Notification

No: 47 /2022 **Dated :- 12/05/2022**

Subject :- Syllabi for Two years Master of Arts in Counseling & Psychotherapy (पदव्युत्तर पदवी) and Post Graduate Diploma (पदव्युत्तर पदविका) (One Year) Simultaneously in Counseling & Psychotherapy (Semester Pattern)

Whereas the Direction No 25/2022 Dated 31/03/2022 U/S 12 (8) Of Maharashtra Public Universities Act 2016 has been issued for conduct of above mentioned course,

AND

Whereas in the said Direction, vide para- 9, it is mentioned this syllabus shall be published by Notification,

It is notified for general information of all concerned that the syllabus for above mentioned course is published herewith as Appendix ï A

Sd/-
(Dr. T.R. Deshmukh)
Registrar
Sant Gadge Baba Amravati University

Appendix - A

Syllabus

P.G. Diploma / M.A. in Counseling & Psychotherapy

Semester - I

Paper - I

Fundamentals of Psychology

Time 3 Hours **Max. Marks 80**
(Internal-20)

Objectives:

- To provide students with a conceptual understanding of the psychological foundation of Human behaviour.
- To provide student with diverse perceptive on the functioning of Human Behaviour.
- To enable the student to make possible links between various functions of the mind, emotion, learning etc.

Unit- I : Introduction to Psychology

I. **Definition and goals of Psychology, schools of Psychology:** Psychodynamic, behaviourism, humanistic, cognitive. Methods of Psychology-Experimental, Observation, survey, correlational and clinical method.

II. **Biological bases of behaviour**: Function and structure of neuron, spinal cord and brain. Autonomic nervous system

Unit- II: Branches of Psychology

I. Relationship with other sciences
II. Social Psychology, Health Education, Industrial Psychology.
III. Neuro Psychology
IV. Developmental Psychology
V. Clinical Psychology
VI. Forensic Psychology

Unit-III: Motivation and Emotion

I. **Motivation**: Definition, Motivational cycle, types of motives: Physiological, Psychological, Social motives. Hierarchy of motives

II. **Emotions:** Definition, characteristics, physiological changes in emotion, role of limbic system. Theories of emotion- James-Lange, Cannon-Bard, Schechter Singer theory.

III. Coping Mechanism

Unit- IV: Intelligence and Personality

I. **Intelligence**: Definition, types, the concept of IQ, distribution of IQ, typesof intelligence, measurement, Theories of intelligence-Banet, Spearman, Thurston, and Guilford.

II. **Personality**: Nature, definition, Personality measurement, Trait and type approach. Determinants of personality: heredity and environment

Unit- V: Learning and Memory

I. **Learning**: Definition, Types of learning, Methods of learning : imitation, Classical and instrumental conditioning, trial and error, insight learning

II. **Memory:** Definition, stages of memory, sensory memory, short-term memory and long-term memory. Methods to measure retention, techniquesto improve memory

Reference Books:

1) Myers, D. G. (2013): Psychology, McMillan, New Delhi.
2) Ciccarelli, S. and Mayer (2008):Psychology ,Pearson-Longman South AsiaEdition.
3) Baron and Misra (2016):Psychology(5th ed.) Pearson, New Delhi.
4) Passer, M. W. and Smith, R. E. (2007): Psychology :The Science of Mindand Behaviour; Tata McGraw Hill, New Delhi.
5) Thompson Wadsworth. Introduction to Psychology, Gateways to Mind and Behaviour. Singapore.

****

Paper-II

Human Development & Family Relationships

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives :

Å To learn about history of Human Development
Å To Comprehense the cultural notions of Children and Childhood
Å To provide a frame work to locate human development and childhood in aninterdisciplinary context.

Unit I : Introduction to Human Development

I. Concept of human development, Growth and Development, Biological Perspectives, Psychoanalytic Theories: Cognitive, Learning and Intelligence Theories, Humanistic,Ethological and Contextual Theories
II. Methods of Studying Development, role of nature and nurture in development
III. Methods of Studying Development, role of nature and nurture in development
IV. Prenatal Development: Genetics, stages, characteristics and hazards of prenatal development
V. Infancy: Physical, emotional, major development and hazards in infancy.

Unit- II : Childhood & Adolescence

I. Early and late childhood: characteristics, physical, social, cognitive and moralDevelopment and hazards
II. Schooling and Development: Problems in Childhood, ADHD, Autism, learningdisabilities.
III. Stages of adolescence**:** characteristics, physical and cognitive Changes, social, moraland self development.
IV. Challenges and issues in adolescent development, Role of Parenting

Unit- III : Adulthood and Aging

I. Early adulthood: characteristics and development, vocational adjustments, and family lifecycle, problems in it.
II. Middle adulthood: characteristics and development, midlife crisis and adjustments.Late adulthood: characteristics, physical changes, problems and adjustments Challenges and Issues in aging Process

