

**ST. JOSEPH'S COLLEGE (AUTONOMOUS)**

**BENGALURU-27**



Re-accredited with 'A++' **GRADE** with **3.79/4 CGPA** by NAAC  
Recognized by UGC as College of Excellence

**DEPARTMENT OF PSYCHOLOGY**

**SYLLABUS FOR POSTGRADUATE PROGRAMME**

For Batch 2021-2023

**DEPARTMENT OF Counselling Psychology (PG)**  
**(2021-2023)**

<b><u>Semester 1</u></b>	<b>Code Number</b>	<b>Title</b>	<b>No. of Hours of Instructions</b>	<b>Number of Hours of teaching per week</b>	<b>Number of credits</b>	<b>Continuous Internal Assessment (CIA) Marks</b>	<b>End Semester Marks</b>	<b>Total marks</b>
Theory	PY7121	Theories of Counselling and Psychotherapy 1	60	04	04	30	70	100
Theory	PY7221	Life Spandevlopment	60	04	04	30	70	100
Theory	PY7321	Quantitative research methods	60	04	04	30	70	100
Theory	PY7421	Foundations of professional counselling	60	04	04	30	70	100
Theory (soft core)	PY7521	Current trends and strategies for effective living	30	02	02	15	35	50
Practical	PY7P1	Basics of counsellin g	120	08	04	30	70	100
Practical	PY7P2	Assessmen	120	08	04	30	70	100

		ts I and computer applications						
<b>Total Number of credits: 26</b>								
<b><u>Semester 2</u></b>	<b>Code Number</b>	<b>Title</b>	<b>No. of Hours of Instructions</b>	<b>Number of teaching hours /week</b>	<b>Number of credits</b>	<b>Continuous Internal Assessment (CIA) Marks</b>	<b>End Semester Marks</b>	<b>Total marks</b>
Theory	PY8121	Theories of Psychotherapy	60	04	04	30	70	100
Theory	PY8221	Theoretical foundations of group counselling	60	04	04	30	70	100
Theory	PY8321	Qualitative Research	60	04	04	30	70	100
Theory	PY8421	Psychopathology 1	60	04	04	30	70	100
Theory (soft core)	PY8521	Transactional analysis	30	02	02	15	35	50
Practical	PY8P1	Assessment2	120	08	04	30	70	100
Practical	PY8P2	Academic writing and Psycho-education workshops and presentation/reports	120	08	04	30	70	100
<b>Total Number of credits: 26</b>								
<b><u>Semester 3</u></b>	<b>Code Number</b>	<b>Title</b>	<b>No. of Hou</b>	<b>Number of teachi</b>	<b>Number of</b>	<b>Continuous Internal</b>	<b>End Semester</b>	<b>Total mar</b>

			rs of Inst ruct ions	ng hours /week	credi ts	Assessm ent (CIA) Marks	Mark s	ks
Theory	PY9121	Marriage and Family Therapy	60	04	04	30	70	100
Theory	PY9221	Child and adolescent Counselling	60	04	04	30	70	100
Theory	PY9321	Educational and Career Counselling	60	04	04	30	70	100
Theory	PY9421	Psychopathology 2	60	04	04	30	70	100
Theory (OE)	PY0E9521	Foundation and Application of Psychology	30		02	15	35	50

**Note: Students choose open elective from other departments.**

Practical	PY9P1	Techniques of Counselling	120	08	04	30	70	100
Practical	PY9P2	Process of Group Counselling	120	08	04	30	70	100

**Total Number of credits: 26**

<u>Semester 4</u>	Code Number	Title	No. of Hours	Numbe r of teachin g hours per week	Numbe r of credits			Tota l mar ks
Theory	PY0121	Work place psychology	60	04	04	30	70	100

Theory (soft core)	PY0221	Positive psychology	30	03	02	30	70	100
Theory		Dissertation	120	04	04	30	70	100
		Supervised Practicum/ internship	240	18	08	140	200	340
		IGNITORS/ OUTREACH			04			
<b>Total Number of credits:22</b>								
<b>Total No. of Credits: 100</b>								
<b>KEY WORDS: OE – Open Elective</b>								

<b>CORE COURSES (CC)</b>	
Course Title	Code Number
Theories of Counselling and Psychotherapy I	PY7121
Life Span Development	PY7221
Quantitative research methods	PY7321
Foundations of professional counselling	PY7421
Theories of Counselling and Psychotherapy II	PY8121
Theoretical foundations of group counselling	PY8221
Qualitative Research	PY8321
Psychopathology I	PY8421
Marriage and Family Therapy	PY9121
Child and Adolescent Counselling	PY9221

