

**(Abstract)**

M.Sc. Counselling Psychology Programme-Scheme and Syllabus ( 1st & II nd Semester only) under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges-Implemented with effect from 2023 Admission-Approved --Orders issued.

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**ACADEMIC C SECTION**

ACAD C/ACAD C1/17933/2023

Dated: 08.09.2023

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- Read:-1. U.O No. Acad C2/429/2017 Dated 08.09.2020  
2. U.O.No. Acad C1/21246/2019 Dated 07.12.2020  
3. U.O. No. Acad/C1/21246/2019 Dated 16.02.2023.  
4. U.O. No. Acad/C1/21246/2019 Dated 20.04.2023  
5. Minutes of the meeting of the CSMC& Conveners of Adhoc committee held on 15.06.2023  
6. Orders of the Vice Chancellor in the file No. Acad C1/21246/2019 Dated 05.08.2023.  
7. U.O. No. Acad/C1/21246/2019 Dated 09.08.2023  
8. The Minues of the meeting of the Ad hoc Committee for Counselling Psychology held on 09.08.2023  
9. Scheme & Syllabus of M.Sc. Counselling Psychology Programme (I & II nd Semester) submitted by the Convenor, Ad hoc Committee for Counselling Psychology vide e-mail dated 22.08.2023

**ORDER**

1. A Curriculum Syllabus Monitoring Committee comprising the members of Syndicate was constituted for the Syllabus revision of U G & P G Programmes in Affiliated Colleges, vide paper read (1) above and as per the recommendation of this Committee in its meeting held on 20.11.2020, constitute a sub Committee to prepare the Regulation for PG programmes in Affiliated colleges vide paper read (2) above.
2. As the reconstitution of Board of Studies of the University is under the consideration of the Hon'ble Chancellor, and considering the exigency of the matter, Ad hoc Committees were constituted vide paper read (3) above and it has been modified vide paper read (4) above, to revise the Curriculum and Syllabus of PG Programmes in Affiliated Colleges w.e.f 2023-24 academic year.
3. The combined meeting of the Curriculum Syllabus Monitoring Committee & Conveners of Ad hoc committee held on 15.06.2023 at syndicate room discussed in detail the draft Regulation, prepared by the Curriculum Syllabus Monitoring Committee, for the PG programmes under Choice Based Credit and Semester System to be implemented in Affiliated Colleges w. e. f. 2023 admission and proposed the different phases of Syllabus revision process such as subject wise workshop, vide the paper read (5) above.
4. The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System (In OBE-Out Come Based Education System) was approved by the Vice chancellor on 05.08.2023 and implemented w.e.f 2023 Admission vide Paper read (7) above.
5. Subsequently, as per the paper read (8) above, the Ad hoc Committee for Counselling Psychology programme finalized the Scheme and Syllabus of M.Sc. Counselling Psychology Programme (I<sup>st</sup>& II<sup>nd</sup> Semester) to be implemented with effect from 2023

admission.

6. As per the paper read (9) above, the Convener, Ad hoc Committee for M.Sc. Counselling Psychology programme submitted the finalized copy of Scheme and Syllabus of M.Sc. Counselling Psychology (I<sup>st</sup> & II<sup>nd</sup> Semester) for implementation with effect from 2023 Admission.

7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with **accorded sanction to implement the Scheme and Syllabus of M.Sc. Counselling Psychology Programme (I<sup>st</sup> & II<sup>nd</sup> Semester) under Choice Based Credit Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University with effect from 2023 Admission, subject to report to the Academic Council.**

8. The Scheme and Syllabus of M.Sc. Counselling Psychology Programme (I<sup>st</sup> & II<sup>nd</sup> Semester) under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University with effect from 2023 Admission is uploaded in the University website.

9. Orders are issued accordingly.

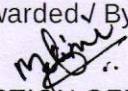
Sd/-

**Narayanadas K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: 1. Principals of Affiliated Colleges offering M.Sc. Counselling Psychology Programme  
2. Convenor, Curriulum Syllabus Monitoring Committee.  
3. Convenor, Adhoc Committee for Counselling Psychology

Copy To: 1. The Examination Branch (Through PA to CE)  
2. PS to VC/ PA to PVC/ PA to R/ PA to FO  
3. DR/ AR 1(Acad) /Computer Programmer  
4. Web Manager (for uploading on the website).  
5. EG 1/EX C1(Exam), EP V Section  
6. SF/DF/FC

Forwarded ✓ By Order

  
SECTION OFFICER



# KANNUR UNIVERSITY



## CHOICE-BASED CREDIT AND SEMESTER SYSTEM FOR POST GRADUATE PROGRAMME IN AFFILIATED COLLEGES - 2023

(OBE: OUTCOME BASED EDUCATION – SYSTEM)

(KUCBCSSPG 2023)

## M Sc COUNSELLING PSYCHOLOGY PROGRAMME CURRICULUM AND SYLLABI

(2023 ADMISSIONS ONWARDS)

## **PREFACE**

Counselling psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related and spiritual concerns. This specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crisis, and increase their ability to live more highly functioning lives. Counselling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

The 4 Semester ( 2 year) Post Graduate Programme in Counselling Psychology leading to a Masters degree (M.Sc. in Counselling Psychology) is a pioneering programme which aims at transforming students to professional counsellors who are theoretically sound, culturally sensitive and skilled enough to offer psychological assistance and support to individuals and groups that are in need of such help. With an optimum blend of theory, practice and research the course will equip the students as professionally qualified counsellors.