Unit IV: **The Family: Theoretical Perspectives**

I. Diversity in Family Form
II. Family Dynamics: Mapping Family Relationships
III. Family Theories.

Unit V: Family Life Cycle Stages ï

I. Family Life Cycle
II. Marriage and the Beginning
III. Child Bearing Families
IV. Families with Elementary and Middle School Children
V. Families with Teenagers
VI. Families with Middle-aged Parents and Ageing Family Members

Reference Books:-

1. Berk L. C.: Child Development (1996) 5th edition prentice hall of India PVT.Ltd.
2. Hurlock E. B.: ñDevelopmental Psychology (1999) 6th edition TMH, NewDelhi
3. Lahey B. B. (1998) Psychology, 6th edition TMH, New Delhi
4. Mussen Conger: Child Development.
5. Papalia D. E.: Human Development (2004) 9th edition TMH, New Delhi

*****

Paper-III Psycho Diagnostics

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives :

- To provide students with an understanding of the basic of Psychological measurement
- To enable student to understand scientific facts underlying to construction of psychological test.
- To familiarize students with psychological test and access basic function of the mind and behavior.

Unit I: The Evolution of clinical psychology and contemporary clinical Psychology:-

I. Defining the nature and scope of clinical psychology
II. Mental health professions
III. A brief History of clinical psychology
IV. Activities of clinical psychologists
V. Employment Settings
VI. The two pillars of clinical psychology: Science and ethics
VII. Training in clinical psychology
VIII. Licensure in clinical psychology

Unit II: Assessment: Interviewing and Observation

I. Ethical issues: Limits of confidentiality
II. Unstructured Assessment interviews
III. Structured Diagnostic Interviews
IV. General Issues in Interviewing
V. Observations

Unit III: Assessment: Intellectual and cognitive measures

I. Defining Intelligence
II. Theories of Intelligence
III. Assessing Intelligence: The Clinical context

Unit IV: Assessment: Self – Report and Projective measures

I. Self Presentation biases
II. Developing Culturally appropriate measures
III. Projective measures of Personality

Unit V: Clinical Assessment

I. Introduction to Psychological Testing, Principles, Uses and classification.
II. Relation and administration of Tests
III. Personality testing
IV. Aptitude test
V. Diagnostic psychological testing

Reference Books:

George R. J. (2000) Psychological Testing: History : Principal & Application, Boston: Allyn &Baeen.

Anastasi, A. &Vrbina, S. (1977) Psychological Testing , USA: Prentice Hal Garret, H.E. (1962) Statistic in Psychology & Education, London, Longmans

Sarason, I.G. and Sarson, B. R.(2005) Abnormal psychology. N.D. :Dorling Kindersley Caroson, R. C., Butcher, J. N. Mineka,S, and Hooley, J.M.(2007)AbnormalPsychology 13th Edition. Pearson Education India

Taylor,S.(2006) 6th Edition: Health Psychology.N. D: Tata McGhraw- Hill Publication

Paper-IV
Fundamentals of Counselling & Fields of Counselling

Time:3 Hours **Max. Marks:80**
(Internal-20)

Objectives:

- To provide students with an understanding of the basic method ofcounseling.
- To introduce students to family therapy and its branches.
- Students will be enable to understand the various fields of Counseling

Unit I: Introduction to Counseling and Family Therapy

I. Counseling: Meaning, Scope and Applicability, Issues and Concerns
II. Family Therapy: Meaning, Scope and Applicability

Unit II: Schools of Family Therapy & Modalities of Counseling

I. Systemic Family Therapy
II. Solution Focused and Strategic Family Therapy
III. Structural Family Therapy
IV. Cognitive Behavioral Family Therapy
V. Integrated Approach to Family Therapy
VI. Family Interviewing
VII. Crisis Intervention
VIII. Supportive Counseling
IX. Psycho-education Unit
X. Social Skills Therapy

Unit III:- EDUCATIONAL COUNSELING

I. Issues and Concerns in Counseling and Family Therapy
II. Emotional and Behavioral Problems
III. School Difficulties
IV. Child/Adolescent with Disability
V. Parent Management Training
VI. Dealing with victims of child sexual abuse

Unit IV: HEALTH COUNSELING

I. Working with Chronic Illness
II. Dealing with HIV/AIDS
III. Dealing with Substance Abuse Unit
IV. Dealing with cardiovascular diseases
V. Dealing with Deliberate Self Harm

Unit V:- INDUSTRIAL COUNSELING

I. Organizational Behavior,
II. Role boundaries-role insufficiency- role overload,
III. Occupational Stress,
IV. Labor ï management crisis,
V. Psychological & mental health problems,
VI. Absenteeism,
VII. Job performance
VIII. Maladjustment

Reference Books :

1. Band, Tim (1997) Standards and Ethics for Counseling in Action, New Delhi:SAGE
2. Aggarwal, J. C., (1998) Career information & Career Guidance: Theory &Practice, Doaba House, New Delhi.
3. Cochran, Larry, D., and Crow, Alice (1962) An Introduction to Guidance:Basic Principal and Practice, Eurasia Publication House Ltd. New Delhi
4. Deshpande, Chandrashekhar :SamopadeshanPraksriya, Pune

*****

Paper ï V

PRACTICAL

Max. Marks: 80

(Internal-20)

This paper consists of eight laboratory experiments/Tests, Analysis of a Film/Case and seminar. Each student shall complete eight experiments and submit record book containing reports of experiment, Tests, Analysis of a Film/Case and Seminar.

