

M.Sc. COUNSELLING PSYCHOLOGY

Course Pattern – 2020 Set

Sem	Paper Code	Title of the Paper	Hour	Credit
I	20PCPS1101	Foundations of Psychology	6	5
	20PCPS1102	Psychological Approaches to Counselling – Paper 1	5	5
	20PCPS1103 A	Counselling Skills 1- Theory	5	5
	20PCPS1103 B	Counselling Skills 2- Individual Counselling Practice	5	3
	20PCPS1104	Research Methodology	5	4
	20PCPS1201 A	Elective: Work Place Counselling	4	4
	20PCPS1201 B	Elective: Family Counselling		
		Total for Semester – I	30	26
II	20PCPS2105	Psychology of Human Development	6	5
	20PCPS2106	Counselling and Guidance	6	4
	20PCPS2107	Psychological Approaches to Counselling – Paper 2	5	4
	20PCPS2108	Psychological Testing	5	4
	20PCPS2202 A	Elective: Crisis Interventions and Trauma Counselling	4	4
	20PCPS2202 B	Elective: Addiction Counselling		
	21PSS2102	IDC-Soft Skills	4	4
		Total for Semester – II	30	25
III	20PCPS3109	Group Counselling and Psychotherapy	6	5
	20PCPS3110	Positive Psychology	6	5
	20PCPS3111	Psychopathology- Paper I	6	5
	20PCPS3112	Supervision I	4	4
	20PCPS3113	Current Issues in Counselling	4	4
	20PCPS3203 A	Elective: School Counselling	4	4
	20PCPS3203 B	Elective: Medical Counselling		
	20PCPS3204	Self-Paced Learning	-	2
		Total for Semester – III	30	29
IV	20PCPS4114	Psychopathology -Paper II	6	5
	20PCPS4115	Ethical and Legal Issues in Counselling	6	5
	20PCPS4116	Supervision II	6	5
	20PCPS4117	Internship	6	4
	20PCPS4118	MA Project /Thesis	6	4
		Comprehensive Examination		
		Total for Semester – IV	30	25
		Outreach Programme (SHEPHERD)	-	5
		Total for Semester – I to IV	120	110

Semester I
20PCPS1101

Hours/ Week: 6
Credits: 5

Foundations of Psychology

Course Objectives

- To help the students understand the roots of psychology
- To introduce the students to various concepts, theories of psychology
- To introduce the students to different approaches to psychological processes
- To understand and appreciate the various nuances of psychology

UNIT I: Introduction: Historical background – branching out of philosophy - Definition of psychology; Sub-fields of psychology – Experimental, Biological, Personality, Social, Clinical and Counseling, Development and quantitative psychology - Methods in psychology – Survey, Case Study, Naturalistic, Observation, Experiment - The Nervous system: Communication in the Nervous system and interaction between neuron - Neurotransmitters and its functions - The Spinal cord and its functions - the Brain and its functions.

UNIT II: Perception: The five senses: Characteristics - Definition of perception - Features of perception; Approaches to perception - Constructional view of perception- Ecological view of perception - Psychophysics. Attention – Determinants of attention - Selective, focused and divided attention.

UNIT III: Learning: Definition of Learning - Classical Learning - Instrumental and Operant conditioning Learning -Observational Learning - Cognitive Process in Learning.

UNIT IV: Memory: Types of Memory – Stages of Memory – Sensory Memory – Short-term Memory and Long-term Memory – Causes of forgetting – Constructing Memory – Improving Memory. Definition of Intelligence. Theories of Intelligence. Creativity- Characteristics of creative Person.

UNIT V: Motivation and Emotions: Theories of Motivation – Hierarchy of Needs, ERG Needs, Expectancy Theory of Needs, Intrinsic and Extrinsic Motivations – Integrating current theories of Motivation; Emotions: Definition, Theories of Emotion, Types of Emotions, Functions of Emotions

References

1. Baron, R. A. (1995). Psychology. New York; Harper Collins, College Publishers.
2. Bougles, A. B., Roy, E. J., Srull, T. K.; Wickens, C. D., (1991). Psychology (2nd ed.). Boston: Houston, Muffin Company.
3. Hendry, E. G. (2014). General Psychology. New Delhi: Surjeet Publication.

4. Lefton, L. A. (1985). Psychology. Boston: Allyn & Baron.
5. Morgan, C. T. et al (2000). Introduction to psychology (7th ed.). New Delhi: Tata McGraw Hill
6. Smith, E. J. (2016). Theories of Counselling and Psychotherapy: An Integrative Approach (2nd ed.). Singapore: Sage Publications.

Semester I
20PCPS1102

Hours/ Week: 5
Credits: 5

Psychological Approaches to Counselling - Paper 1

Course Objectives

- To introduce the students to various psychological models of counselling
- To appreciate an overview of the divergent contemporary approaches to Psychological Counselling
- To encourage the students to apply the concepts and the process leading to greater self-awareness
- To enable the students to choose an appropriate model suitable to one's own personality style
- To learn to apply the theoretical perspective, healthy functioning and maladaptive functioning effectively as a Professional Counsellor

Unit I: Personal characteristic of Effective Counsellors; The Counsellor's beliefs, values, attitudes and the therapeutic Process; Multi-cultural competencies and Ethical issues faced by beginning therapists

Unit II: Psychoanalytic Therapy: Key Figures (Sigmund Freud; Object relations: Margaret Mahler) and Major focus; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit III: Adlerian Therapy: Key Figures and Major focus; Philosophy and Basic Assumptions; Individual Psychology; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit IV: Existential Therapy: Key Figures (Viktor Frankl, Rollo May and Irvin Yalom) and Major focus; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit V: Person-Centred Therapy: Key Figures (Carl Rogers) and Major focus; Humanistic Approach; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals;

Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

References

1. Corey Gerald, Theory and Practice of Counselling and Psychotherapy, Brooks/Cole, 1996
2. Corey, G., Corey, M.S. (1997). Groups: process and Practice, 5th Ed. Brooks/Cole
3. Mitchell, S. A., Black M. J. (1993). Freud and Beyond. Basic Books,
4. Lazarus, A. A. (1989). The practice of multimodal therapy. Baltimore: John Hopkins,
5. Pattersen, C. H. (1986). Theories of counseling and psychotherapy (4th ed.). New York: Harper 7 Ros,