Kannur

July, 2023

Members

Ad Hoc Committee for revision of syllabus

## **KANNUR UNIVERSITY**

### **VISION AND MISSION STATEMENTS**

#### **Vision:**

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and critical application of knowledge with a special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

#### **Mission:**

- ✦ To produce and disseminate new knowledge and to find novel avenues for the application of such knowledge.
- ✦ To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- ✦ To uphold democratic, multicultural, secular, environmental and gender-sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- ✦ To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- ✦ To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- ✦ To associate with the local self-governing bodies and other statutory as well as nongovernmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## KANNUR UNIVERSITY

### PROGRAM OUTCOMES (POs)

**Program Outcomes (POs):** Program outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

**PO 1: Advanced Knowledge and Skills:** Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

**PO 2: Research and Analytical Abilities:** Postgraduate programs often emphasize research and analytical thinking. The ability to conduct independent research; analyse complex problems, and propose innovative solutions is highly valued.

**PO 3: Critical Thinking and Problem-Solving Skills:** Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

**PO 4: Effective Communication Skills:** Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

**PO 5: Ethical and Professional Standards:** Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

**PO 6: Career Readiness:** Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

**PO 7: Networking and Collaboration:** Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

**PO 8: Lifelong Learning:** Postgraduate education should instill a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

## **POST GRADUATE PROGRAMME IN COUNSELLING PSYCHOLOGY**

### **PROGRAMME SPECIFIC OUTCOMES**

PSO 1: To create strong research oriented theoretical foundation in counseling psychology.

PSO 2: To understand causes of pathological behavior and its assessments.

PSO 3: To understand the interaction of individual and group level of analysis within organizations.

PSO 4: To acquaint the student about the history and approaches towards group work and processes

PSO 5: To train the student in conducting socio-emotional and psycho-educational groups with skills, techniques and theory developed from systemic perspectives.

PSO 6: To develop a general orientation towards application of applied behavior analysis and cognitive-behaviour therapy in treatment of behavioral disorders.

PSO 7: To familiarize the students with the basic concepts of applied behavior analysis.

PSO 8: To develop skills for behavioural diagnosis, classification and assessment of behavioral disorders.

### **Eligibility and other criteria**

**Duration of the Programme:** The duration of a Postgraduate programme shall be four semesters inclusive of days of examinations distributed over a period of two academic years.

**Eligibility for Admission:** The eligibility criteria for admission to the M Sc Counselling Psychology is graduation in Psychology with a minimum of 50% marks in Part III.

**Courses:** The Postgraduate programme shall include three types of courses, viz. Core Courses, Elective Courses and Open Elective Courses. Open Elective courses can be opted for in the third semester preferably multidisciplinary in nature.

**Credits:** Each course shall have a specified number of credits. The total credits required for successful completion of a four-semester programme will be 80.

**Attendance:** A student shall be permitted to appear for ESE, only if she/ he secures not less than 75% attendance in all courses of a semester put together.

**Course Evaluation:** The evaluation scheme for each course shall contain Continuous Evaluation (CE) and End Semester Evaluation (ESE).

**Continuous Evaluation (CE):** a. 20% of the total marks in each course are for continuous assessment. The continuous evaluation shall be based on Test Paper, Assignment, and Seminar Presentation. There is no pass minimum on internal marks. There shall not be any chance for improvement in Continuous Evaluation.

**End Semester Evaluation (ESE):** End Semester Evaluation carries 80% of total marks.

**Completion of a Course:** A candidate securing not less than 40% of aggregate marks of a course with not less than 40% in End Semester Evaluation (ESE) shall be declared to have passed that course. A minimum of grade point 4 with a letter grade of E is needed for the successful completion of a course.

**Completion of the Programme:** Those candidates who pass all the courses prescribed for a programme shall be declared to have successfully completed the programme and be eligible for the degree. A student who fails to secure a minimum mark for a pass in a course is permitted to write the examination along with the subsequent batch.