1) Experiments (Any Four)

I. Substitution Learning
II. Memory Span
III. Recall and Recognition
IV. Mental Set
V. Muller Lyer Illusion
VI. Habit interference
VII. Effect of knowledge of result on performance
VIII. Judgement of Emotion

2) Test (Any Four)

I. Intelligence
II. Creativity
III. Emotional Intelligence
IV. Personality
V. Aptitude
VI. Attitude

3) Seminar

A student has to prepare & present Paper on a given topic.

4) Viewing & Analysis of a educational film/ Analysis of case vignette.

*****

Semester-II

Paper-I Abnormal Psychology-I

Time :3 Hours **Max. Marks: 80**
(Internal-20)

Objectives:

- To promote and enhance academic interest among the students about Psychological illness and mental health.
- To enable the students to develop the skills so as to become a good psychology Practitioner.
- To act as a platform for awareness of mental illness and mental health in the surrounding area.

Unit I:

I. Definitions of abnormal behavior

II. Difference between normal and abnormal behavior

III. The DSM classification of abnormal behavior, Biological, psychological and socio-cultural perspectives of abnormal behavior.

IV. Relationship between abnormal Psychology & Counseling.

Unit II:

I. Causes and risk factors in abnormal behavior: Necessary, sufficient and contributory factors.

II. Biological, psychosocial and socio-cultural factors of abnormal behavior

.

Unit III:

I. Health problems and behavior.

II. Psychological factors in health and disease.

III. Stress and the stress response, biological cost of stress, stress and the immune system.

IV. The link between the brain and the immune system.

Unit IV:

I. Lifestyle factors in health and illness.

II. Psychosomatic disorders and somatoform disorder.

Unit V:

I. Anxiety based disorders:
   - Generalized anxiety disorder
   - phobic disorders
   - obsessive compulsive disorder
   - panic disorder with and without agoraphobia.

II. Stress and adjustment Disorders.

III. Post Traumatic Stress Disorder.

Reference Books :
Alloy, L. B.; Riskind, J. H. and Manos, M. J. (2006). Abnormal Psychology: CurrentPerspectives, 9th ed. Tata McGraw Hill, New Delhi.
Barlow, D. H. and Durand, V. M. (2007). Abnormal Psychology: An IntegrativeApproach, 4th ed. Thompson (India Edition).
Carson, C. C. ; Butcher, J. N. and Mineka, S. (2004). Abnormal Psychology andModern Life, 11th ed. Pearson, New Delhi.
Carson, C. C. ; Butcher, J. N.; Mineka, S. and Hooley, J. M. (2011). AbnormalPsychology, 13th ed. Pearson, New Delhi.
Sarason, I. G. and Sarason B. R. (2002). Abnormal Psychology, 10th ed. PrenticeHall, New Delhi.
Sarason, I. G. and Sarason B. R. (2006). Abnormal Psychology: The Problem ofMaladaptive Behavior, 11th ed. Prentice Hall, New Delhi.
Susan Nulen-Hoeksema (2005). Abnormal Psychology, 3rd ed. Tata McGraw Hill,New Delhi.
Rajhansa, Manasi; Patil, Anagha and Surve, Sushil (2004). ApsamanaycheManasshastra, Unmesh Prakashan, Pune.
Akolkar, V. V. (1995). Manovikruti Vidnyan, Nirali Prakashan.
Gadgil, Kalyani (2008). Schizophrenia: Ek Navi Janiv, 2nd ed. Continentalprakashan, Pune.

*****

Paper-II
Psychotherapy -I

Time :3 Hours **Max. Marks:80 (Internal-20)**

Objectives: Introduction: Acquaint students with :

- Various Psychotherapy and its basic procedure.
- Effectiveness of specific Psychotherapy in solution of particular problem
- Different Psychotherapeutic Skills.

Unit I: Introduction to psychotherapy:

I. Nature and definition of Psychotherapies
II. The counsellor as a therapeutic person (Personal characteristics of effective counselor)
III. He counsellors values and therapeutic process
IV. Ethical issues and counseling practices.

Unit II: Psychoanalytic Therapies: Classical and Modern

I. View of human nature
II. Key concepts: Structure of personality, Consciousness and the unconscious, Ego-defense mechanism, Anxiety.
III. Development of personality
IV. Eriksonôs Psychological perspective & Jungôs perspective on the Development of Personality.