Semester I
20PCPS1103 A

Hours/ Week: 5
Credits: 5

Counselling skills 1-Theory

Course Objectives

- To provide an overview of the effective helping skills required for a professional Counsellor
- To develop a deeper understanding of one's own interpersonal styles in a systematic way
- To learn to apply the skills in the context of Counselling the Clients

UNIT I: Introduction: The Basic concepts of the Human-Relations-Training; D-Needs; B-Needs and M-Needs; Interpersonal values, Motivation and Responsibility; The contract; an overview of the Human Relations-Training Model

UNIT II: The skills of letting yourself be known

The skill of Self-disclosure; Concreteness in communication; the Expression of Feeling and emotion; Feelings difficult to Face; Exercises in the Expression of Feelings and Emotion

UNIT III: The Skills of Listening and Responding

Attending and \listening; Social Intelligence; the communication of Accurate empathic Understanding; Creating a Climate of Support; the Primary Level – Attentive Listening, Accurate empathic Understanding

UNIT IV: The Skills of Challenging

Feedbacks on Strengths Challenging Skills and Relationship-Building; Advanced Accurate empathy; Many forms of advanced Empathy; confrontation; the manner of confronting; the right to confront; Exercises in confrontation; Immediacy: Direct, Mutual Talk

UNIT V: The skills of Effective Group Participation

Group specific skills; Using Self-disclosure skills in a group setting; Using Responding and Leadership skills in a group setting; the Open Group: Dealing Constructively with flight Behaviour; Changing Interpersonal Behaviour within the Group

References

1. Egan, G. (1975). The Skilled helper. Brooks/Cole.
2. Egan, G. (1976). Interpersonal Living. Belmont: Wadsworth Company, Inc.
3. Ivey, A. (1971). Micro-counselling: Innovations in interview training. Springfield, IL: Charles C Thomas.
4. Maslow, A. (1970). A. Motivation and Personality. New York: Harper and Ros.
5. Passons, W. R. (1975). Gestalt approaches in counseling. New York: Holt.

Semester I
20PCPS1103 B

Hours/ Week: 5
Credits: 3

COUNSELLING SKILLS 2

Practicum

PART ONE

SELF-REFLECTION:

- a) Explores event using '**Sense, Reason, Imagine, and Feel**'
- b) Identifies **patterns** in interpersonal style
- c) **Plan** a skilled response in a specific relationship

ATTENDING:

- a) SOLER – Communicates **presence** to Discloser
- b) **Facial Responsiveness** (psychological attending)

PARAPHRASING:

- a) Responds with a **frequency** that maintains connection
- b) Paraphrases **briefly**
- c) Selectively paraphrases the **core**

SELF-DISCLOSURE:

- a) Discloses with **reasonable risk**
- b) Discloses with **clear goals**
- c) Discloses in the **here and now**

EMPATHY:

- a) Identifies **feelings in the past**
- b) Identifies **present feelings**
- c) Connects **feelings to context** or meaning
- d) Is a **brief** with basic empathy

EMOTION:

- a) **Identifies feelings** in self
- b) Non-verbally **expresses feelings** in self
- c) Verbally **expresses feelings** in self

INTEGRATION:

- a) Is **genuine** (inside is congruent with outside)
- b) Explores and **discloses self in response** to another's initiative

PART TWO

OWNING

- a) Uses **"I" Language**
- b) Concretely **differentiate:** other's behaviour / own feelings
- c) Discloses **historical roots** of own feelings
- d) Discloses **own patterns of behaviour** in the relationship
- e) Explores and discloses **interplay between judgments and feelings**

IMMEDIACY

- a) **Invites direct mutual talk** in the relationship
- b) Discloses **6 of concrete experiences**
- c) Discloses **pattern and meanings** related to the past
- d) Discloses **current feelings related to the past**
- e) Discloses **feelings regarding current experience**
- f) Responds by **exploring** the relationship

INTUITIVE EMPATHY

- a) Is **tentative** (“just my perspective”)
- b) Grounds observations in **concrete data**
- c) Is **specific and brief** with the hunch
- d) Responds with **paraphrasing and self-exploration**

CONFLICT

- a) Discloses the **perception of differences** and invites **mutuality**
- b) Concretely describes **own point of view**
- c) Responds to disclosure with **paraphrasing and empathy**
- d) Is **open to influence**
- e) Finds **common ground** and / or **agrees to differ**

References:

1. Egan, G. (1975). The Skilled helper. Brooks/Cole.
2. Egan, G. (1976). Interpersonal Living. Belmont: Wadsworth Company, Inc.
3. Ivey, A. (1971). Microcounseling: Innovations in interview training. Springfield, IL: Charles C Thomas.
4. Maslow, A. (1970). A. Motivation and Personality. New York: Harper and Ros.
5. Passons, W. R. (1975). Gestalt approaches in counseling. New York: Holt.

Semester I
20PCPS1104

Hours/ Week: 5
Credits: 4

Research Methodology

Course Objectives

- To acquire good knowledge of major concepts relevant to conducting and independent research
- To gain understanding on the nature, strength and weakness of various research design and measurement and data collection methods.
- To develop necessary critical thinking skills in order to evaluate different research approaches utilized in various sector
- To apply a range of quantitative and / or quantitative research techniques to Counselling Psychology problem / issues

UNIT I: Basic Concepts and Types of Research

Research – meaning, nature, scope, process and relevance/needs; qualities of a researcher;
Types of research, selecting a topic of research, Research Problem – selection, formulation

and statement; review of literature; Feasibility study; pilot study; variable and hypothesis: Meaning, types and sources.

UNIT II: Research Design and Data collection

Research Design – meaning, types and interdependence of design; Data collection – primary methods: observation, interview, questionnaire and survey (meaning, steps, advantages and disadvantages), Secondary methods: Books, documents (published and unpublished) survey reports, biographies

UNIT III: Sampling techniques and scaling

Sampling techniques – population, universe; sampling – meaning, need basis advantage, disadvantage, types: probability sampling – simple random, stratified, systematic, cluster; non probability sampling – quota, convenience, purposive, judgment, sampling frame, sample units and sample size, sampling errors; Scaling techniques – important, reliability, validity and construction; attitude scales – meaning, importance and types (Likert scale and Semantic differential scale)

UNIT IV: Data processing and analysis

Data processing- editing, coding, classification and tabulation, difference between classification and tabulation; Data analysis – Frequency distribution; Measure of central tendency – mean median and mode; Measure of dispersion -quartiles, mean and standard deviation; Measures of association – Correlation, Rank correlation and regression analysis; Test of Hypothesis- parametric test; student's 't' test and analysis of variance (one way classification) and non parametric test (chi-square test), diagrammatic & graphic presentation – significance and types (bar – charts and pie charts).Applications of SPSS software in the computer lab.