Educational & Career Counselling	PY9321
Psychopathology II	PY9421
Workplace	PY0121
Dissertation	
Supervised Practicum	

<b>Open Electives Offered</b>	
Course Title	Code Number
Foundation and Application of Psychology	PY0E9521

<b>SKILL ENHANCEMENT COURSE (SEC)</b>	
Course Title	Code Number
Basics of counselling	PY7P1
Assessment 1 and computer applications	PY7P2
Assesment 2	PY8P1
Academic writing and Psyhco-education workshops and presentation/reports	PY8P2
Techniques of Counselling	PY9P1
Process of Group Counselling	PY9P2

<b>VALUE ADDED COURSES (VAC)</b>	
Course Title	Code Number
Play and Human Development	

**PAPER 1:PY7121**  
**THEORIES OF COUNSELLING AND PSYCHOTHERAPY I ( 60 hours)**

**Objectives:**

- ❖ To provide theoretical foundation for counselling and psychotherapy practice.
- ❖ To help the trainee counsellors to conceptualize from different theories.

**Unit 1 - Introduction to Counselling****10 hours**

Meaning and definition of Guidance, Counselling and Psychotherapy. Background and - Historical Context. Current trends in counselling

**Unit 2 – Psychodynamic Therapy****14 hours**

**Psychoanalytic and Psychodynamic theories (Freud, Jung, Adler)** Historical Development, Theoretical Principles and techniques –

**Unit 3– Humanistic Approach (Maslow, Rogers)****(10 hours)**

Historical Development, Theoretical Principles. The Practice of Person-Centred Therapy - Skills and Techniques

**Unit 4 – Existential & Gestalt Therapy**

Historical Development. Theoretical Principles. The Practice of Existential Therapy. Viktor Frankle’s Logotherapy. Gestalt Therapy

Historical Development. Theoretical Principles. Therapeutic Techniques and Procedures

**Unit 5– Behavioural Therapy (Watson, Pavlov, Skinner, Bandura) (14 hours)**

Historical development. Theoretical Principles. Behaviour Modification Techniques and Procedures . Behavioural assessment -Kanfer & Saslow

**References:**

- Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.). Monterey, CA: Brooks/Cole
- Corey, G. (2009). Case approach to counselling and psychotherapy (4th ed.). Pacific Grove, CA: Brooks/Cole
- Corsini, R. J. (1984). Current psychotherapies (3rd ed.). Illinois: F.E. Peacock
- Dryden, W. (ed.) (1990). Individual therapy: A handbook. Milton Keynes: Open University Press
- Jacobs, M. (1988). Psychodynamic Counselling in action. Sage: London
- Kottler, J.A. & Shepard, D.S. (2008). Counselling theories and practices. New Delhi: Brooks/Cole

- Nelson-Jones, R. (2000). Six key approaches to counselling and therapy. Continuum: London Palmer. S. (2000). Introduction to counselling & psychotherapy. New Delhi: Sage.
- Prochaska, J.O. & Norcross, J.C. (1994). Systems of psychotherapy (5rded.). Pacific Grove, CA: California
- Sahakian, W.S. (Ed). (1976). Psychotherapy and counselling: Techniques in Intervention (2nd ed.). Chicago: Rand and McNally.
- Sharf, R.S. (2012). Theories of psychotherapy and counselling: Concepts and Cases (5thed.)

**Paper 2:**  
**LifespanDevelopment**  
**CORE THEORY (60 HOURS)**

**Objectives:**

- ❖ This paper aims to provide insights into the various developmental changes that take place across Life-span. The approach of the paper is to look at developmental changes at different periods in life.

**Unit 1. Introduction (10 hours)**

Defining development; five characteristics of development; aspects of development;



developmental issues; developmental theories; Research in human development (developmental research – cross-sectional, longitudinal, cohort studies, etc).

## **Unit 2. Prenatal development, Infancy and Early Childhood (14 hours)**

Part A. Prenatal development:

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

Part B. Infancy and Early Childhood:

Biosocial development (Body changes; brain development, motor development; perceptual development); Cognitive development (sensorimotor processing, Information processing, language development); Psychosocial development (attachment, emotions, interpersonal interaction, gender roles and gender identity); q 1a

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

Part A. Middle and late Childhood:

Biosocial development (Body changes, size and shape; brain development, motor skills; fitness and activity); Cognitive development (Information processing, language development, aptitude for school, academic skills); Psychosocial development (family, peers).

Part B. Adolescence:

Biosocial development (Puberty, health, nutrition, sexual maturation, fitness); Cognitive development (Adolescent thinking.); Psychosocial development (Identity, relationships, sexuality).