### DETAILED COURSE CONTENT

Semester	Course Code	Course Title	Credits	Hours	Duration of Exam	Marks		
						CA	ESA	Total
1	MSCPS01C01	Cognitive Psychology	4	4	3	15	60	75
	MSCPS01C02	Theories of Personality	4	4	3	15	60	75
	MSCPS01C03	Fundamentals of Counselling Psychology	4	4	3	15	60	75
	MSCPS01C04	Psychometry and Psychodiagnostics	4	4	3	15	60	75
	MSCPS01C05	Practical 1	4	9	3	15	60	75
		<b>Total</b>	<b>20</b>	<b>25</b>		<b>75</b>	<b>300</b>	<b>375</b>
2	MSCPS02C06	Research Methodology and Data Analysis	4	4	3	15	60	75
	MSCPS02C07	Counselling Theories and Approaches	4	4	3	15	60	75
	MSCPS02C08	Social and cultural foundations for counselling	4	4	3	15	60	75
	MSCPS02C09	Psychopathology	4	4	3	15	60	75
	MSCPS02C10	Practical 2	4	4	3	15	60	75
	MSCPS02C11	Practicum	2	5	3	15	60	75
		<b>Total</b>	<b>22</b>	<b>25</b>		<b>90</b>	<b>360</b>	<b>450</b>
3	MSCPS03C12	Positive Psychology	4	4	3	15	60	75
	MSCPS03C13	Community Psychology	4	4	3	15	60	75
	MSCPS03E01	Elective 1	4	4	3	15	60	75

	MSCPS03O01	Open Elective	4	4	3	15	60	75
	MSCPS03C14	Counselling Psychology Practical 1	-	6	To be continued in next semester			
	MSCPS03C15	Dissertation	-	3	To be continued in next semester			
		<b>Total</b>	<b>16</b>	<b>25</b>		<b>60</b>	<b>240</b>	<b>300</b>
4	MSCPS04C16	Counselling in Special Setting	4	4	3	15	60	75
	MSCPS04C17	Laws and Ethics in counselling	4	4	3	15	60	75
	MSCPS04E02	Elective 2	4	4	3	15	60	75
	MSCPS04C14	Counselling Psychology Practical 2	4	9	3	15	60	75
	MSCPS04C15	Dissertation	4	4		15	60	75
	MSCPS04C18	Viva voce	2	-			75	75
		<b>Total</b>	<b>22</b>	<b>25</b>		<b>75</b>	<b>375</b>	<b>450</b>
		<b>Total of the program</b>	<b>80</b>	<b>100</b>				

**List of elective courses**

1. Group counselling
2. Addiction counselling
3. Career counselling
4. Family counselling
5. School counselling
6. Child and adolescent counselling

**List of open elective courses**

1. Stress Management
2. Soft skill development
3. Communication skills.

Core Course	COGNITIVE PSYCHOLOGY			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSCPS01C01	4	4	3

### Course Outcomes

- CO1: Understanding the principles of cognitive psychology
- CO2: Evaluating research and data related to cognitive psychology
- CO3: Analyzing cognitive concepts and theories
- CO4: Demonstrating the ability to explain cognitive processes

### Module 1

Definition of Cognitive psychology, History of Cognitive psychology – Introspection, Behaviourism, Information Processing, Scopes of Cognitive psychology, Core Concepts – Mental Representations, Stages of Processing, Serial Vs Parallel Processing, Hierarchical Systems, Cognitive Architecture, Memory Stores, Consciousness, Emotion. Research Methods in Cognitive psychology – Behavioural and Physiological Measures, Meta cognition, Cognitive Maps – Distance, Shape and Relative Position . Artificial Intelligence - Ethics of AI

### Module 2

**Perception:** Theories of Perception - Bottom-up theory of perception- Theory of direct perception (Ecological view). Template theories, Prototype theories, Feature theories, Structural description theory, Top-Down theory of perception, Constructive perception, Computational theory of perception, Spatiotemporal, Boundary formation theory

Perceptual styles - Field dependent Vs Field independent, Repressors Vs Sensitizers, Levellers Vs Sharpeners. Perceptual vigilance.

**Attention:** Overt and covert attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman's model), Multiple resource model (Wicken's model)

**Problem Solving :** Gestalt Approach, Information-Processing Approach, Differences Between How Experts and Novices Solve Problems, creative problem solving

### Module 3

Autobiographical Memory, Memory For "Exceptional" Events, Memory Can Be

Modified or Created by Suggestion, Errors in Eyewitness Testimony.  
Language Comprehension and Production, Language and Cognition, Reading:  
Bottom-Up and Top-Down, Language and Thought Processes, Language in a  
Social Context, Neuropsychology of Language

#### **Module 4**

Cognition and emotion- structure of emotions, bottom up and top down process;  
appraisal theories of emotion; emotion generation and emotion regulation; the  
relationship of affect with attention, memory, judgment, decision making; the  
cognitive biases associated with anxiety and depression Cognition and  
consciousness- Functions of consciousness; Assessing consciousness and conscious  
experience; Global workspace theoretical approach; Unitary consciousness VS  
separate consciousness.