UNIT V: Data interpretation and report writing

Interpretation of data – meaning, importance and interpretation; Report writing – outline of a research report, content of research report, types of research report and guide line for writing a standard research report and oral report presentation.

References

1. Ahuja, R. (2003). Research Methods. Jaipur: Rawat Publication.
2. Dooley, D. (1997). Social Research Methods. Delhi: Prentice Hall.
3. Kothar, C. R. (2000). Research Methodology, Mumbai: Viswa Prakashan.
4. Kumar, R. (2002). Methodology & Social Research, Jaipur: Book Enclave.
5. Schweigert, W. A. (2017). Research Methods in Psychology (3rd ed.). Delhi: Vinod Kumar Jain limited.

6. Young, P. V. (2002). Scientific Social Surveys and Research. New Delhi: Macmillan Publication.

Semester I
20PCPS1201 A

Hours/ Week: 4
Credits: 4

Elective Paper: Work Place Counselling

Course Objectives

- To enable the students to understand the importance of work place relationship
- To have an insight into the various kinds of statutory and non-statutory welfare measures for employees in different organizational set up
- To enable the students with the emerging issues in Industrial relations and Global HR practices.

UNIT I: Need for workplace counselling: The work place today; Need for workplace counselling; History of workplace counselling, The many faces of work place counselling; Criticism of workplace counselling

UNIT II: Social Security and Welfare: Meaning of social security-major social security provisions: Employees Provident Fund, Employees state insurance, Payment of Bonus, Gratuity. Welfare provisions under Factories Act and Maternity Benefits.

UNIT III: Emerging Issues in Industrial Relations: Issues relating diverse and cross cultural workforce; Knowledge workers, workers in service sectors; Global HR Practices.

UNIT IV: Corporate Social Responsibilities: Quality of work life and work life balance; Sexual harassment at workplace: prevention and legislation

Unit V: Models of Workplace Counselling: Brief therapy models, Problem focused models: Work oriented models

References

1. Carroll, M. (1996). Workplace Counselling: A Systematic Approach to Employee Care. London: Sage publishers

2. Cascio, W. (2015). Managing Human Resources. Productivity, Quality of Work life, Profits. 10th Ed. Singapore: McGraw-Hill Education.
3. Rao, S. (1997). Essentials of HRM and Industrial Relations. New Delhi: Himalayan Publishing House.
4. Sinha & Sinha, S. (2006). Industrial Relations, Trade Unions and Labour Legislations (1st ed.). New Delhi: Pearson Publishers.
5. Srivastava, S. C. (2000). Industrial Relations and Labour Laws. New Delhi: Vikas Publishing House.

Semester I
20PCPS1201 B

Hours/ Week: 4
Credits: 4

Elective Paper: Family Counselling

Course Objectives

- To introduce the students to the theories and counselling strategies used in the Context of Workplace and Family Therapy
- To embark the appropriate counselling models to specific cases

Unit I: Evolution: Historical evolution of the field of marriage and family therapy: Current and future trends, Foundations of family therapy, Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory)

Unit II: Classical schools: Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive behavioral; Recent Developments: Post modernism, Feminist critique,

Unit III: Possible Therapy: Solution focused therapy, Narrative therapy, Integrative models. Evaluation of Family Therapy: Family therapy research, Empirical foundations and Practice implications

Unit IV: Healing in the Family: The Genogram; Three generations; Fusion; Near; Source of the Issue; Conflict; Triangle

Unit V: Conflict Management: Presenting Problem; Dynamics of emotional context during birth and upbringing; cultural factors; Rituals, beliefs and images; Traditions; Marriage and family roles; generational strengths and shadow; unresolved grief; Family secrets

References

1. Bradshaw, J. (1996). Family Secrets. New York: Bantam Books.

2. Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass.
3. Nichols, P. M. & Schwartz, C. R. (2006). *Family Therapy – concepts and methods* (7th ed.). Boston: Allyn and Bacon.

Semester II
20PCPS2105

Hours/ Week: 6
Credits: 5

Psychology of Human Development

Course Objectives

- To study the human development from conception through very old age
- To enhance self-understanding on the various stages of life
- To prepare the learners to anticipate and cope with many unanticipated challenges of others' life
- To explore and apply the integrative perspective for the analysis of human development

UNIT I: A psychosocial approach: the interaction of the Biological, Psychological and Social systems; Psychosocial impact of poverty; unemployment; violence; Major theories for Understanding Human Development Overview of the Psychosocial Approach

UNIT II: Stages of human development: The period of Pregnancy and Prenatal development

Genetics and Development; Normal Fetal Development; the Birth Process; The Mother, Fetus and Psychosocial development; The Impact of Culture; Applied topic: abortion; case study

UNIT III: The Period of Toddlerhood, Early School age and Childhood

Developmental Tasks of The Period of Toddlerhood, Early School age and Childhood; the Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topics such as Day Care, School Readiness, Violence in the lives of the Children; Case study

UNIT IV: The Period of Adolescence

Developmental Tasks; The Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topics such as Alcohol and Drug abuse; Sexual attention and Sexually Transmitted Diseases; Case study

UNIT V: The Period of Adulthood & Old Age

Developmental Tasks; The Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topics such as Divorce; Discrimination in the work place; Retirement and Meeting the needs of the Frail Elderly; Case Study – Terminally ill.

References

1. Hurlock, E. B. (1986). *Developmental Psychology – A Life Span Approach* (5th ed.). New Delhi: Tata McGraw Hill Publishing Co. Ltd.
2. Ivey, A., & Ivey, M. (2003). *Intentional interviewing and counseling: Facilitating development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.
3. Munn, N. L., L. Dodge, F. L. Jr., & Peter S. Fernald. (1969). *Introduction to psychology*.
4. Newman, L. V. (2000). *The expatriate adjustment process: implications of the cross-cultural context on learning the environment following a work-role transition*. Diss. University of Illinois at Urbana-Champaign.
5. Rayner, E. (2005). *Human development: an introduction to the psychodynamics of growth, maturity and ageing*. Psychology Press.
6. Saraswati, T. S., Dutta, R., & Sikka, A. (1987). *Developmental psychology in India, 1975-1986: An annotated bibliography*. Sage Publications.