Unit III: Behaviour Therapies:

I. Historical background and four areas of development
II. Key concepts: View of human nature, basic characteristics and assumptions
III. The therapeutic process: therapeutic goals, therapistôs function and role
IV. Introduction to operant conditioning therapy techniques

Unit IV: Cognitive, Humanistic and Existential Therapies

I. Cognitive Therapies: Key concepts of REBT, Mindfulness and REBT, Beckôs Cognitive Therapy.
II. Rogers client entered therapy
III. Gestalt therapy
IV. Logo therapy and Reality therapy

Unit V: Multimodal and Eastern Therapies, T.A

I. Lazarus Multimodal Therapy: BASIC. I.D.
II. Eastern Therapies: Vipassana and Zen Buddhism
III. Islam and Sufizm
IV. Yoga Therapy

Reference Books :

- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories andinterventions 4th Edn. Pearson Education: India.
- Corey, G. (2008). Theory and practice of group counseling. ThomsonBrooks/Cole: Belmont CA: USA.
- Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
- Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca,Ill.: F.E. Peacock.
- Gelso, C. J. &Fretz, B.R. (1995). Counseling psychology Bangalore: Prismbooks.
- Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology.New Delhi: Sage.
- Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
- Beck, A.T. (1976). Cognitive therapy and behavior disorders.
- Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques andempirical findings. New York: Harcourt, Brace, Jovanich.
- Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
- Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood 12.
- Cliffs, N.J.: Prentice-Hall.

*****

Paper-III

Vocational Guidance and Counseling

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives: At the end of the course the participants will be able to:

- Recognize differences among students
- Identify educational problems of students at different stages
- Administer and interpret different types of tests
- Help students with learning difficulties and social/emotional problems.

Unit I: MANAGING THE GUIDANCE SERVICE

I. Setting up of an Educational Cell/Unit
II. Monitoring and Evaluation of a comprehensive Guidance Program in Educational Settings.
III. Networking with Community Agencies.

Unit II: VOCATIONAL GUIDANCE AND COUNSELING

I. The nature of Vocational Guidance
II. The need for Vocational Guidance
III. The Socio-economic and Cultural Context
IV. The Concept of Vocational Development and factor contributing to Vocational Development.
V. Theories of Vocational Development
VI. Donald Superôs Self-actualization
VII. Ginsbergôs Occupational Choice.

Unit III: THE PURPOSE OF VOCATIONAL COUNSELING

I. Job analysis and job satisfaction
II. Occupational Information
III. Sources of occupational Information
IV. Classification and Dissemination

Unit IV: PREPARATION FOR THE WORLD OF WORK

I. Discovering Individual Abilities/Interests
II. Studying Occupations and Job Requirements
III. Training for interviews
IV. The Psychology of Entrepreneurship

Unit V: HUMAN RESOURSES

I. Hiring , Motivating & maintaining People
II. Human Resource planning, design.
III. Recruitment & Selection, Job analysis.
IV. Counseling employee.

Reference Books :

1. Gelso, C.J., Fretz, B.R. (1995). Counselling psychology. Banglore: PrismBooks Pvt.Ltd
2. Gibson, R.L., Mitchell, M.H. (2003). Introduction to counselling andguidance (6th ed.). Delhi: Pearson Education.
3. Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook.New Delhi: Tata McGraw-Hill Publishing Co.Ltd.

*****

Paper- IV Counseling Skills & Practices

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives :

- To acquaint students with various assessment techniques.
- To expose the students to the various types of intervention and strategies.

Unit-I:- **Definition of Counseling –Introduction**

I. Difference between Guidance & Counseling & Therapy
II. Phrases of Counseling
III. Ethics-Ensuring Autonomy
IV. Confidentiality & Record Keeping
V. Proff. Berebries, legal responsibilities

Unit-II:-
Skills attending rehabs interacting skills (characteristics, Types Tech.)

I. Observational skills
II. Reflective listening
III. Giving information
IV. Warring with resistance

Unit III:
Application of core counseling skill

I. Type of counseling, Stages of counseling
II. Difference between guidance, counseling and therapies
III. case history
IV. Working with other professionals

Unit IV:
Crisis counseling

I. Problem solving
II. Relaxation techniques
III. Behavioral activities
IV. Cognitive restructuring

Unit V: **Life coming skills**

I. Self-Awareness
II. Empathy
III. decision making
IV. Creative thinking
V. Critical thinking
VI. Problem solving
VII. Interpersonal relationship
VIII. Goal setting
IX. Coping with Stress
X. Coping with emotions.

Reference Books :

1. Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.). Delhi: Pearson education Pte.Ltd.
3. Gelso, C.J., Fretz, B.R. (1995) Counselling psychology. Banglore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). Couselling and guidance (2nd ed). New Delhi: TataMcGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). The counselling process (5th ed.). Belmount: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). Introduction to counselling skills, text and activities. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). The art of happiness: The handbook for living. Sidney: Hodder.

*****

Paper V

PRACTICAL

Max. Marks:80
(Internal-20)

It consists of eight psychological tests, Agency Visits and two case study report.

1) Test (Any Eight) :

I. Eysenckôs Personality Questionnaire [EPQ]
II. Self Concept Inventory
III. Aggression Scale
IV. Death Anxiety Scale
V. Youth Problem Check List
VI. Mental Status Examination
VII. Depression Scale
VIII. Stress Scale
IX. Social Maturity Scale
X. Old Age Adjustment Inventory
XI. Mental Health Inventory
XII. TAT/Rorschach Ink Blot Test

2) Agency(Observation)

1. Visits-
   - Å Four- Visits to Agencies like
     - ✓ Family Court
     - ✓ Observation Homes
     - ✓ Central Prison
     - ✓ Hospitals
     - ✓ De ï addiction Centre
     - ✓ Family CounselingCentre etc

3) Case Study:

Two case studies (presentation and report) will be conducted on psychological disorders.