## **Unit 4. Emerging Adulthood and Adulthood (12 hours)**

Part A. Emerging Adulthood:

Biosocial development (Growth, strength and health, life style, sexuality); Cognitive development (Post formal thought.); Psychosocial development (Identity, relationships and intimacy; Family, Work)8 Syllabus for MSc in Counselling Psychology 2019

Part B. Adulthood:

Biosocial development (body changes – joints, organs and reproductive changes, maintaining health – life style and fitness); Cognitive development (intelligence and expertise); Psychosocial development (Intimacy, generativity, work)

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

Biosocial development (body changes – joints, organs, longevity, health and illness, life style and fitness); Cognitive development (Information processing, the impaired, the optimal); Psychosocial development (work and retirement, friends and relatives);

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

References:

Berger, K.S (2008), *The Developing Person: through the life span*; New York; Worth.

Berk L E. 2007. *Child development*. 7th ed. Delhi. Pearson.

Kail R V & Cavanaugh J.C (2007), *Human development: a life – span view*. 4th edition;  
Belmont  
CA, Thomson Wadsworth.

Newman B M & Newman P R. 2009. *Development through life: a psychosocial approach*. 10th  
ed.

Belmont CA. Wadsworth Cengage Learning

Papalia D E, Olds S W, Feldman R D. 2004. *Human development*. 9th ed. New Delhi. Tata Mc  
Graw Hill

Santrock J.W (2017), *Life span development*. 13th ed. Delhi, McGraw Hill

# QUANTITATIVE RESEARCH

## CORE THEORY (60 HOURS)

### **Objectives**

This paper introduces the students to the basics of quantitative research. It covers concepts of science, relationship between theory and research, steps involved in research, the process of research, and designs.

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

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

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

Other important concepts: Nomothetic and ideographic explanations of behaviour, inductive and deductive theory, pure and applied research

Ethical issues for research – APA, BPS, and ICMR code of ethics, issues of plagiarism and predatory journals.

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

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

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

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

Hypothesis - definition, characteristics, types

Variables: independent, dependent and extraneous variables;

Normal probability curve (characteristics and implications for research), Hypothesis testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors

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

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

Probability sampling procedures: simple random sampling, systematic sampling, stratified random sampling, cluster or area sampling. Non-probability sampling procedures: convenience sampling, snowball sampling, quota sampling, judgmental/ purposive sampling

Data collection methods: levels of measurement, fundamentals of measurement (validity

and reliability), tests, inventories, questionnaires, interview schedules, observation schedules, unobtrusive measures.

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

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

Relational research: Simple correlational studies, prediction studies

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

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

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

Designs to avoid: one-group post-test only design, post-test only with non-equivalent control group, one-group pretest-posttest design.

Pure Experimental designs: between-subjects designs (matching and randomization), within subjects' design (randomization, counterbalancing), mixed designs, carry over effects, factorial designs (between subjects, within subjects, mixed)

Quasi Experimental designs: designs without control groups: interrupted time-series designs, repeated-treatment designs, designs with control groups: before-after designs with control, non-equivalent control group designs, mixed factorial design with one nonmanipulated variable, designs to measure developmental changes: cross-sectional studies, longitudinal studies.

#### **References**

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

Best J W and Kahn J V. 2003. *Research in education*. 9th ed. New Delhi, India. Prentice-Hall

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

Broota, K.D (1989) *Experimental design in behavioural research*

Bryman A. 2012. *Social research methods*. 4th ed. Oxford, U K. Oxford University Press.

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

Elmes D G, Kantowitz B H, Roediger III H L. 1995. *Research methods in psychology*. 5th ed. St.

Paul, USA. West Publishing Co.

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

Kothari C R. 2004. Research methodology: methods and techniques. 2nd revised ed. Delhi, India.  
New age international publishers.

Kumar, R. (2011). Research methodology: A step-by-step guide for beginners. Los Angeles: SAGE.

Mangal, SK (2013). Research Methodology in Behavioural Sciences, Prentice Hall India

Mc Burney D H. 2001. Research methods. 5th (India) ed. U K. Thomson-Wadsworth.

Mc Millan J H and Schumacher S. 1997. Research in education: a conceptual introduction. 4th ed. U S A. Addison-Wesley Publishers.

Panneerselvam, R. (2013). Research Methodology Prentice Hall India

## **PAPER 4: FOUNDATIONS OF PROFESSIONAL COUNSELLING**

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

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

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

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

Qualities of helping relationship. Some theoretical models of counseling - Carl Rogers, Truax and Carkhuff, Egan, Ivey and Cormier, Brehm.,

### **Unit 3 Counselling process (10 Hours)**

Precounselling issues – interview, assessment [standardized and non standardized measures] setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting.