Semester II
20PCPS2106

Hours/ Week: 6
Credits: 4

Counselling and Guidance

Course Objectives

- To foster competency among the students in this fast changing complex world
- To familiarized with the different approaches and techniques of counselling and applications.
- To understand the role of family, school and community in counselling and guidance.
- To sensitize on the different problem situations those require counselling.

UNIT I: Basics Concepts, Emergence & Growth of Counselling Psychology

Concepts of counselling, counsellor, counselee; Counselling - objectives, principles and need for professional counselling – qualities/ skills of a good Counsellor. Process of counselling – individual& group counselling – the emergence of counselling; Assertiveness and Interpersonal Skills for Counsellors, Counselling Relationship.

UNIT II: Development of Counselling Skills

Introduction to Important Schools of Counselling, Psychoanalysis, Transactional Analysis, Gestalt Therapy, Rational Emotive Therapy, Person Centered Approach to Counselling; Developing an Integrated Model, Essentials of Skills, Body language, Nonverbal Clues

UNIT III: Counselling Intervention in Organizations

Attending, Listening and Responding, Empathy, Effective Feedback, Performance Counselling, Counselling in Problems Situations, Interpersonal Conflicts

UNIT IV: Psychometric Testing

Theoretical Background of Testing; Theory and Issues in Psychological Testing, Intelligence Testing, Aptitude Testing.

UNIT V: Ethical Standards & Professional Preparation & Training

The Contract; Ethical standards/ principles- responsibility, counselling in different settings; group – educational, family, clinical, career & guidance and industries; Status of guidance and counselling movement in India.

References

1. Antony, D. J. (1994). Dynamics of Counselling. Nagercoil: Anugraha Publications
2. Dandapt, A. K. & Mailty, A. (2018). Essentials of Guidance and Counselling, New Delhi: Kumud Publications.
3. Gelso, C. J. & Fretz, B. R. (2016). Counselling Psychology, Bangalore: PRISM.
4. Groth-Marnat, G. (2006). The handbook of Psychological Assessment. John Wiley & Sons, E – Book.
5. Lister-Ford, C. (2007). A short introduction to Psychotherapy, New Delhi: Sage Publications.
6. Littrell, J. M. (2001). Allen E. Ivey: Transforming counseling theory and practice. Journal of Counseling and Development, 79, 105-118.
7. Max, E. A. (1999). Perfect Counselling, UK, Random House Business Books.
8. Papallia, D. E. & Olds, S. & Feldman, R. D. (1999). Human Development (11th ed.). New Delhi: McGraw-Hill Education
9. Rao, N. (2003). Counselling and Guidance, New Delhi: Tata McGraw- Hill.
10. Sehagal, V. K. & Krishnaparasad. R. (2014). Counselling and Guidance. New Delhi: Pacific book International.

Semester II
20PCPS1107

Hours/ Week: 5
Credits: 4

Psychological Approaches to Counselling- Paper 2

Course Objectives

- To be exposed to the various schools of modern psychological approaches to Counselling
- To appreciate in depth the divergent contemporary approaches to Psychological Counselling
- To enable the students to apply the key concepts, therapeutic process and techniques to real life situations
- To encourage the students to apply the concepts and the process leading to greater self-awareness
- To learn to apply the theoretical perspective to work effectively as a Professional Counsellor

Unit I: Gestalt Therapy: Key Figures (Frederick (Fritz) Perls and Laura Perls) and Major focus; Existential Approach; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit II: Reality Therapy: Key Figures (William Glasser and Robert Wubbolding) and Major focus; Choice Theory; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit III: Behaviour Therapy: Key Figures and Major focus (Classical Conditioning, Operant Conditioning, Social learning approach and Cognitive behavior theory; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit IV: Cognitive Behaviour Therapy: Key Figures (Aaron Beck's CT, Albert Ellis' REBT and Arnold Lazarus' Multimodal Therapy: Major focus; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

Unit V: Other Approaches: Solution-Focused Therapy; integrative or wholistic approach: Major focus; Philosophy and Basic Assumptions; Key concepts; Therapeutic Goals; Therapeutic Relationship; Techniques and Procedures; Applications, Contributions and Limitations

References

1. Corey G. (1996). Theory and Practice of Counselling and Psychotherapy. Brooks/ Cole.
2. Mitchell, Stephen A., Black Margaret J. Freud and Beyond. (1993). Basic Books.
3. Lazarus, A. A. (1989). The practice of multimodal therapy. Baltimore: John Hopkins.
4. Patterson, C. H. (1986). Theories of counseling and psychotherapy (4th ed.). New York: Harper 7 Ros.
5. Pedersen, P. (1994.) A hand book for developing multicultural awareness (2nd ed.). Alexandria, VA: American Counseling Association

Semester II
20PCPS2108

Hours/ Week: 5
Credits: 4

Psychological Testing

Course Objectives

- To provide students with an understanding of the principles on which frameworks of assessments in Counselling psychology practice is built.
- To explore various types of assessment models and their administration and develop
 - Competence to identify appropriate assessment tools for various client concerns.
 - 1. Developmental Screening Test
 - 2. Bender Visual Motor Gestalt test
 - 3. Wechsler Intelligence Scale for Children
 - 4. Wechsler Adult Intelligence Scale
 - 5. Interest, Career and Value Test
 - 6. Sentence completion test
 - 7. Thematic apperception test (TAT)
 - 8. Children apperception test (CAT)
 - 9. Rorschach ink blot test
 - 10. Personality Inventory for Adolescent
 - 11. FIRO – B
 - 12. Minnesota multiple personality inventory test
 - 13. NIMHANS Neuropsychological Battery
 - 14. Personality Tests (Extraversion/Introversion; Emotional stability
 - 15. Psychometric Tests (Ability Tests ,Aptitude, Verbal, Numerical, Abstract etc)
 - 16. Personality Questioners
 - 17. Life Skills Testing (Interpersonal living, Intimacy, Identity &Locus of Control)

18. Mental Status examination
19. Leadership skills & Qualities Checklist
20. Alfred Adler's Life Skill Inventory

Students will learn to administer at least 15 Tests

References:

1. American Association for Counseling and Development. (1988). Responsibilities of users of standardized tests. Washington, DC: Author.
2. American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.
3. American Psychological Association. (1966). Standards for educational and psychological tests and manuals. Washington, DC: Author.
4. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
5. Beutler, L. E., & Groth-Marnat, G. (Eds.). (2003). Integrative assessment of adult personality (2nd ed.). New York: Guilford.
6. Groth-Marnat, G. (2006). The handbook of Psychological Assessment. John Wiley & Sons, E – Book.
7. Kaufman, A. S. (2000). Tests of intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (pp. 445–476). New York: Cambridge University Press
8. Neisser, U. (Ed.). (1998). The rising curve: Long-term gains in IQ and related measures. Washington, DC: American Psychological Association.
9. Urbina, S. (2004). Essentials of Psychological Testing. Canada: John Wiley & Sons.