*****

Syllabus Prescribed for M.A. in Counseling & Psychotherapy

Semester - III

Paper -I Abnormal Psychology – II

Time :3 Hours **Max. Marks:80**
(Internal - 20)

Objectives

- To introduce students to the concept of abnormality
- To equip students with the basic knowledge of the various classificatory systems of abnormality
- To enable students to understand the features of mental disorders and their causative factors

Unit – I : Personality and developmental disorders:

I. Personality disorders: Types
II. Developmental disorders: mental retardation, learning disorders, ADD and ADHD

Unit – II :

I. Psychosis
II. Psychoneurosis
III. Psychosomatic schizophrenia spectrum disorders
- Clinical description, symptoms, subtypes and causes treatment.

Unit – III : Mood disorders

I. clinical description
II. subtypes
III. causes
IV. treatment
V. suicide.

Unit – IV : Eating and sleep disorder & sexual dysfunctions:

I. Eating disorders: Bulimia nervosa, anorexia nervosa, binge eating disorder and obesity.
II. Sleep disorders: Primary insomnia, primary hypersonia, narcolepsy, breathing related sleep disorders, circadian rhythm sleep disorder. c)Sexual dysfunctions.

Unit – V : Contemporary issues related to psychopathology:

I. Mental health services: Legal and ethical issues.
II. Status of mental health in India.
III. Perspectives on prevention.
IV. Indian perspective to mental health.

Reference Books:

1. Alloy, L. B.; Riskind, J. H. and Manos, M. J. (2006). Abnormal Psychology: Current Perspectives, 9th ed. Tata McGraw Hill, New Delhi.
2. Barlow, D. H. and Durand, V. M. (2007). Abnormal Psychology: An Integrative Approach, 4th ed. Thompson (India Edition).
3. Carson, C. C. ; Butcher, J. N. and Mineka, S. (2004). Abnormal Psychology and Modern Life, 11th ed. Pearson, New Delhi.
4. Carson, C. C. ; Butcher, J. N.; Mineka, S. and Hooley, J. M. (2011). Abnormal Psychology, 13th ed. Pearson, New Delhi.
5. Sarason, I. G. and Sarason B. R. (2002). Abnormal Psychology, 10th ed. Prentice Hall, New Delhi.
6. Sarason, I. G. and Sarason B. R. (2006). Abnormal Psychology: The Problem of Maladaptive Behavior, 11th ed. Prentice Hall, New Delhi.
7. Akolkar, V. V. (1995). ManovikrutiVidnyan, NiraliPrakashan.
8. Gadgil, Kalyani (2008). Schizophrenia: Ek Navi Janiv, 2nd ed. Continental prakashan, Pune.

*****

Paper – II Psychotherapy - II

Time: 3 Hours **Max. Marks: 80**
(Internal-20)

Objectives : Students will acquaint with

- Primary and advanced Psychotherapy
- Implementation of Psychotherapy
- Psychotherapies for Various disorders and Life Circles

Unit – I : Hospitalization, Biological therapy: E.C.T., Brain Wave Therapy,Biofeedback, Psycho pharmacotherapy

Unit – II : Milieu therapy, progressive relaxation, flooding, Hypnosis, Crisis intervention, Solution Focused Behavior therapy, Integrative and multimodal therapies.

Unit – III : Psychoanalytic therapy: Freudian & Neo-Freudian, Insight Psychotherapy, Interpersonal Psychotherapy, Brief Psychotherapies

Unit – IV : Other Therapies for Psychological Interventions.
Family and Group PsychotherapyPsychodynamic Couple therapy Psychodrama therapy Psychotherapy integration

Unit – V : Psychotherapy across life cycle Psychotherapy with children and adolescents Psychotherapy with adults and middle-aged personsPsychotherapy with older adults Psychotherapy in terminal illness (AIDS, Cancer)

Reference Books:

1. Agars, W.S.,Kazadin, A.E., Wilson, G.T. (1979). Behavior Therapy. San Fransisco: Freeman& Co.
2. Lanyon, R.I., Layon, B.P. (1978) Behavior Therapy : A Clinical Introduction . Philippines:
3. Wesley Korchin,S.J.(1976) Modern Clinical Psychology. Principles of Intervention in the Clinicand Community. New York: Basic Books
4. Plante, T.G. (2005) . Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley &Sons Bellack, A.S., Hersen, M., Johnston, D.W., & Johnston, M (Eds.) (1998) . Comprehensive
5. Clinical Psychology (Vol.8) New York: Pergamon
6. Wolberg, L.S., Aronson.M.L.(1991) Group and Family Therapy N.Y.,Brunner/Mazal Davis,M., Eshelman , E.R., McKay, M. (1996). The Relaxation & Stress Reduction Workbook.
7. Mumbai :Jaico Publishing House
8. Pandit, M.P. (1990)Dhyana. Pondicherry: Dipti Publication
9. Corey, G. (1991) : Theory and Practice of Counseling and Psychotherapy, 4th Ed. California:Brooks
10. Feltham C, Horton I (Ed),(2006) The Sage Handbook of Counseling and Psychotherapy, 2ndEd Sage Publication ; New Delhi.