Individual, Aging, and Gender Differences in Cognition

Theories of intelligence: PASS theory of intelligence, Modules in neuropsychology

#### **References**

- Eysenck.M.W. (2006) Fundamentals of Cognition. New York:Psychology Press  
Galotti K.M (2014)Cognitive Psychology in and out of the laboratory (5th ed).  
USA: Sage publications  
Goldstein, E.B (2010)Sensation and Perception (8th ed)USA: Wadsworth  
publishers  
Groome, D (2004) An introduction to cognitive psychology: Processes and  
disorders. New York: Psychology Press.  
Kellogg, R. T. (2003), Cognitive psychology(2nd ed) New Delhi: Sage  
Sternberg R J (2007)Cognitive psychology, New Delhi: Thomson Wadsworth

#### **Additional Reading**

- Anderson, J. R(2010). Cognitive psychology and its implications (7th ed)USA:  
Worth Publishers  
Levitin, D.J(2011)Foundations of cognitive psychology- core reading (2nd  
ed).Boston: Pearson education Inc  
Sternberg, R.J, & Sternberg, K(2012)Cognitive Psychology (6th ed)USA:  
Wadsworth publisher

Core Course	THEORIES OF PERSONALITY			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSCPS01C02	4	4	3

#### Course Outcomes

- CO1:** To gain awareness in the concept and ancient perspectives of personality psychology
- CO2 :** To compare and contrast psychoanalytical, neo and post Freudian perspectives of personality
- CO3:** To justify the cognitive and behavioral approaches of personality
- CO4:** To explain humanistic and existential theories of personality and summarize the eastern perspectives.

#### Module 1 Introduction to Personality

Personality: Definition, Basic aspects of personality. Historical and philosophical perspectives of personality: Plato, Aristotle, Descartes, Machivelli. Trait and type theories: Sheldon, Hippocrates, Eysenck, Allport, Cattell.

#### Module 2 Psychodynamic Perspectives

Psychoanalysis: Sigmund Freud. Analytical psychology: Carl Gustav Jung. Individual psychology: Alfred Adler. Ego Psychology: Erik Erikson. Neurosis and human growth: Karen Horney. Escape from freedom: Erich Fromm. The Interpersonal Theory of Psychiatry: Harry Stack Sullivan. Objective Relations theory: Melanie Klein

#### Module 3 Cognitive and Behavioural Approaches

Radical behavioursim: B.F. Skinner. Stimulus-Response theory: Dollard and Miller. Psychology of Personal Construct: George A. Kelly. Social-Cognitive Learning theory: Albert Bandura and Julian Rotter. Contributions of Albert Ellis.

#### Module 4 Humanistic and Existential Theories

Person-Centered theory: Carl Roger. Self-actualization theory: Abraham. H. Maslow. Transpersonal and Existential Psychology: Rollo May, Victor Frankl. Eastern perspectives of personality: Buddhism, Hinduism, Triguna concepts and

Ayurveda, Jainism, Sufism, Taoism and Confucianism.

**References**

1. Ellis, A., Abrams, M., and Abrams, L. D. (2009). *Personality Theories,-Critical Perspectives*. New Delhi: Sage Publications.
2. Ewen, R. B., (2010). *An Introduction to Theories of Personality (7th ed.)*. York: Psychology press.
3. Fadiman, J., & Frager, R. (2005). *Personality and Personal Growth (6th ed.)*. New Jersey: Prentice Hall.
4. Friedman, S. H., & Schustack, W. M. (2012). *Personality: Classic theories and Modern research (5th ed.)*. USA: Pearson education pt ltd.
5. Kuppuswamy, B.(2001). *Elements of Ancient Indian Psychology*. New Delhi, Konark Publications.
6. Hall, C.S., Lindzey, G., & Campbell, J. B (2007). *Theories of Personality*. (4th ed.). New York.
7. Ryckman, M. R. (2000). *Theories of Personality (7th ed.)*. Australia: Thomson wads worth.

Core Course	FUNDAMENTALS OF COUNSELLING PSYCHOLOGY			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSCPS01C03	4	4	3

### Course Outcomes

- CO1:** To give the students an in-depth knowledge of the counselling process.
- CO2:** Create skills required to make the counselling process effective.
- CO3:** To equip the students with knowledge of basic group counselling skills.
- CO4:** To acquaint students with the process of supervision in counselling practice.

### Module 1 Introduction to Counselling

Definition of counselling, Professional issues in counseling, Scope of counselling, Goals of counseling - Process goals and outcome goals, Fundamental Percepts of counselling. Counsellor as a person, Role and functions of the counselor, Personal and Professional qualities of the counsellor, Professional relationship.

The counsellee: Help seeking behaviour, Expectations from counseling, Client role, Counsellor competencies related to client diversity and culture.

Skills and tasks for engaging client: First meeting, Physical setting, Therapeutic alliance, Behaviours showing respect and disrespect, Non-verbal behaviours, Transference and counter transference, The concept of boundary, Repairing ruptures in the alliance.