### **Unit 4 Skills in counselling (10 Hours)**

Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills.

### **Unit 5 Professional issues (10 Hours)**

Training of counsellors, supervision, personal and professional characteristics, ethical issues, legal issues, consultation, professional development, competence, peer relations, licensing, legislation, counselling in diverse groups.

### **Reference Books**

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

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

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

**Felthman, C. & Horton, I.** (2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi; Sage

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

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

- Corey, G.** (2001) Student video & work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
- Corey, G.** (2001). Manual for theory and practice of counseling and psychotherapy. (6th ed.). Pacific
- Cromier, W., H., & Cromier, L., S.** (1991). Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour. Pacific Grove CA: Brooks/Cole. ve, CA: Brooks/Cole.
- Culley, Sue.**(2002). Integrative Counselling Skills in Action.(2thEdi). London: Sage.
- Eagan, G.** (2001). The skilled helper: A problem management approach to helping. (7th Edi.) Pacific Grove CA: Brooks/Cole
- Doyle. Robert, E.**(1992) Essential Skills and strategies in helping process. California: Brooks/Cole
- Dryden, W, & Thorne, D.** (1991). Training & Supervision for Counselling in action. (Ed) London: Sage.
- Dryden, W., Horton, I. & Mearns, D.** (1995). Issues in Professional Counsellors Training. London: Cassell
- Inskipp, F.** (1996). Skills training for counseling. London: Cassell.
- Ivey ()** Intentional Interviewing
- Neukrug, E.** (1999). The World of the Counselor: An Introduction to the Counseling Profession. Pacific Grove, CA: Brooks/Cole.
- Richard Nelson-Jones.**(2002). Basic Counselling Skills. London: Sage.
- Sherilyn, L., Cormier, & Harold Hackney.** (1987). The Professional Counsellor: A Process Guide to Helping. Boston: Allyn & Bacon.
- Sherry Cormier, & Paula Nurius.**(2002) Interview and Change Strategies for Helpers.(5th edit). London: Wadsworth Pub Co.
- Stephen Palmer.** (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.

## **Current trends and strategies for effective living** **SOFT-CORE THEORY (30 HOURS)**

### Objectives

- To explain the process and challenges of counselling
- To help students to understand and respect the counsellor-counsellor interactions
- To understand the ethical and legal issues in counselling
- To introduce to Students tele-mental health and various modes of online counselling.

### Unit 1. **Impact of technology and physical illness**(10 hours)

Social media, work from home, online learning -impact on adults and children-(journal article reviews)

Diabetes, heart disease, chronic pain, Covid -19- impact- (journal article reviews)

### Unit 2. **Strategies for effective living** (10 hours)

Stress: Meaning of stress, reactions to stress, problem-focused v/s emotion-focused coping strategies, some useful methods to cope with stress

Assertiveness: meaning of assertiveness, strategies for being assertive.

Time management: meaning of time management, time management grid, 24-hour clock, some strategies to help avoid procrastination

Decision Making: The Process of Decision Making, Making Better Decisions; Decisions and Personal Growth: Identifying the Basic Decisions in Your Life, Making New Decisions, Some Practical Applications.

Problem Solving: Types of problems. Problem solving process. Strategies for solving real-life problems.

### Unit 3. **Online Counselling** (10 hours)

Definition and history of Tele mental health, Tele counselling, tele behavioural health, ecounselling, e-therapy, online therapy, cyber counselling or online counselling.

Types of online counselling: Telephone Counselling, App-based Counselling, Email counselling, Web-based counselling and other modalities. Ethical Issues in Online Counselling,

### References

Cormier, S. & Cormier, B. (1998). Interviewing strategies for helpers (4thed.). Pacific Grove, CA:

Brooks/Cole

Culley, S. (2002). Integrative counselling skills in action. (2nd ed.). London: Sage



Egan, G. (2013). *The skilled helper* (6th ed.). Pacific Grove, CA: Brooks/Cole (Refer also the 10th ed.).

Ivey, A.E. Ivey, M.B & Zalaquett, C. P. (2015). *Intentional interviewing and counselling* (8th ed.). Pacific Grove, CA: Brooks/Cole

Nelson-Jones, R. (1990). *Practical counselling skills* (2nd ed.). London. Cassel

Cherry, K. (2017). *A Look at the Ins and Outs of Online Psychotherapy*.