*****

Paper – III
Child, Adolescent and Parental Counseling

Time: 3 Hours **Max. Marks:80**
(Internal-20)

Objectives:
- Introducing Students to Parental Counseling
- Introducing Students to Adolescent Counseling and Teaching Learning Process
- Students will understand the process of Educational Counseling

Unit – I: Parental Counseling:
I. Nature and Definition of Parental Counseling
II. Parent Guidance and Parent Education
III. Characteristics of Good Parenting
IV. Challenges of Parenting
V. Types of Parenting.
VI. Influence and Limitations of Parents.
VII. Therapy for Parenting Issues
VIII. Co-Parenting Counseling
IX. Parent - Child Relationship

Unit – II: Introduction to Child and Adolescent Counseling:
I. Counseling Needs of Children and Adolescent, Scope
II. Location of Needs: Family, School, Residential Care, Community
III. Nature of Issues: Emotional, Behavioral Conduct, Developmental Learning

Unit – III: Process and Techniques of child and Adolescent Counseling:
I. Characteristics of Child and Adolescent Counselors
II. Therapeutic Relation in Child and Adolescent Counseling
III. Child Counseling Skills: Observation, Active Listening, Dealing with Resistance and transference.
IV. Use of Play and Art with Children

Unit – IV: Counseling in Educational Concept:
I. Specific Issues in Educational Setting
II. Special Needs Children including Intellectually Different Students (Mentally Retarded and Gifted)
III. Children with Learning Disabilities Children With behavioral Problems Children with Communication Disorders

Unit – V: Teaching and Learning process:
I. Learning and Teaching Gardnerôs Multiple Intelligence.
II. Model Study Skills: Reading, Writing, Note Making Skills, Time Management.
III. Cognitive Issues: Factors influencing Attention and Concentration, Remembering and Forgetting, Class Problems.
IV. Child Abuse: Types of Child Abuse and Rehabilitation Programs.
V. Orphan and Street Children: Psychosocial Problems and intervention
VI. Addiction: Alcohol and Drug Addiction, Control Over Use of Substance.

Reference Books:
1. Guide to child care- Dr. R.K. Anand
2. Positive Parenting - Rebecca Eanes
3. Counseling Children, Adolescents and Families - J. Sherry , Sage Publications, New Delhi
4. Counseling Children with Psychological Problems - Pearson
5. Enhancing the quality of life of the people with intellectual Disabilities, Theory and Practice, New york- Springer
6. Handbook of Emotional and Behavioral Difficulties- Clough, Pradeck , Yuen - New Delhi Sage Publication.

*****

Paper - IV
Social Research, Statistics and Computer Application

Time: 3 Hours **Max. Marks:80**
(Internal-20)
Objectives:

- To acquaint the student and to understand different statistical method with their useand interpretation.
- To develop the computational skills in Students.
- To enable them to analyze the data of practical and project work.
- To acquaint the students with basis research concepts.
- Steps in research process
- Some commonly used research designs and APA style of preparing research proposalsand writing research reports

Unit – I : Fundamentals of Scientific methods & Research

I. Scientific Method ï Meaning of Science, meaning goal & characteristics of scientific method Social Research- definition meaning & scope.
II. Types of Research Design ï Exploratory, Descriptive, Experimental, EvaluationCase Study, Quantitative & Qualitative Methods of Research,
III. Basic Concepts in Research-
   - Problem
   - Hypothesis
   - Sources
   - Types
   - Characteristics
   - Variables
   - Independent & dependent variables

Unit – II : Sampling & Methods of Data Collection

I. Sampling- Meaning, Characteristics, assumption, Types
II. Sources of data, Distinction between primary and Secondary Data
III. Tools of data collection- Interview schedule, interview guide, Questionnaire, Observation schedule

Unit – III : Data Processing & Research Report

I. Application of Computers ï Data entry, Data Processing, Excel, SPSS Diagrammatic & Graphical Presentation of Data
II. Research Report- Contents, Style and Types of Research Report Foot notes, Reference, Bibliography, Preparation of Research Abstract & Publication of Report, Ethical issues in Research

Unit – IV : Introduction to Statistics

I. Definition & Meaning of statistics
II. Function of Statistics,
III. Role & Importance of Statistics in Research

Unit – V : Statistics for research, techniques & its application

I. Percentage, Measures of Central Tendencies- Mean, median, Mode
II. Measures of dispersion ï Standard deviation, Quarter deviation
III. Inferential Statistics ï Chi- Square Test, Correlation.