### Module 2 Skills of Individual counselling

Foundation skills of counselling: Attending and rapport building skills, Observation skills, Active listening skills - Encouragement, Prompts, Restatement, Paraphrasing and Summarizing; Attending to silences, Hindrances to active listening, Probing skills, Open and close ended questions, Leading questions, Facilitative and non-facilitative questioning, Accessing and reflection of feelings, Empathy.

Influencing skills of counselling: Focusing, Personalizing to promote responsibility, Interpretation, Reframing, Logical consequences, Self-disclosure, Information giving, Psycho education, Suggestions and directives, Affirming and validating, Feedback, Confrontation. Stages of Counselling: Initial Stage, Exploration and Assessment Stage, Goal setting stage, Intervention stage, Termination Stage.



### **Module 3 Skills of Group Counselling**

Objectives of Group Counseling, Beginning Counseling Groups, Stages of group counselling, Group Counselling Skills- Active listening, Linking, Blocking, Summarizing, Empathy, Personal warmth, Encouragement, Courage, Handling resistances, Flexibility, Inquiry, Ability to confront, Termination skills.

### **Module 4 Supervision in Counsellor Training**

Case Presentation with verbatim reports, Supervision in counsellor training , Role and functions of the supervisor, Characteristics of a good supervisor, Ethics in counselling practice-Ethical principles of counselling, Ethical codes, Ethical dilemmas, Ethical decision making.

### **References**

- Cully, S. & Bond, T. (2020) Integrative Counselling Skills in Action (4th ed.) London: Sage Publications.
- Corey, G. (2015) Theory and Practice of Group Counseling (9th ed.) Boston: Cengage Learning.
- Corey, G. (2015) Student Manual for Corey's Theory and Practice of Group Counseling (9th ed.) Boston: Cengage Learning.
- Gladding, S.T. (2019). Effective group counseling. Greensboro, NC: ERIC/CASS.
- Gladding, S.T. & Batra, P. (2019) Counseling: A Comprehensive Profession ( 8th Ed.) Chennai: Pearson India Education Services Pvt. Ltd.
- Hutchinson , D. (2015).The Essential Counselor: Process, Skills and Techniques.(3rd ed.)California: Sage Publications.
- Ivey, A., Ivey, M.B. & Zalaquett., C. ( 2017). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society ( 9th ed.) Boston: Cengage Learning
- Nelson-Jones, R. (2005). Practical Counselling and Helping Skills (5th ed.) London: Sage Publications.
- Nelson-Jones, R. (2015). Basic Counselling Skills: A Helpers Manual (3rd ed.) New Delhi: Sage Publications India Ltd.
- Yalom, I. & Leszcz, M. (2021) The Theory And Practice of Group Therapy (6th ed.) New York: Basic Books.

Core Course	PSYCHOMETRY AND PSYCHODIAGNOSTICS			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSCPS01C04	4	4	3

#### Course Outcomes

**CO1:** To develop the knowledge, skills and abilities necessary to conduct effective psycho diagnostic assessments

**CO2:** To enable students to identify and analyse various signs and symptoms useful for diagnosis

**CO3:** To familiarize the students with the psychological testing in child cases and personality assessments.

**CO4:** To select, administer and interpret psychometric tests for a given client

#### Module 1 Introduction to psychometry

Concept and Definition of Psychometry, Psychological Testing, Characteristics of psychological test, Classification of psychological tests

Psychometric Properties of a Test- Reliability: Types of reliability. Validity: Types of validity. Norms: Types of norms - Age, Grade, Percentile, Standardised norms

Classification of abnormal behavior: DSM and ICD; Diagnosis and Classification issues

#### Module 2 PSYCHOLOGICAL ASSESSMENT IN COUNSELLING

The purpose of assessment in Counseling, Assessment principles, Ethics in Assessment, Overview of assessment areas - Initial assessment in Counseling: Case history/MSE.

#### Module 3

Assessment of Personality: MMPI, 16PF, EPQR, TAT

Assessment of Aptitude: DBDA

Assessment of Interest: CIS

Assessments of Milestone functioning: DST, VSMS, EMS -SB

#### Module 4

Assessment of Intelligence: WAIS, BKT, MISIC, Bhatias, EIS -SANS, MIS-ASPS

Assessment of Adjustment: Bells Adjustment School Adjustment, AICS-SS

Assessment of General Health: General Health Questionnaire, PGI Health Questionnaire

Assessments of Family Functioning: Marital Satisfaction Scale, Marital Conflict Scale, Family Environment Scale, Parenting Style Scale

**References**

Anastasi, A., & Urbina, S. (2016). *Psychological Testing* (7th ed.) Boston: Pearson

Gregory, R. J. (2017). *Psychological testing: History, principles and applications*. Boston: Pearson

Singh, A. K. (2010). *Tests, measurements and Research Methods in behavioral sciences*. New Delhi: Bharathi bhawan

Core Course	PRACTICAL 1			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSCPS01C05	9	4	3

#### Course Outcomes

**CO1:** To demonstrate self awareness and to understand self esteem

**CO2:** To understand the working of various institutions providing counselling services

**CO3:** To develop skills related counselling and working with individuals and groups

**CO4:** To apply knowledge of Self awareness in own life and in professional practice.

#### Institutional Visits

Students has to visit a minimum of five nationally reputed institutes offering counseling services as part of the practical. Faculty members should also accompany the students while visiting the institutes. Five to ten days may be granted for the same. A detailed report of the visit should also be attached along with the record.