Semester II
20PCPS2202A

Hours/ Week: 4
Credits: 4

Elective Paper - Crisis Intervention and Trauma Counselling

Course Objectives

- To learn to encounter unexpected death, impending marital break-up, substance abuse issues, potential suicide, family conflict, unexpected health concerns and the like.
- To learn a range of skillful responses different from those appropriate in more tradition forms of counselling

- A student will learn both theory and practice of crisis counselling

UNIT I: Introduction: Understanding Trauma: Post Traumatic Stress Disorder symptomatology and assessment measures, PTSD risk factors, development, and course. Biological Basis and Psychopharmacology of PTSD.

UNIT II: Trauma and Development: Developmental impact of trauma and overview of Complex PTSD. Trauma and Loss: Traumatic grief and associated conditions

UNIT III: Crisis Intervention and PTSD Treatment: Disaster Mental Health and Acute Stress Reactions, Cognitive-Behavioral Therapies for Trauma-related Conditions, Evidence-based Treatments for PTSD, Introduction to exposure-based treatments for PTSD, Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth

UNIT IV: Suicide

Precipitating events, specific plan, number of attempts, Do's and Don'ts, Hospitalization; Legal recourse; Treatment and social support; Post intervention

UNIT V: Crisis intervention Model: Plan and conduct a thorough biopsychosocial and lethality/imminent danger assessment; Making psychological contact; Crisis precipitants; exploration of feelings and emotions; New coping strategies; Restoration; Booster Sessions.

References

1. Roberts, A. R. & Ottens, A. J. (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution. New Jersey.
2. Cloitre, M. et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity.
3. Gilliland, B. E. & James, R. K. (2013). Crisis Intervention Strategies (7th ed.). Belmont, CA: Brooks/Cole.
4. Ponnudurai, R. (2015). Suicide in India – changing trends and challenges ahead. Indian J Psychiatry. Oct-Dec; 57(4): 348–354.

Semester II
20PCPS2202B

Hours/ Week: 4
Credits: 4

Elective Paper: Addiction Counselling

Course Objectives

- To familiarize the students with the skills required to assess the prevailing situations and presenting problems
- To provide psychological intervention for persons suffering with various addictions
- To identify treatment issues for special populations.
- To recognize wraparound services with persons experiencing stressors resulting from addictive behaviors.

UNIT I: Introduction: Clinical characteristics, etiology, models of addiction, assessment in addictions.

UNIT II: Presenting Problem: Understanding use, abuse and dependence. Early Identification (risk and protective factors) Social Media, Alcohol & Types of drugs.

UNIT III: Assessment: Assessing and planning intervention counselling in Motivation

UNIT IV: Strategies: Counselling individual and families including children

UNIT V: Process: Recovery and Relapse (Refusal skills) Types of treatment intervention; De-addiction procedure; Psycho social care -rehabilitation, After care measures.

Reference

1. Adams, H. E., Sutker, P. B. (2001). Comprehensive handbook of psychopathology (3rd ed.). New York: Kluwer Academic publishers.
2. Dana, R. Q. & Blevins A. G. (2011). Substance Abuse Counselling (4th ed.). Belmont, USA: Brooks/Cole.
3. Juhnke, G. A., & Hagedorn, W. B. (2006). Counseling addicted families: A sequential assessment & treatment model. New York, NY: Brunner-Routledge.
4. May, G. (1992). Addiction & grace. San Francisco, CA: Harper.
5. Nakken, C. (1996). The Addictive personality: Understanding the addictive process and compulsive behavior. Center City, MN: Hazelden.

Semester II
21PSS2102

Hours/ Week:4
Credits:4

IDC Soft Skills

Course objectives

- To provide a focused training on soft skills for students in colleges for better job prospects
- To reach out other institutions to train faculty and students on soft skills
- To create an interface between industries and educational institutions in order to match the expectations of employers and abilities of the employees

Unit I: Basics of Communication & Effective Communication

Basics of communication - Definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Conversation Techniques, Good manners and Etiquettes; Speech Preparations & Presentations.

Unit II: Resume Writing & Interview skills

Resume Writing: What is a Resume? Types of Resume - Chronological, Functional and Mixed Resume, Purpose and Structure of a Resume, Model Resume. Interview Skills: Types of Interviews, Preparation for an interview, Attire, Body Language, Common interview questions, Mock interviews & Practicum

Unit III: Group Discussion & Personal effectiveness:

Basics of Group Discussion, Parameters of GD, Topics for Practice, Mock GD & Practicum & Team Building. Personal Effectiveness: Self Discovery; Goal Setting with questionnaires & Exercises

Unit IV: Numerical Ability

Introducing concepts Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns.

Unit V: Test of Reasoning

Introducing Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series; and Classification

References

1. Aggarwal, R. S. (2010). A Modern Approach to Verbal and Non-Verbal Reasoning. New Delhi: S. Chand.
2. Covey, S. (2004). 7 Habits of Highly effective people. Free Press.
3. Egan, Gerard. (1994). The Skilled Helper (5th ed.). Pacific Grove, CA: Brooks/Cole.
4. Khera, S. (2003). You Can Win. Macmillan Books, Revised Edition.
5. Murphy, R. (1998). Essential English Grammar. 2nd ed., Cambridge University Press.

6. Sankaran, K., & Kumar, M. Group Discussion and Public Speaking (5th ed.). M.I. Pub, Agra: Adams Media.
7. Trishna, K. S. (2012). How to do well in GDs & Interviews (3rd ed.). Pearson Education.
6. Yate, M. (2005). Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting

Semester III
20PCPS3109

Hours/ Week: 6
Credits: 5

Group Counselling and Psychotherapy

Course objectives

- To explore various group therapies that have emerged
- To learn appropriate styles and techniques for Group Therapy
- To use the Counselling skills and techniques with the experimental groups
- To master the skills and understand how to modify them to fit specialized groups

Unit I. The Therapeutic Factors

Instillation of Hope; Universality; Imparting information; Altruism; The Correlative Recapitulation of the Primary Family Group; Development of Socializing Techniques; Imitative Behaviour.