Reference Books:

1. Kerlinger, F. N., & Lee, H.W. (2000). Foundations of behavioral research, 4thEdn.
2. Fortworth: Harcourt College Publishers.
3. Robinson, P.W. (1981). Fundamentals of experimental psychology. New Jersey:
4. McBurney, D. H. (2001). Research methods. London: Thomson Wadsworth.
5. Broota, K.D. (1989). Experimental design in behavioural research. New Delhi: Wiley
6. Eastern Ltd.
7. Singh, A.K. (2002). Tests, measurements and research methods in behavioral sciences.Patna: BharatiBhawan Publisherps.
8. Smith, J. A. (2007). Qualitative psychology: A practical guide to research methods. NewDelhi: Sage Publications.
9. Silverman, D. (2006). Interpreting qualitative data: Methods for analyzing talk, text and interaction. New Delhi: Sage Publications. 11. Flick, U. (2006). An introduction to qualitativeresearch. New Delhi: Sage

****

Paper – V
Practical

Max. Marks:- 80
(Internal Marks- 20)

Objectives: This would enable students to have a hand on experience in:

- Presentation Skills
- Creating Performance Reports &
- Handling various type of Cases.

Practical of Semester- III

Cases (05) based on Three Paper i.e. Abnormal Psychology II,Psychotherapy II, & Child & Adolescent & Parental Counseling.

Seminar based on the syllabus of Semester – III

Marks Distribution

Cases Report	-	40 Marks
Cases Viva	-	10 Marks
Preparation ad presentation of on hypothetical case during practical exam	-	10 Marks
Paper Presentation in Seminar	-	20 Marks
	Total -	80 Marks

Internal Assessment

- Attendance 10 Marks
- Overall Performance 10 Marks

Total - 20 Marks

*****

Syllabus

M.A. in Counseling and Psychotherapy

Semester – IV

Paper – I Family and Marital Counseling

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives: Upon successful completion of this learning module,the student should be able to:

- Distinguish changes in society which have shaken and impactedthe family and marriage
- Relate what happens in the counselling process
- Propose unhelpful responses that the counselor should guardagainst.

Unit – I : Introduction to Family Counseling

I. The family in a postmodern world
II. Significant changes in society
III. Exploring family values
IV. The five love languages
V. The key concepts in a family systems approach
VI. Relationships and circular causality
VII. Understanding family rules
VIII. Genograms

Unit – II : Marriage

I. Marriage and Family: According to Major Religions in the world
II. Marriage: oneness and inseparability
III. Marriage: friendship and procreation of children
IV. Marriage: self-surrender and mutual understanding
V. Marriage promises
VI. Ability of both men and women to analyze and take decision, Swiftness in expressing emotions, Interpersonal and social relationship

Unit – III : Marriage and related issues:

I. Valid and Invalid marriage
II. Men-women biology
III. AIDS awareness
IV. Psychology of men and women: in different ages: during marriage, when becomes a parent, significance of mid- age and the psychology of the aged
V. Sexual morality in marital life
VI. Premarital and extra marital affairs
VII. Sexual disorder and impotency
VIII. Sexual illness ï sexual deflection or deviation

Unit – IV : Marital divorce, separation of spouses, dismissal of marriage

I. Affairs
II. Developing effective conflict resolution skills
III. Areas of conflict in relationships
IV. Separation guidelines, separation and divorce An emotional response to separation and divorce What can we do to help the children?

Unit – V : Single Parent and Blended Families, and communication problem

I. Understanding the family life cycle
II. Single parent families
III. Children in single parent families
IV. Blended families
V. Children in blended families
VI. The successful step parents
VII. Teaching children basic communication skills
VIII. A look Developing effective communication skills
IX. Developing effective listening skills
X. Caring for the other- respect emotions/ opinions /interest at adoption for effective communication --Avoid parallel communication, hidden communication, defects in communication.
XI. Ability to forgive and forget

Reference Books:

1. Brock, G.W., & Barnard, C.P. (1999). Procedures in marriage and family therapy. (3rd edition). Boston: Allyn & Bacon.
2. Freedman, J. & Combs, G. (1996). Narrative therapy: The social construction of preferred realities. NY: Norton. Madsen, B. (2007).
3. Collaborative therapy with multistressed families, 2nd ed. NY: Guilford. ISBN 9781593854348
4. Nichols, M.P., & Schwartz, R.C. (2006). Family therapy: Concepts and method. Boston: Allyn & Bacon
5. Odell, M., & Campbell, C. (1998). The practical practice of marriage and family therapy: Things my training supervisor never told me. New York: Haworth Press.
6. Patterson, J., Williams, L., Edwards, T.M., Chamow, L., &GraufGrounds, C. (2009). Essential skills in family therapy: From the first interview to termination. 2nd. Ed. New York: Guilford.