#### Classroom activities- Group activities

Engaging group discussions

Developing self awareness and self esteem, Self Development

SWOT analysis, FGD, Training Modules

A minimum of 10 activities must be conducted in the classroom. Students must submit detailed report of each activity conducted. Observation report and Introspection report must be important components of the report.

Core Course	RESEARCH METHODOLOGY AND DATA ANALYSIS			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C06	4	4	3

### Course Outcomes

- CO1:** Familiarize the students with the methods in psychological research
- CO2:** Evaluate different methods of sampling and research designs
- CO3:** Make the students practice the different analysis methods in psychological research
- CO4:** Make the students capable of writing a research report by considering ethical guidelines

### Module 1 Introduction

Introduction to research methodology. Basic terms: Concepts, Constructs, Variables, Hypothesis. Types of research: Applied & Fundamental, Descriptive and Analytical, Quantitative & Qualitative, Conceptual & Empirical, Experimental & Non experimental; Laboratory experiments, Field experiment, Field studies; Ex post facto research, Survey research, Ethnographic studies, Historical research. Steps in research: Identification of research problem, Review of literature. Identifying research gaps and operationalizing research topics. Sampling and data collection methods: Population and Sample. Normal distribution curve. Hypothesis testing: errors. Sampling: Probability and Non- probability sampling and Types. Data collection: Primary and Secondary data; Questionnaire, Schedules, Interview, Observation and Survey.

### Module 2 Research designs

Purpose of research design, Criteria of research design. Experimental designs: Between groups, Within groups and Factorial design. Quasi experimental design. Non- experimental designs: Observational, Survey, Correlational. Designs based on the purpose of study: Exploratory research design, Descriptive designs, Explanatory designs, Experimental designs. Designs based on intended use: Interventions design, Evaluation designs, Action

research designs.

Designs indicating the effects of time: Cross sectional research design,

Longitudinal research design.

### **Module 3 Hypothesis testing and analysis**

Quantitative analysis: Parametric tests; Assumption, Correlation coefficient, Karl Pearson's coefficient of correlation, Regression, t- test, ANOVA, Post hoc tests, MANOVA, Factor analysis.

Non- parametric tests; Assumptions, Spearman rank order correlation, Chi- square, Wilcoxon signed rank test, Mann- Whitney U test, Kruskal wallis H test, Friedman test.

Computer applications in research- using SPSS, Microsoft Excel and data analysis with R.

Qualitative analysis: Grounded theory, Thematic analysis, Discourse analysis, Conversion analysis, Content analysis, Interpretative phenomenological analysis, Narrative analysis. Qualitative research in counselling.

### **Module 4 Scientific Writing**

General purpose of writing a research report, Structure and format of a report- APA style. Preparing a research proposal. Preparing manuscript based on APA format. Selection of scientific journal based on research topic. Submission of article for publication. Checking plagiarism. Ethics in research: institutional ethics committee approval, confidentiality, preparing informed consent, safeguarding the data.

### **References**

- Coolican, H. Research methods and statistics in psychology (5th ed). Hodder education.
- Heppner. P. P., Wampold. B. E., & Kivlighan. D. M. Jr. Counselling research. Cengage learning.
- Howitt, D., & Cramer, D. (2008). Introduction to research methods in psychology (2nd ed.). Pearson education.
- Kothari, K. R. (2004). Research methodology methods and techniques (2nd ed.). New age international publishers.
- Lyons, E., & Coyle. A. Analysing qualitative data in psychology. Sage

publications.

McLeod, J. (2011). *qualitative research in counselling psychology* (2nd ed). Sage publications.

Singh, A. K. (2019). *Tests, measurements and research methods in behavioral sciences* (6th ed.). Bharati bhawan

**Additional Reading**

Carter, D. C. *Quantitative psychological research, the complete student's companion* (3rd ed). Psychology press.

Core Course	COUNSELLING THEORIES AND APPROACHES			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C07	4	4	3

#### Course Outcomes

**CO1:** Identify and describe the different types of counselling theories and practices.

**CO2:** Evaluate counselling strategies and techniques based on major theories and to identify one's area of interest

**CO3:** Develop a comprehensive model of counselling that incorporates different theories and Practices.

**CO4:** Describe creative arts exercises and to develop interest in applying creative arts in counselling.

#### Module 1 : PSYCHO DYNAMIC

**Freud:** Relationship between counsellor and client, counselling techniques – creating a trusting atmosphere, Interpretation of resistance, Dream Analysis, Interpretation of Parapraxes, Interpretation of the transference relationships, The counselling process, Efficacy of Psychoanalysis.