UNIT II: Interpersonal learning

The Importance of Interpersonal Relationship; The Corrective Emotional Experience; The Group as Social Microcosm; The Social Microcosm-A dynamic Interaction; Transference and Insight

UNIT III: The Therapeutic Factors

Therapist's Basic Tasks; Creation and maintenance of the Group; Transference & Transparency; How does the leader shape norms? Working in the Here-and-now; Definition of Process; Process focus; Helping patients to accept a Process orientation; The use of the Past

UNIT IV: Creation of the Group:

Place, time, size and Preparation; Subgrouping; Conflict in the Therapy Group; Self-Disclosure; Termination; Problem Patients; Dreams; audiovisual Technology; Written summaries; Structured exercises

UNIT V: The Specialized Therapy Group:

Clinical situations-Basic Steps; Antecedents and Evolution of the Encounter Group; The Effectiveness of the Encounter Groups; observation of Experienced Clinicians; Supervision

References

1. Barbara & Newman, P. (1999). Development through Life. Boston: Brooks/Cole.

2. Edwards, J. E. (1988). Group Counselling: Strategies and Skills. Brooks/Cole Publishing Company.
3. Gurian, M. (1998). A Fine Young man. New York: Jeremy P. Tarcher/Putnam.
4. Seligman, L. (1986). Diagnosis and Treatment Planning in Counselling. Human sciences Press.
5. Yalom, D. I. (1995). The Theory and practice of Group Psychotherapy (4th ed.). Basic Books.

Semester III
20PCPS3110

Hours/ Week: 6
Credits: 5

Positive Psychology

Course Objectives

- To enable the students to understand the aims and scope of positive Psychology.
- To apply the basic concepts from the course to analysis of their own lives and personal strength
- To promote health and healing across cultures

Unit I:

General introduction: Define Positive Psychology. Traditional psychology; positive psychology; goals; assumptions and definitions of positive psychology.

Unit II

Meaning and Measure of Happiness: Psychology of well-being, happiness, two traditions-subjective well-being: the hedonic basis of happiness; self-realization, the eudemonic basis of happiness; comparing hedonic and eudemonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

Unit III:

Positive Emotions and Well Being: Positive emotions and health resources; Cultivating positive emotions; traits; personality and beliefs.

Unit IV:

Personal Goals as Windows to Well-Being: The search for universal human motives; the personalization of goals in self-concept; goals contribute most to well-being; Self-regulation and self-control; The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit V:

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well-being

References

1. Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
2. Carr. A. (2001). Positive Psychology, N.Y.: Routledge.
3. Goleman, D. (1996). Emotional Intelligence. NY: Bantam Books.
4. Myer, D. G. (1992). The secrets of happiness. Psychology Today,
5. Seligman, M. E. P. (2002). Positive psychology, Positive prevention, and Positive therapy.
6. Snyder, R. S. (2007). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications.
7. Steve, B. R. & Marie, C. K. (2009). Positive Psychology. India: Dorling Kindersley

**Semester III
20PCPS3111**

**Hours/ Week: 6
Credits: 5**

Psychopathology – Paper I

Course Objectives

- To provide an in-depth knowledge of psychopathological conditions as defined in the DSM.
- To enable the students to identify psychopathological conditions in persons
- To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programmes for psychopathology.

UNIT I: Introduction to Psychopathology: Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; DSM classifications; Problem of Labelling; Research in Abnormal Psychology

UNIT II: Causes of Abnormal Behavior: Major theories related to clinical disorders: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; biogenetic; Psychosocial Socio-cultural Psychological Factors and Physical Illness: General psychological factors in Health and Disease Stress and adjustment disorder; Anxiety – based disorders

UNIT III: Mental Retardation and Developmental Disorders; Behavioral disorders of childhood; Adolescence; Geriatric counselling

UNIT IV: Disorders of Consciousness: Attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

UNIT V: Assessment, Treatment and Prevention: Biologically based and psychologically based therapies

References

1. Mukherjee, A. (2015). A Text Book of Abnormal Psychology. New Delhi: Rajat Publication.
2. Buss, A. H. (1966). Psychopathology. NY: John Wiley and sons.
3. Carson, R. C., Butcher, T. N., Mureka, S. & Hooley, J. M. (2007). Abnormal Psychology (13th ed.). India: Dorling Kindersley Pvt Ltd.
4. Sharma, C. (2005). Clinical Psychology, Jaipur, India: Sublime Publications.
5. Graham, C. L. D. (2008). Clinical Psychology. New York: Routledge Publication.
6. Waldinger, G. (1997). Psychiatry for Medical Students NY: American Psychiatry Publishing.
7. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR). New Delhi: Jaypee Brothers: Medical Publishers (pvt) Ltd.
8. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th edition Text Revision. Washington, DC.

Semester III
20PCPS3112

Hours/ Week: 4
Credits: 4

Supervision I

This course seeks to provide students an opportunity for praxis growth as counsellors. Attention is given to the application of learned theory and skills in the context of counselling relationship with particular attention being paid to the beginning of therapeutic relationships and the process of counselling. Supervision is an individual-in-group model. This course offers students the opportunity to integrate theoretical insights with practical issues of assessment, diagnosis and response strategies for individuals and families. Any model of counselling can be used in this effort as a strong commitment to various dimensions of assessment and response.

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counseling under the supervised guidance of qualified counselors. The supervised practicum counseling should be carried out in collaboration with any of the identified competent institutions /organizations/ Counselling centers/Educational institutions/ mental health organizations.

Formative assessment will be based on the Supervisor's evaluation, Supervisee's self-progress report and group assessment, using standard formats. Total marks would be 100 marks.

Semester III
20PCPS3113

Hours/ Week: 4
Credits: 4

Current Issues in Counseling

Course Objectives

- To enable students to be in touch with the Counselling profession all over the world.
- To help the students reflect on the challenges the Counselling profession is facing now.
- To help the students be prepared to be effective helpers in spite of the challenges.

UNIT I: Introduction: The challenges the Counselling profession has had from the very beginning; How it emerged victorious by becoming relevant to the times; The effects of Social media and online counselling; Counselling many people (families and groups) through a paid app such as Zoom.

UNIT II: CACREP: Becoming conversant with the standards of CAREP in a Counselor program; Understanding the spirit behind the standards; ACA Code of ethics; Graduate counseling programs' right to set standards.

UNIT III: Consensus Definition of Counseling: Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Innovations in counselling practice.