*****

Paper – II Health Counseling

Time: 3 Hours **Max. Marks:80**
(Internal-20)

Objectives

- Relation between Psychology & Behaviormedicine
- Understand Medical Treatment for Medical disorder.
- Understanding assessment process of Health Counseling

Unit – I: The relationship between medical psychology &behavioral medicine

1. Definition of behavioral medicine
2. Definition of Medical Psychology
3. Relationship between medical Psychology &behavioral medicine

Unit – II : Medical Psychology: three decades of growth & development

1. Growth trends in medical Psychology
2. Training in medical psychology
3. medical Psychology related Concept
4. Future Direction

Unit – III : Assessment of Hypertension :

1. Assessing the hypertensive Reactions to Stressful Stimuli
2. psychosocial assessment of hypertensive

Therapeutic options in the management of obesity :

1. Selection of Studies
2. Review of Result
3. Treatment Recommendation

Unit – IV: Issues & approaches to the psychosocial assessment of the cancerpatient

Å Model of Psychological Assessment

Unit – V: The psychosocial assessment of the chronically ill geriatric patient

1. The geriatric patient
2. Assessment of the geriatric patient from an organismic perspective
3. Analysis of the geriatric patient from an ecological perspective

The function of the psychologist in the geriatric health care delivery syste

Reference Books:

1. Asken, M, Medical Psychology: Toward definition Classification and Organization, Professional Psychology (1979)
2. Millar, N, F, Introduction: Current issues and key Problem, Chicago (1973)
3. Alexander, f, Emotional factors in essential hypertension psymatric medicine (1989)
4. Medical Psychology ï ñContributions to Behavioral Medicineò Edited Proklop& Bradley.

*****

Paper – III Workplace Counseling

Time :3 Hours **Max. Marks:80**
(Internal-20)

Objectives : Students will acquaint with

- Working Structure of Work Place Counseling
- Implementation of the ideology coming in Counseling
- Evaluation of Workplace Counseling
- Importance of Workplace Counseling

Unit – I:

I. Meaning and Definition of Workplace Counseling, Nature and scope ofWPC, Objectives of Workplace counseling,
II. Basic requisites of WorkplaceCounseling, Importance and benefits of Workplace Counseling, Benefits for Employees and Employers and Benefits to the Organization.
III. Relation between Workplace Counseling and Productivity,
IV. Organization impact on Counseling
V. Counseling impact on organization, Counseling as a means of organizational change.

Unit –II :

I. Stress-Meaning and Definition, Types of Emotional and Physical Stress, work related stress and personal issues (Marital or Family issues, Absenteeism, Alcoholism and drug addiction, Maladjustment, etc.)
II. Situations causing stress, adverse effects of stress, Stress Tests, Stress Audit (Definition, Phases, Benefits, outcome,)

Unit –III :

I. Types of Employee Counseling, Process of Employee Counseling- Beginning, Developing, Terminating, and Follow up,
II. Methods of Employee Counseling-Directive and non-directive methods.

Unit – IV : Models of Counseling

I. Counseling-Orientation Model
II. Brief-Therapy
III. Problem-focused Model
IV. Manager-Based Model
V. Externally based Model
VI. Welfare Based Model
VII. Organizational-change Models
VIII. Skills and Techniques of Workplace Counseling, Multiple Roles of Counselor in Workplace counseling.

Unit – V : Evaluation of Workplace Counseling

I. Meaning of Evaluation
II. Usefulness of Evaluation
III. Record Keeping
IV. Formative and Summative Evaluation
V. Methods of Evaluation, Problems and Issues in Workplace Counseling, Ethical Issues in Workplace Counseling, Training in ethical decision making, Making ethical decisions in Workplace Counseling, EthicalResponsibility of the Employee Counselor.

Reference Books:

1. Workplace Counseling: A Systematic Approach to EmployeeCare by Michael Care.
2. Career Works and Mental Health ByVernorZunfer
3. Career Counseling: Applying the Systems Theory frameworksof Career Development by McMohan Mary 2005
4. Hand Book of Vocational Psychology Theory, Research andPractice.

*****

Paper – IV PRACTICAL

Max. Marks:80
(Internal-20)

Objectives:

- It is a program making an individual work independently in the field of various Counseling process. After the endof Semester-II or during the study course a student needsto have a Clinical / Field exposure which will give a clear concept about the concerned vocational zone.

1. **Case study (Any two from the following fields)**:

   i. Career / Vocational Counseling
   ii. Educational Counseling
   iii. Child parents Counseling
   iv. Relationship Counseling
   v. Health Counseling
   vi. Workplace Counseling
   vii. General Counseling for the well being of Mental Health
   viii. Therapeutic Models: REBT, CBT, Client Centered

2. **Psychometric Assessment**.

During the case studies, students have to use any two relevantPsychometric tests.

Distribution of 80 Marks for Practical Exam :

- Case Study (Any two) - 40 Marks
- Conducting two test on the client during practical exam, Preparation and presentation of report - 20 Marks
- Viva - 20 Marks

Total - 80 Marks

Distribution of 20 Marks for Internal Assessment

- Attendance - 10 Marks
- Overall performance during the practical in the session - 10 Marks

Total - 20 Marks

*****

Paper – V

RESEARCH PROJECT

Max. Marks: 100

Objectives: Acquaint the students with –

Å Research Methodology
Å Research project report writing.

Scheme of Examination

Å Research project any topic based on the syllabus

Distribution of (100 Marks)

Å	Project report (Internal)	:	50 Marks
Å	OPEN VIVA (Internal +External)	:	50 Marks

*****