster A (Paranoid, Schizoid and Schizotypal), Cluster B (Histrionic, Narcissistic, Antisocial and Borderline), Cluster C (Avoidant, Dependent and Obsessive- Compulsive)
- B. Disorders of sexual preference and sexual dysfunctions: Sexual preference: Clinical characteristics: Fetishism, Fetishistic transvestism, Voyeurism, Exhibitionism, Sadomasochism and Pedophilia. Sexual dysfunctions: Types and Clinical characteristics

Reference:

1. Ahuja, N. (2002). *A Short Textbook of Psychiatry*. (5th Ed). New Delhi: Jaypee Brothers.
2. Alloy, L.B., Riskind, J.H. & Manos, M.J. (2006) *Abnormal Psychology: Current Perspectives*. 9th Edition. New Delhi: Tata McGraw Hill Publishing Co.
3. Barlow, D.H. and Durand, V., M. (-) *Abnormal Psychology*, 2th edition. CA: Brookes Cole Publishing Co.
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007) *Abnormal Psychology and modern life*, 13th edition. Pearson Education, New Delhi.
5. Comer, R.J. (2001) *Abnormal Psychology*, 4th edition, New York: Worth Publishers.
6. Kaplan, H.I., Sadock, B. & Grebb, J.A. (1994) *Synopsis of Psychiatry*. New Delhi: Jaypee Brothers.
7. Mangal, S.K. (1994). *Abnormal Psychology*. New Delhi: Sterling Publishers Private Ltd.
8. Neale, J.M. & Davison, G.C., (1997) *Abnormal Psychology*, 7th Edition, USA: John Wiley and Son, Inc.
9. Sarason and Sarason (2005) *Abnormal Psychology: The problem of maladaptive behavior*, 10th edition. New Delhi: Pearson Education.

CGS455: THEORIES OF PERSONALITY

No.of Hrs:48

Objective: To introduce the concept and understanding of personality and to orient the students its application in case analysis and therapeutic formation.

Unit 1: Introduction to Personality: 12Hrs.

- A. Concept and definition of Personality. Brief history of personality psychology
Determinants of Personality - Genetics, Traits, Socio cultural Determinants, Learning, Unconscious Mechanisms, Existential-Humanistic Considerations and Cognitive Processes.
- B. Personality assessment: Self Report inventories, clinical interviews, behavioural assessment and thought sampling procedures

Unit II: Psychodynamic and trait theories 12Hrs.

- A. Classical Psychoanalytical theory: Freud, Neo Analytic: Adler, Horney and Erich fromm.
- B. Trait theories- Allport, Cattell, Eysenck.

Unit III: Behaviorist and Learning aspects of personality 12Hrs.

- A. Social Learning: Dollard & Miller.
- B. Social Cognitive learning theory: Bandura, Kelly

Unit IV: Humanistic &Existential theories 12Hrs.

- A. Maslow, Rogers,
- B. Rolo May, Viktor Frankl

References:

1. Bischof, L.J (1970) *Interpreting Personality Theories*(.2nd Edition.)Harper International Edition.
2. Friedman,H.S and Schustack,M.W(2004)*Personality*,(2nd edition),Pearson Education Pvt Ltd.India.

3. Gerrig,R.G & Zimbardo,P.G (2006) *Psychology and Life*.(17th Ed.) New Delhi:Pearson Education.Inc.
4. Hall.C.S & Gardner,L.(1989)*Theories of Personality*(3rd Edition)John Wiley & Sons,New york.
5. Hergenhann,B.R and Olson,M.H.*Theories of Personality*.NewDelhi:Prentice Hall
6. Isaacson,R.L., Hutt,M.L Blum,M.L(1965)*Psychology: The Science of Behavior/The Science of Interpersonal Behavior*.NewYork:Harper & Row Publishers.
7. Schultz, D.P & Schultz, S.E (2007)*Theories of Personality*.NewDelhi:Wadsworth

CGS456: GROUP COUNSELLING (Soft Core)

No.of Hrs:40

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

Unit I: Introduction to group counseling and ethical issues **10Hrs.**

- A.** Introduction: Goals, Definitions and types of group, Rights and issues of group participants, Uses and misuses of group techniques, psychological risks in group.
- B.** Personal characteristics of the effective group leader, problems and issues for beginning group leader, Group leadership skills and functions, skills for opening and closing group sessions, co-leadership model, Effective identifying of non-verbal behavior of the members,

Unit II: Stages in group Development: **10Hrs.**

Pre-group issues-formation of the group

Stage 2:-Initial stage-orientation and exploration

Stage 3-Transition-Dealing with resistance;

Stage 4-Working stage-Cohesion and productivity;

Final stage-consolidation and termination; Post group issues: - follow-up and evaluating groups-process and outcome.