UNIT IV: Multicultural Counselling. Understanding diversity; Understanding personal biases and prejudices; Preparing personally and professionally to counsel diverse populations; Becoming aware of the LGBTQ needs and issues; Preparing to go beyond personal limitations.

UNIT V: A Vision for the Future of Counselling. A vision for the effectiveness of counselling; A personal vision for the self-development of student-counsellor; A vision for the profession based on the signs of the times and the needs of people.

References

1. Hurlihy, B. & Dufrene, R. L. (2011). Current and Emerging Ethical Issues in Counseling: A Delphi Study of Expert Opinions. <https://doi.org/10.1002/j.2161-007X.2011.tb01028.x>
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.
3. Frankle, V. E. (2006). Man's search for meaning. Boston, MA: Beacon Press.

Semester III
20PCPS3203 A

Hours/ Week: 4
Credits:4

Elective: School Counselling

Course Objectives

- To equip the students to an introductory knowledge about School counselling
- To learn the techniques and content of School counselling.

UNIT I: Introduction to guidance and counselling: History, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student advisor and teacher in school counselling - important features; School counselling for the 21st century.

UNIT II: Areas of Educational Guidance: Purpose, Functions, Guidance for Special Learners: Gifted and Creative Students, Under Achievers, Students with Learning

Disabilities.

UNIT III: Counselling and management of common childhood problems: School refusal, scholastic backwardness, conduct and emotional problems, counselling adolescents regarding sexuality and substance abuse, counselling parents and teachers.

UNIT IV: Strategies: Guidance Strategies for Social and Personal Problems Developing self-confidence, Assertiveness training, Improving Communication Skills, Mental and Physical Methods of Relaxation; Self-improving Programmes: study skills training, Problem Solving Techniques, Managing Motivation, Time Management, Remedies for Procrastination, Decision Making.

UNIT V: Process: Statutory Requirements, Implications for Counselors, Support Networks, Referral Processes. Legal and Ethical responsibilities in school counselling: Legal concepts – Ethical standards - Government regulations - Maintaining good student records

References

1. Berki, B. G. & Mukhopadhyay, B. (1989). *Guidance & Counselling*, Sterling Publication Pvt. Ltd.
2. Fransella, F. & Dalton, P. (1990). *Personal Construct Counselling in Action*. Sage Publication.
3. Kochhar, S. K. (1984). *Guidance & Counselling in Colleges and University*. Sterling Publications Pvt. Ltd.
4. Kochhar, S. K. (1984). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publication Pvt. Ltd.
5. Pandey, K. P. (1985) *Advanced Educational Psychology*, Second Revised Edition, Konark Publication Ltd.
6. Plus, A. (1992). *The Complex Aid to your Emotions and Your Health*, Revised Edition, Emmaus, Pennsylvania: Rodale Press.
7. Sanderson. C. (2013). *Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse*. London: Jessica Kingsley Publishers.
8. Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counselling for the Twenty First Century* (4th ed.). New Jersey: Pearson Education.

Semester III
20PCPS3203 B

Hours/ Week:4
Credits:4

Elective Paper: Medical Counselling

Course Objectives

- To introduce the students to the concept of medical psychology and related aspects.
- To inform the students about the Psychological implications of illness and disability.
- To enlighten the students about hospital as a formal organization.
- To make students aware of Impairment, Disability, and Handicap.

UNIT I: Medical Counselling: Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical counsellor; Practice of medical counselling in hospital settings:

UNIT II: Psychological, social and economic implications of illness and disability: Patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work.

UNIT III: The hospital as a formal organization: Goals, technology, structure and functions, departments, administrative procedures, implications of hospitalization for the patient and his family.

UNIT IV: Impairment, Disability and Handicap: Causes, types and classification of physical handicaps: orthopedic disability, visual handicap, aural impairment and speech disability

UNIT V: Specific needs and problems of patients and their families: Role of the medical counselor in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre

References

1. Cannon, I. M. (1952). On the social frontier of medicine: Pioneering in medical social service. Harvard University Press.
2. Codey & Carol H. (1951). Social aspects of illness. London: W.B. Saunders Com.
3. Field, M. (1967). Patients are people: A Medical Social approach to prolonged illness.
4. Hamilton, K. W. (1950). Counseling the handicapped in the rehabilitation process.
5. Pattison, H. A., (Ed.). (2012). The handicapped and their rehabilitation. Literary Licensing, LLC.

Semester IV

Hours/ Week: 6

20PCPS4114

Credits: 5

Psychopathology -Paper II

Course objectives

- To identify the various psychological disorders as defined in the DSM.
- To initiate the students into the Process of Psychiatry for Mental Health professionals
- To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programmes for psychopathology.

UNIT I: PSYCHOLOGICAL DISORDERS: Classification of disorders; Neurotic disorders; Anxiety disorders; Phobic disorders; Somatoform disorders; Dissociative disorders; Schizophrenic disorders and paranoid disorders;

UNIT II: Mood disorders; Organic mental disorders; Acute organic syndromes; Chronic organic syndromes.

UNIT III: Personality disorders: Obsessive Compulsive Personality Disorder, Borderline Personality Disorder; Multiple Personality Disorder, Antisocial Personality Disorder

UNIT IV: Addictions: Drug and alcohol dependence - Causes, Diagnosis, Assessment and Treatment; Sexual dysfunctions.

UNIT V: Special Population: Childhood and adolescent mental disorders; Marital and family problems due to mental disorders; Geriatric disorders.

References

1. Mukherjee, A. (2015). A Text Book of Abnormal Psychology. New Delhi: Rajat Publication.
2. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders: text revision (DSM-1V-TR). New Delhi: Jaypee Brothers: Medical Publishers (Pvt) Ltd.
3. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th ed. Text Revision. Washington, DC.
4. Buss A. H., (1966). Psychopathology. NY: John Wiley and sons.
5. Carson, R. C, Butcher, T. N, Mureka, S. & Hooley, J. M. (2007). Abnormal Psychology (13th ed.). India: Dorling Kindersley Pvt Ltd.

6. Sharma, C. (2005). Clinical Psychology. Jaipur, India: Sublime Publications.
7. Graham, C. L. D. (2008). Clinical Psychology. New York: Routledge Publication.
8. Waldinger, R. J. (1977). Psychiatry for Medical Students, NY: New York University Medical Center.