**Adler:** The counselling techniques – The counselling process – Building the relationship, Assessing and understanding the lifestyle, Insight and Interpretation, Re-education and reorientation.

**Jung:** The counselling techniques- Dialectical Method, Active Imagination, Dream analysis, Use of creative techniques, Amplification, Transference and counter transference, Interpretation Post and Neo Freudian approaches: Object- relation theory, brief psycho dynamic approach.

#### Module 2 BEHAVIORAL AND COGNITIVE BEHAVIORAL

**Behavioural:** Treatment using behaviour therapy, Goal setting, Planning and implementing behaviour change, Counselling techniques – acceptance, modelling, relaxation exercise and systematic desensitization, token economy, flooding and implosion techniques, punishment, aversion therapy, stimulus control, self-management technique, operant conditioning technique, Therapeutic process.



**Cognitive Behavioural:** The development of cognitive behavioural approach, View of Human nature, Key Concepts- cognitive model, cognitive conceptualization, Counselling techniques,- essential techniques, commonly used techniques, Counselling Process – intake and evaluation, first session, second and subsequent sessions, termination. Cognitive behavioural strategies and interventions.

**REBT:** The development of rational emotive behavioural therapy, View of Human nature, Key Concepts-philosophical conditioning, unconditional acceptance, irrational beliefs, cognitive distortions of events, ABCDE, Counselling techniques- showing unconditional acceptance, teaching REBT philosophy, being active and directive, challenging clients, demonstrating ABC's, disputation, Approaches to disputing irrational beliefs, Other intervention strategies. Using humor, metaphors and stories, homework, Counselling Process

### **Module 3 PHENOMENOLOGICAL AND EXISTENTIAL**

**Person Centered:** The counselling process- Counseling Goals, Counselor's Function and Role, Client's Experience in counseling. Relationship Between counselor and Counseee, Emphasis on Reflection of Feelings

**Existential:** The counselling techniques – Dialectical method, Educating the client, Developing an authentic relationship, Phenomenological perspective, Acceptance, Confrontation, Encouragement, Paradoxical intention, De- reflection.

**Gestalt:** View of Human nature, Key Concepts, Counselling techniques, Counselling Process

### **Module 4 MODERN TRENDS IN COUNSELLING**

**Creative arts in Counseling:** Creative arts exercises: Music, Dance and movement, Imagery, Visual arts, writing and literature, drama, humor, play, animal assisted approach, nature and wilderness approach.

**Solution Focused Brief approaches:** Key Concepts, Counselling techniques, Counselling Process

**Reality therapy :** Theoretical concepts, treatment using reality therapy  
Overview of third generation behavior approaches – DBT, ACT, MBCT

### **References**

- Neukrug, E. (2012). Counseling theory and practice. India : Cengage learning.
- Corey,G. (2009 ) . Theory and Practice of Counseling and Psychotherapy (8th ed.). USA: The Thomson Corporation
- Seligman, L., & Reichenberg, L. W. (2017). Theories of counseling and psychotherapy: Systems, strategies, and skills (4th ed.). New Delhi: Pearson Education.
- Gladding T.S. (2016). The creative arts in Counselling (5th ed.). USA: American Counselling Association.
- Gladding, S.T. (2011). Counselling- A Comprehensive Profession (6th ed.). New Delhi: Pearson Education.
- Flanagan, J .S.,& Flanagan, R.S (2015). Counseling and Psychotherapy Theories in Context and Practice (2nd ed.). Canada: John Wiley & Sons
- Palmer, S. (2000). Introduction to Counseling and Psychotherapy. SAGE Publications.
- Sharf, R.S (2012). Theories of Psychotherapy and Counseling concepts and cases(5th ed.). Brooks/Cole cengage learning

Core Course	SOCIAL AND CULTURAL FOUNDATIONS FOR COUNSELLING			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C08	4	4	3

### Course Outcomes

**CO1:** Understand the foundational principles and theories of social psychology and their relevance to the field of counseling.

**CO2:** Identify and analyze the social factors that influence individuals' thoughts, feelings, and behaviors within the counseling context.

**CO3:** Develop practical applications of media in social psychology interventions, including the use of media campaigns, negative media coverage for behavior change and social influence.

**CO4:** Critically evaluate the ways in which cultural factors interact with socialization processes to shape interpersonal relations.

**CO5:** Explore the dynamics of social interactions in the classroom, including teacher-student relationships and their effects on student engagement, achievement, and well-being.