Chester, A. & Glass, C. A. (2007). *Online counselling: a descriptive analysis of therapy services on the Internet*. *British Journal of Guidance & Counselling*.34(2). 145-160. 14 Syllabus for MSc in Counselling Psychology 2019

Dowling, M. & Richwood, D. (2013). *Online Counselling and Therapy for Mental Health Problems: A Systematic Review of Individual Synchronous Interventions Using Chat*. *Journal of Technology in Human Services*.31(1), 1-21. <https://doi.org/10.1080/15228835.2012.728508>

Lal. S., Adair, C.E. (2014). *E-Mental Health: A Rapid Review of the Literature*. <https://doi.org/10.1176/appi.ps.201300009>.

*Online counselling: pros and cons*. <https://schools.au.reachout.com/articles/online-counselling-prosand-cons>

Rene Quashie (August 24, 2015). *The Boom in Tele-mental Health*. <https://www.techhealthperspectives.com/2015/08/24/the-boom-in-telemental-health>

# **PRACTICAL 1**

## **COUNSELLING SKILLS**

### **CORE PRACTICALS PAPER (120 HOURS)**

#### **Objectives:**

- To provide conceptual knowledge on different counselling models and professional issues in counselling
- To train students in acquiring counselling skills through classroom learning and supervised role-plays

#### **Intentional Interviewing:**

Counselling and Psychotherapy. Ethics, Multicultural Competence, Positive Psychology and Wellness Approach.

#### **Attending Behaviour:**

Micro skills of SOLER. Observation Skills. Basic Listening Sequence. Organizing a Session: Questions: Opening Communication. Encouraging, Paraphrasing, and summarizing: Key Skills of Active Listening. Identifying and Handling Bias in Listening

#### **Observing and Reflecting Feelings:**

Basic Empathy as a communication skill. Stages of Counselling, Conducting a WellFormed Session. Focussing: Exploring the Story from Multiple Perspectives.

#### **Empathic Confrontation:**

Identifying and Challenging Client Conflict. Interpersonal Influencing Skills for Creative Change: Reflection of Meaning & Interpretation/Reframe: Helping clients to restore their lives.

#### **Counselling Skills of Self-Disclosure and Feedback:**

Immediacy and Genuineness. Concrete Action Strategies for Client Change: Logical consequences, Instruction/Psychoeducation, Stress management & Therapeutic Lifestyle Changes.

#### **Skill Integration**

#### **Treatment Planning**

Using Micro skills in a Five Stage model

Determining Personal Style.

#### **References**

Bond, T. (1994). Standards and ethics for counsellors in action. New Delhi: Sage

Brems, C. (2001). Basic skills in psychotherapy and counselling. Belmont: Brooks/Cole.

Cormier, S. & Cormier, B (1998). Interviewing strategies for helpers (4th ed.). Pacific grove: Brooks/Cole.

Culley, Sue (1994). Integrative counselling skills in action. New Delhi: Sage

Egan, G. (2002). The skilled helper (7th ed.). Chicago: Brooks/Cole.

Egan, G. (1994). The skilled helper: A problem-management approach to helping (5th ed.). Belmonte: Brools/Cole Publishing company.

Gelso, C. & Fretz, B. (2001). Counselling psychology: Practices, issues, and intervention (India ed.). New Delhi: Cengage learning.

Ivey, A. & Ivey, M. (2003). Intentional interviewing and counselling (8th ed.). Singapore: Brooks/Cole.

Kottler, J. & Shepard, D. (2008). Counselling theories and practices (India ed.). New Delhi: Brooks/Cole.

McLeod, J. (1998). An introduction to counselling (2nd ed.). Buckingham: Open university.16

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Nelson -Jones, Richard (1988). Practical helping skills (2ndedn.). London: Cassel Educational Limited.

Nelson-Jones, R. (1991). The theory and practice of counselling psychology. London: Holt, Rinehart & Winston ltd.

Neukrug, E. & Schweitzer, A. (2006). Skills and tools for today's counsellors and psychotherapists. Singapore: Thomson Brooks/Cole.

Nystul, M. (2003). Introduction to counselling: an art and science perspective (2nd ed.). Boston: Allyn & Bacon.

Palmer, S. (Ed.). (1997). Handbook of counselling (2nd ed.). London: Routledge.

Peterson, J. & Nisenholz, B. (1995). Orientation to counselling (3rd ed.). Boston: Allyn & Bacon.

Rao, N. (1991). Counselling and guidance (2nd ed.). New Delhi: Tata McGraw-Hill Publishing company.