Unit III: Theoretical approaches to group counseling **10Hrs.**

- A.** Adlerian, :- key concepts, role and functions of the leader, application, techniques and critical appraisal
- B.** Transactional Analysis and Existential approach to group:- key concepts, role and functions of the leader, application, techniques and critical appraisal

Unit IV: Techniques based on:- **10Hrs.**

- A. Psychodrama: key concepts role and functions of the leader, application, techniques and critical appraisal.
- B. Behavioural group therapy: - role and functions of the leader, application, techniques and critical appraisal.

Reference:

1. Capuzzi.D and Gross D.R (1999) *Introduction to group work*. London: Prentice Hall.
2. Corey G. (2008) *Group counseling*. India edition. Brooks/Cole
3. Corey M.S. & Corey G. (2006) *Group process & practice*. Brooks/ Cole.
4. Corey,G(2000) *Theory and Practice of group counselling* (5th edition) Belmont CA:Brookes/cole.
5. Edward E.,Jacobs;Robert L.,Massom and Riley L.Harvill(2001) *Group Counselling: Strategies and skills*(4th edition)London:Wadsworth.
6. Ivey A.E,Pedersen.P.B& Ivey M B(2001) *Intentional group counseling micro skill approach*. Belmont CA:Wadsworth
7. RutanScolt J(1990) *Psychotherapy for 1990's*.Guilford press
8. Yalom I.D (1995) *The theory and practice of group therapy*.4th ed. New york: Basic books

CGS457: COUNSELLING CHILDREN AND ADOLESCENTS

No of hrs: 40

Objective:

- Orienting students about counseling needs of different groups of children.
- Creating awareness about counseling needs of adolescents.

Unit I: Counselling in Educational set up **10 hrs**

Pre-school counseling, elementary school counseling, high school counseling, & college counseling-internalizing and externalizing problems; assessment techniques;

Psychotherapies with children,

Unit II: Vocational counselling and guidance **10 hrs**

Definition, difference between career, vocation, and occupation. Career development, factors affecting career development, theories of career development, gender and career development and issues in career counseling

Unit III: Counseling exceptional & socially disadvantaged children **10 hrs**

Counseling physically challenged. Counseling sensorially handicapped, spastics, counseling the socially disadvantaged

Unit IV: Counseling adolescents **10 hrs**

Psychosocial development during adolescence – identity, autonomy, intimacy, sexuality & achievement, Counseling for psychosocial problems in adolescence – substance abuse, anti-social behavior, violence and other externalizing problems; depression, suicide and other internalizing problems, stress and coping in adolescence; Internet addiction and computer addiction

References:

1. Santrock, J.W (2007) Adolescence (11thEd) USA :Tata Mc.Graw Hill publishers
2. Santrock, J.W (2007) Adolescence (10thEd) USA :Tata Mc.Graw Hill publishers
3. Adams J.J (1968): Counselling and Guidance- Mac.Milan.
4. Narayan Rao (1991): Counselling and Guidance- Tata Mc Graw Hill
5. Siegel (Ed) (1968): The counseling of college students- Tree press
6. Stancy and De Marterio: Counselling and Psychotherapy in colleges

and universities- Sterling Publishers.