Semester IV
20PCPS4115

Hours/ Week: 6
Credits:5

Ethical and Legal Issues in Counselling

Course objectives

- To establish minimum standards of ethical practice for counselling psychologists.
- To practice Positive ethics that strives to achieve the highest ethical standards in the profession
- This course enables the students to check one's own belief systems that lay the foundation for ethics
- It will enable the students to establish a professional relationship

UNIT I: Ethical Issues in Counselling Practice

Understanding of Ethics? Putting the Clients' Needs before your own; Informed Consent; Ethical Decision Making; Some Basic Rights of clients; Dimensions of confidentiality; The Contract; Therapist competence, Education and Training

UNIT II: Personal and Professional boundaries: Maintaining Boundaries; Professional Ability; **Competence;** Personal **Problems;** Maintaining Confidentiality; Respecting Patient Differences; Getting the Authorities Involved; Maintain Their Role; Dual Relationships; Maintaining Therapy; Providing proper testimony; Monitoring other therapists; Counsellor reviews.

UNIT III: Special Issues: Ragging, Social Media; Cyber crimes; Child abuse, rape, Separation, Divorce, Miscarriage & Abortion; Euthanasia; Mercy Killing; Suicide; Homicide; Genocide

UNIT IV: Special Population: Ethical issues regarding School Counselling; Adolescents & Adults; Family Counselling; Industrial counselling; Medical counselling

UNIT V: Current and Emerging Ethical Issues for Counselling Psychology: Gender issues, Equality; Online counselling, Computer and its nuances in counselling, Termination and post-termination ethical issues

References

1. Corey, G. (1998). Issues and Ethics in the Helping Profession. Brooks/ Cole Publishing company.
2. Bholra, P. & Raguram, A. (Eds). (2016). Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line. Springer.
3. Doherty, W. (1995). Soul Searching. Basic Books.
4. Pederson, P. (Ed). (1999). Multiculturalism as a Fourth Force. New York: Hamilton Printing Company.
5. Sue, D. & Sue, D. W. (1990). Counselling the Culturally Different: Theory and Practice. New York: John Wiley & Sons, Inc.

Semester IV
20PCPS4116

Hours/ Week: 6
Credits: 5

Supervision II

As the final course in the clinical sequence, more advanced goal setting on the part of each student is assumed. Focus of supervision is on mid and end phase dimensions of counselling and directed toward the termination of internship experience in general. Students are encouraged to experiment with their expanded conceptual and intervention frameworks. Consolidating their Counselling style, with an eye towards presenting the M.A. Project or M.A thesis, the student will receive general and specific assistance and support.

The supervisory experience will utilize an individual-in-group model, i.e., several individuals present their work each week. The group is utilized in a variety of ways that foster and encourage particular feedback as sought by the intern. Structure of the group is the responsibility of both student present and the supervisor. A developmental model of supervisee's professional growth is assumed in the group design. The beginning portion of each group session is devoted to community building.

The Supervisor will assess the student's performance, learning curve, and the skills acquired, and give marks for a total of 100.

Semester IV
20PCPS4117

Hours/ Week: 6
Credits: 4

Internship

- To bring to bear within counselling structure, awareness of personality theories, relational and social contextual perspectives and their link to healing
- To offer critique of prevailing attitudes and assumptions as contributors to human distress, personal and relational breakdown
- To refine the use of self, empathy and relational engagement as primary assessment and intervention vehicles

The students are expected to have a minimum of 400 direct hours with the clients in a setting preferred by the students and approved by the department. The students are expected to submit 5 case studies relating to various areas of counseling under the supervised guidance of qualified counselors. The supervised practicum counselling should be carried out in collaboration with any of the identified competent institutions /organizations/ Counselling centers/Educational institutions/ mental health organizations.

Formative assessment will be based on the Visit to competent institutions authorized by the Department; maintenance of records of Client-Counsellor sessions, Supervisor's interventions, assessment and report; presentations in the assessment group and feedback.

The Supervisor/Guide at the site of the Internship and the Lecturer who is in charge of the student's internship will give marks for a total of 100.

Semester IV
20PCPS4117

Hours/ Week: 6
Credits: 4

M.A. Project /Thesis

The M.A. Project or Thesis Group provides the student with the opportunity to synthesize his or her didactic and clinical earnings of the past two years, which include the psychological, personal and professional dimensions of the students' overall experience. Believing that learning has transpired and that personal synthesis has accompanied the student's journey into the professional counselling community, the project should exemplify the steps taken along the way. The facilitated the preparation, writing and presentation of the Integration Project or Thesis, the student participates in this group. The process of class is build upon a consultation model, with the faculty leader available to advise the students on the development of their projects.

The guide who helps the student to write the project or thesis and the examiner who evaluates during a Viva will both give marks for a total of 100.

Comprehensive Examination

Credits: 2

A board of professors will provide an opportunity for the candidates to synthesize and verbalize the overall knowledge and experience obtained through didactic and non-didactic and clinical earnings of the past two years, which include the psychological, personal and professional dimensions of the students' overall experience.

The Board of professors who conduct the Comprehensive Exam will evaluate the student's knowledge and give marks for a total of 100.

Semester

Hours/Week: 5

Credits: 5

Science and Humanities for People's Development (SHEPHERD)

Outreach Programme: St. Joseph's First grade College in India took a daring decision to launch an innovative extension programme through SHEPHERD in the year 1985-86 even before the UGC made extension programme mandatory in all the Universities and Colleges. From then on the department has taken manifold dimensions of extension activity and it has withstood the test of time and still proves to be a forerunner in this arena.

As on today the college successfully serves in 69 adopted villages and 21 urban areas around the college (with an overall population of 63,000) from five development blocks namely Manikandam, Andanallur, Thogamalai, Kulithalai and Viralimalai, located in Tiruchirapalli, Karur and Pudukottai districts. Each department adopts a cluster of villages and each class adopts one village each. **We call it Shepherdization.**

Objectives

- To raise the social awareness of students of this college and motivate them and their teachers to transfer the knowledge and skills they have to rural communities.
- To expose the students to rural and urban realities that will result in a personal transformation
- To help them serve the masses of this country

- To empower rural communities so that they can take up developmental projects for their own welfare.

SHEPHERD programme is meant to arouse in the students a sense of social justice, an interest, responsibility, compassion and concern for and sensitivity to the plight of the underprivileged through exposure to the actual living conditions in the slums and villages and by meaningful community service. In short, through this complex process inbuilt in the curriculum, the students of St. Joseph's undergo Shepherdization.

Motto: "Truth is knowledge in service"