Woolfe, R. & Dryden, W. (Ed.). (1996). Handbook of counselling psychology. New Delhi: Sage

## **PRACTICAL 2: ASSESSMENTS I AND COMPUTER APPLICATIONS**

### **ASSESSMENTS 1 AND COMPUTER APPLICATIONS CORE PRACTICALS (120 HOURS)**

Part A: Assessments for counselling (70 hours)

Objectives for part A

- To help students to have practical experience in conducting tests and being able to interpret scores of various assessments tools, so that they can use these in their practice.
- To help students learn writing a psychological report.

#### **Attention and Concentration**

1. Colour cancellation/ digit cancellation

#### **Memory**

- 2 PGIMS

Intelligence

3. Raven's Standard progressive Matrices (SPM)
- 4 Seguin Form Board
- 5 Bhatia's Intelligence Test

#### **Personality**

6. Eysenck's Personality Questionnaire (R)
7. 16 PF
8. Neo Five Personality Inventory

### **Part B: Computer Applications and Statistics (50 hours)**

#### **Objectives for part B**

- To help students learn the MS Office programme so that they will be able to use it effectively in writing their assignments.
- To impart to students the knowledge of using SPSS.

### **Using MS Office:**

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

### **Descriptive Statistics**

Calculating Mean, Standard Deviation, Median and Quartile Deviation

Correlational Statistics

Pearson's Product Moment Correlation and Spearman's Rank Order Correlation, and Chi-square using a statistical package such as SPSS18 Syllabus for MSc in Counselling Psychology 2019

### **Inferential Statistics:**

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

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

### References for part A

Anastasi. A and S. Urbina. (1997) Psychological testing. 7th Edition (Indian reprint) Pearson education. Delhi.

Broota, K. D (1992). Experimental designs in behavioural research. New Delhi, Wiley Eastern.

Kerlinger, N. (1996). Foundations of behavioural research. Prentice Hall of India.

Singh, A. K. (1997). Test measurement and research methods in Behavioural Sciences. Patna: Bharathi Bhavan Publishers and Distributors.

### References for part B

Anastasi. A and S. Urbina. (1997) Psychological testing. 7th Edition (Indian reprint) Pearson education. Delhi.

Black, T. R (1998) Quantitative research designs for social sciences. Thousand Oaks, Sage.

Broota, K. D (1992). Experimental designs in behavioural research. New Delhi, Wiley Eastern.

Edwards, A.K (1976). Experimental designs in psychological research. New York, Holt

Kerlinger, N. (1996). Foundations of behavioural research. Prentice Hall of India.

Garrett, H. E. Statistics in Psychology and Education. Vakils Pfeffer and Sons.

Jones, R. A. (1985). Research methods in the social and behavioural sciences. Sunderland.

Mass,

Sinauer Association.

Leong. F. T. & Austin, 1(1996). The Psychology Research Handbook: A guide for graduate students

and research assistants. Delhi: Sage Publications India Pvt, Ltd

**II SEMESTER  
THEORIES OF COUNSELLING AND PSYCHOTHERAPY II**

- ❖ To provide theoretical foundation for the practice of psychotherapy.
- ❖ To help the trainee counsellors to conceptualize client problems from various theories.

**Unit 1 - Cognitive Therapy (CT- Beck, REBT – Ellis, CBM- Michenbaum, CAT- Ryle)  
(14 hours)**

Theoretical Principles of CBT, REBT, CBM & CAT. The Practice of Cognitive Therapy

**Unit 2- Object relations, Short term psychodynamic therapies and Emotion focused therapy**

Theoretical principals of object relations theory, Short term psychodynamic therapies and Emotion focused therapy.

**Unit 3 - Reality Therapy and Solutions focused brief therapy**

Historical Development.Theoretical Principles. Reality Therapy Techniques.Theoretical principles and practice of Solution Focused Brief Therapy

**Unit 4 – Feminist and narrative therapy**

Historical Context in Feminist Therapy.Theoretical Principles of Feminist Theory and Therapy.The Practice of Feminist Therapy.

Post Modern Approaches: Development of Social Constructionism. Theoretical principles and practice of Narrative Therapy.

**Unit 5 - Integrative Counselling**

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

**References**

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

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

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

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

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

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

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

## **Theoretical foundations of group counselling**

### **CORE THEORY (60 HOURS)**

#### **Objectives**

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

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

Introduction to Group Work; Definition of Group counselling & group psychotherapy. Brief History of Group work and group psychotherapy. Types of groups. Ethical and professional issues in group counselling (ASGW 2000),

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

Definition of a group leader; professional competence and training of group leaders; Coleadership – advantages and limitations; Therapeutic Factors of Group according to Yalom, working in the here-and-now, transference in Group Psychotherapy

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

Pre-group issues; Initial Stage – characteristics of this stage, group leader functions and skills; Transition stage – resistance, conflict, problem members Working stage – productivity, therapeutic factors, leader functions Final Stage – consolidation and termination; Post group issues and evaluation

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

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

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



Closing skills – Closing a session; closing a group

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

Using Existential & CBT approaches in group counselling settings (Cognitive Behaviour Group Therapy). Practical Orientation to conduct Psychoeducational and Counselling groups.26 Syllabus for MSc in Counselling Psychology 2019

References

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

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

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

Grove, CA: Brooks/ Cole.