7. Kathryn Geldard and David Geldard (1997) : Counselling Children- New Delhi- Sage publications.prashantham B.J (2001)
8. Lakshmi K.S (2000) : Encyclopaedia of Guidance and Counselling- 4 volumes –New Delhi- Mittal Publications.
9. Prashantham (2001) – Indian case studies in Therapeutic Counselling– 5th edition - Vellore; Bharathi Press.
10. Robert Nathan and Leinda Hell (1992) Carier Counselling: London , Thousand oaks, New Delhi- Sage publications.
11. LarcyBarutn Margaret Berggraf (1979) – Readings in Counselling parents of Exceptional children: Special Learning corporation.
12. Linda Seligman (2000) – Developmental career Counselling and Assessment ; Thousand oaks, London, New Delhi: Sage Publications.
13. Richard.M.Gargiules. Jenifer Kilgo (2000)- young children with special Needs : Africa, Australia, Canada, Denmark, Japan, Spain, Sigapore, U.K, U.S, New Zealand, Welmar Publishers.
14. Robert Nathan and Linda Hill (1992) – Career Counselling London, Thousands oaks, New Delhi: Sage publications.
15. Kochhar S.K. (1996) Guidance and Counselling in Colleges and Universities, New Delhi, Sterling Publishers Private Limited.
16. Kapur, Malavika (2011)counseling Children with Psychological Problems, Dorling Kindersley Pvt.Ltd.,India

CGE458: BEHAVIOUR IN SOCIAL CONTEXT

No.of Hrs:40

Objectives: To enable the students to learn the social basis of behaviour. Special emphasis is laid on the social influences, impression management, building relationships and Pro-social behaviour. The learners are expected to relate these aspects with the socio-cultural context.

Unit I: Social perception and Cognition:

10Hrs.

Attribution- attribution theories, sources of error Impression formation and impression management schemas & its impact, heuristics, sources of error in social cognition, Affect & cognition

Unit II Social Influence

10Hrs.

Conformity- factors influencing conformity, basis of conformity, resisting conformity, Group think, hazards of Group think ;Compliance- Principles and techniques to gain compliance; Obedience- Milgram study, causes and resisting destructive obedience, Indoctrination.

Unit III Interpersonal Relationship

10Hrs.

Types, Attachment styles, building relationships, Interpersonal attraction: definition, origin, proximity- impact, influence of emotion and other characteristics in interpersonal attraction, triangular theory of love

Unit IV- Prosocial Behavior:

10Hrs.

Definition, Diffusion of responsibility & Bystander effect, - five steps of helping; characteristics of helpers, theories- empathy altruism hypothesis, negative state relief model, empathic joy hypothesis, genetic determinism model.

References:

11. Baron, R., A. & Byrne, D. (1999). *Social Psychology*. New Delhi: Prentice Hall
12. Bonner, H. *Group Dynamics: Principles of Application*.
13. DeLamater & Myers (2009) *Text book of Social Psychology, Cengage learning*.
14. Feldman, R.S. (1998) *Social Psychology* 2nd edition New Jersey: Prentice Hall Inc
15. Forsyth, D. (1990). *Group Dynamics*, (2nd Ed). Pacific Grove: Brooks/Cole Publication

16. Lamberth, J. (1980), *Social Psychology*. Mac Millan Publications
17. Gun, R., Semen & Klaus Fielder. (1996). Ed. *Applied Social Psychology*. London: Sage.
18. McDavid, J.W. & Harari, H. (1969) *Social Psychology*. New York: Harper & Row.
19. Myers. D. G. (2005), *Social Psychology*. 8th Edition, Tata-McGraw Hills.
20. Prabhu, V.V. & Joshi, M.S. *Social Psychology*. Mumbai: VipulPrakashan

Reg. No.

Code No. of the paper

QUESTION PAPER FORMAT

M.Sc. COUNSELLING

(TITLE OF THE PAPER)

Time: 3 Hours

Max.Marks:70

I. Answer the following (Concepts)

(5 x 2=10)

- 1.
- 2.
- 3.
- 4.
- 5.

II. Answer any FOUR of the following (Short Notes)

(4 x 05=20)

- 6.
- 7.
- 8.
- 9.
- 10.

III. Answer FOUR the following (Essay Questions)

(3x15=45)

- 11.
- 12.
- 13.
- 14.
- 15.

Note: Equal weightage is to be given to all the units while framing the questions under each of the sub sections of the question paper.

M.Sc. Counselling

Split of Internal Assessment

Max. Marks: 30

Sl. No.	Criteria	Max. Marks: 30
1	First test conducted for 30 reduced to 5	05
2	Preparatory examination conducted for 70 reduced to 10	10
3	Class seminar 5 marks	05
4	Class assignment/Field Work/Internship	10
	Total	30