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

Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). Intentional group counselling: A micro-skills approach. Belmont, CA: Wadsworth/ Thomson Learning.

Jacobs, E. E., Masson, R. L., &Harvill, R. L. (2002). Group Counselling: Strategies and skills (4th ed.). Pacific Grove, CA: Brooks/ Cole.

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

**PAPER 3**  
**QUALITATIVE RESEARCH METHODS**  
**CORE THEORY (60 HOURS)**

Objectives

This paper introduces the students to the basics of quantitative research. It covers concepts of science, relationship between theory and research, steps involved in research, the process of research, and designs.

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

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

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

Other important concepts: Nomothetic and ideographic explanations of behaviour, inductive and deductive theory, pure and applied research

Ethical issues for research – APA, BPS, and ICMR code of ethics, issues of plagiarism and predatory journals.

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

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

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

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

Hypothesis - definition, characteristics, types

Variables: independent, dependent and extraneous variables;

Normal probability curve (characteristics and implications for research), Hypothesis

testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors

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

Basics of sampling: Samples and populations, meaning of sample design, steps in sample

design, criteria for selecting a sampling procedure, randomness and representativeness, characteristics of a good sample, sampling error, methods of sampling (probability and non-probability), determinants of sample size.

Probability sampling procedures: simple random sampling, systematic sampling, stratified random sampling, cluster or area sampling. Non-probability sampling procedures: convenience sampling, snowball sampling, quota sampling, judgmental/ purposive sampling

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

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

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

Relational research: Simple correlational studies, prediction studies

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

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

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

Designs to avoid: one-group post-test only design, post-test only with non-equivalent control group, one-group pretest-posttest design.

Pure Experimental designs: between-subjects designs (matching and randomization), within subjects' design (randomization, counterbalancing), mixed designs, carry over effects, factorial designs (between subjects, within subjects, mixed)

Quasi Experimental designs: designs without control groups: interrupted time-series designs, repeated-treatment designs, designs with control groups: before-after designs with control, non-equivalent control group designs, mixed factorial design with one nonmanipulated variable, designs to measure developmental changes: cross-sectional studies, longitudinal studies.

#### **References**

- Babbie, E. (2004). *The practice of social research* (10th ed.). Chennai: Thomson Wadsworth.
- Best J W and Kahn J V. 2003. *Research in education*. 9th ed. New Delhi, India. Prentice-Hall
- Bordens, K.S.& Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGrawHill (5th ed).
- Broota, K.D (1989) *Experimental design in behavioural research*

Bryman A. 2012. Social research methods. 4th ed. Oxford, U K. Oxford University Press.

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Elmes D G, Kantowitz B H, Roediger III H L. 1995. Research methods in psychology. 5th ed. St. Paul, USA. West Publishing Co.

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

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Mc Millan J H and Schumacher S. 1997. Research in education: a conceptual introduction. 4th ed. U S A. Addison-Wesley Publishers.

Panneerselvam, R. (2013). Research Methodology Prentice Hall India

## **PAPER 4: PSYCHOPATHOLOGY I**

### **CORE THEORY (60 HOURS)**

#### **Objectives**

- To help students to differentiate between normal and abnormal behaviour.
- To understanding psychopathology and Mental Health Concepts
- To help students examine the causes of psychopathology based on genetics, psychosocial, neurobiological and developmental perspectives.
- To help students formulate diagnostic impression and treatment planning tailored to the needs of the individual client and to make appropriate referrals.

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

Definition, historical review. Changing attitudes and concepts of mental health and illness. Brief overview of models for understanding psychopathology: Psychoanalytical, cognitive-behavioural, humanistic and integrative. DSM and ICD systems of classification. Case History & MSE.

#### **Unit 2. Disorders Primarily Diagnosed in Infancy, Childhood or Adolescence (14 hours)**

A. Neurodevelopmental disorders: Causes, types, clinical features and treatment of Intellectual Disability, Communication Disorders, Autism Spectrum Disorder, AttentionDeficit/Hyper-activity Disorder, Motor Disorders, Specific Learning Disorder,  
B. Feeding and Eating disorders: Pica, Rumination Disorder, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder  
C. Elimination disorders: Enuresis, Encopresis.  
D. Disruptive, impulse-Control, and Conduct Disorders: Oppositional Defiant Disorder, Conduct Disorder, Antisocial Personality Disorder, Pyromania and Kleptomania

#### **Unit 3. Anxiety Disorders (12 hours)**

Causes, types, clinical features and treatment of Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Panic Attack Specifier, Agoraphobia, Generalized Anxiety Disorder, Substance/Medication-Induced Anxiety Disorder, Other Specified and Unspecified Anxiety Disorders:

#### **Unit 4. Obsessive Compulsive and Related Disorders (12 hours)**

Causes, types, clinical features and treatment of obsessive-compulsive disorder (OCD), body dysmorphic disorder, hoarding disorder, trichotillomania, excoriation disorder, substance/ medication-induced obsessive-compulsive and related disorder, other specified and unspecified obsessive-compulsive and related disorders.12 Syllabus for MSc in Counselling Psychology 2019

### **Unit 5. Bipolar and Related Disorders; Depressive Disorders.**

**(12 hours)**

A. Bipolar Disorders Causes, types, clinical features and treatment of Bipolar and Related Disorders: Bipolar I disorder, bipolar II disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, bipolar and related disorder due to another medical condition, other specified and unspecified bipolar and related disorder.

B. Depressive disorders: Disruptive mood dysregulation disorder, major depressive disorder, persistent depressive disorder (dysthymia), premenstrual dysphoric disorder, substance/medication-induced depressive disorder, other specified and unspecified depressive disorders.

#### References

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Nolen-Hoeksema, S. (2007). Abnormal psychology (4th ed.). New York New Delhi: McGraw Hill.

World Health Organization (2004) or (2018 when released). International Classification of Diseases

10 (or 11): Classification of mental and behavioural disorders. AITBS Publishers and Distributors.

## **TRANSACTIONAL ANALYSIS SOFTCORE THEORY (30 HOURS)**

### **Objectives:**

This paper aims in grounding learners with in-depth understanding of Transactional Analysis so that they would be able to use it as a therapy in their practicum/practice.

### **Unit 1. Introduction:**

What is Transactional Analysis, Philosophy of transactional Analysis, Areas of Application (psychotherapy/clinical, counseling, organizational and educational), The Ego-State Model, Functional & Structural Analysis of Ego States, Recognizing Ego States, Contamination, Exclusion, Ego-gram, Structural Pathology

### **Unit 2. Transactional Analysis concepts:**

Transaction: Complementary Transaction, Crossed Transactions, Ulterior Transactions, Transactions and nonverbals.

Strokes: Stimulus-hunger, Kinds of Strokes, Stroking and reinforcement of behavior, giving and taking strokes, stroke economy.

Time Structuring: withdrawal, Rituals, Pastimes, Activities, games, Intimacy.

### **Unit 3. Life Scripts and Games:**

Nature and Origin of Life scripts, Living out Life scripts, Life Positions, Injunctions and Decisions, Script Process, Drivers and Miniscripts, Discounting, Discount Matrix, Frame of reference and Redefining, Symbiosis.

Games: Definition of games, The drama Triangle, The Alcoholic Games (Drunk and proud, Lush and Wino), The Game Plan, why people play games, dealing with games.

### **References:**

Stewart, I, &Joines, V. (1991). TA Today: A New Introduction to transactional Analysis. Lifespace Publishing. England, USA.

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Steiner C. (1982). Games Alcoholic Play. Ballantine Books. New York.

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James, M. & Savary L. (1977). A New Self: Self Therapy with Transactional Analysis. Addison Wesley Publishing Company

## **PRACTICAL 1: ASSESSMENT II**

### **I Aptitude and Interests**

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

### **II. Personality: Projective Methods**

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

### **III Disability Screening**

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

### **VI Psychopathology screening tools**

Becks inventories (depression, anxiety, suicidality, hopelessness)  
GHQ

### **VI. Other Measures**

1. Assertiveness
2. Emotional Quotient



## **Practical 2: Academic writing and Project Work**

- Case study and other reports
- Maintaining Counselling Progress Notes and other Log sheets
- Academic Writing (for Research & Publication in Journals): APA style including
- page formatting, line and paragraph formatting, heading levels, tables, figures,
- page numbers, running head, and margins
- Referencing and citing (formats: APA,)
- Plagiarism checking using software (online plagiarism and side-by-side
- Comparisons

## **Part B: Psycho-education workshops and presentations/ reports**