### Module 1 Introduction to Social Psychology

The definition and nature social psychology; Attribution: Theories of attribution, Social Cognition, Social influences: Sexuality and intimacy; Diverse and complex relationships – alternate sexualities, Prosocial Behavior

### Module 2 Culture and Media Psychology

Cross cultural psychology, Diversity in Socialization, Applying Diversity in Social Perspectives: Hofstede's Cultural Taxonomy, Social axioms approach, Applying Media to Social Psychology: Consequences of Media Violences, Imitation of violence, Media influence our thoughts, Effects of Negative media Coverage of Government,

### Module 3

Applying Social Psychology to Health, Education and Classroom Health: The Bio Psycho social Model, Social Variables and health, Health Belief model, Theory of Planned Behavior, Transtheoretical model,

Education : Students Performance Improvement , Teacher expectations and student achievement , Factors affecting student Performance , Student - Student Interaction.  
Classroom : Belief Perseverance , Social Categorization , Self handicapping , Overjustification Effect

#### **Module 4**

Applying Social Psychology to Counseling and Inter Personal Relationship.  
Counseling : The social psychological roots of social anxiety , social psychological model of depression Self Presentation Theory , Hopelessness theory , Biases in Clinical Decision Making  
Interpersonal Relationship: Attraction , proximity and familiarity , Physical Attractiveness, Infant Attachment , Adult Attachment

#### **References**

- Baumeister,R.F. and Bushman, B.J. (2014). Social Psychology and human nature. Third edition. New Delhi : Cengage publishers.
- Branscombe , N.R and Baron , R.A. (2012).Social Psychology . Fourteenth edition. United States of America : Pearson Education,Inc.
- Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12<sup>®</sup> ed.). New Jersey: Pearson Educational Inc
- Hogg, M. A. & Vaughan, G.M. (2011). Essentials Of Social Psychology (6\* ed.). England: Pearson Educational Limited.
- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2020). Social Psychology, Global Edition.
- Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2016). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. SAGE Publications.
- Baumeister, R. F., & Finkel, E. J. (2010). Advanced Social Psychology: The State of the Science. Oxford University Press.
- Myers, D. (2009). Social Psychology. McGraw-Hill Humanities/Social Sciences/Languages

Core Course	PSYCHOPATHOLOGY			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C09	4	4	3

### Course Outcomes

**CO1:** Identify and recall key psychological disorders and their diagnostic criteria.

**CO2:** Explain the underlying theories and models used to understand abnormal behavior.

**CO3:** Apply diagnostic criteria to analyze and differentiate between various psychological disorders.

**CO4:** Critically evaluate the effectiveness of different therapeutic interventions for specific psychological disorders.

### Module 1 Developmental disorders

Intellectual Disability, Communication Disorders, Autism Spectrum Disorders, ADHD, Specific Learning disorders, Motor Disorders, disruptive, Impulse control, and Conduct disorders, Elimination disorders, - Types, symptoms, and causes.  
Special reference – personality disorder

### Module 2 Psychotic and affective spectrum disorders

Brief Psychotic disorder, Delusional disorders, Schizophrenia, Schizophreniform, Bipolar (Type 1, Type 2, Cyclothemia), Depressive disorders - Types, Symptoms and Causes

### Module 3 Neurotic spectrum disorders

Anxiety Disorders, Dissociative disorders, Somatic and Related disorders, Obsessive Compulsive and related disorders, Eating Disorders, Sleep wake disorders, Sexual Dysfunction, Gender Dysphoria, - Types, Symptoms and Causes

### Module 4 Spectrum of Neurocognitive Disorders

Delirium, Dementia, Alzheimer's, Parkinson's, Traumatic Brain Injury- Types, Symptoms and Causes, Substance related disorders

### References

Comer, R.J (2005). "Abnormal Psychology" 4<sup>th</sup> Ed , New York, Worth Publishers.

Carson,R.C., Butcher,N. & Mineka.S (2007) *Abnormal Psychology and modern life* (13 ed). New Delhi, Pearson education.

Maddux,J.E & Winstead,B.A (Eds) (2016). *Psychopathology: Foundations for a contemporary understanding* ( 4<sup>th</sup> Ed) . Routledge / Taylor and francis group.

Barlow,D.H & Durand,V.M. (2014). *Essentials of abnormal psychology* (7<sup>th</sup> Ed) Cengage Learning.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of mental disorders (DSM 5)*. Washington DC, American Psychiatric Publications.

Core Course	PRACTICAL 2- TESTINGS IN COUNSELLING PSYCHOLOGY			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C10	4	4	3

### Course Outcomes

**CO1:** To enable learners to design experiments in different areas of psychology

**CO2:** To demonstrate skills of conducting experiments in psychology

**CO3:** To select, administer, score and interpret various types of general psychology tools.

**CO4:** To Familiarize students with various assessment tools and tests used in counselling setting

### Personality

Measures of personality: MBTI, 16 PF, EPQ,

Personality assessment in Work Setting: NEO-PI-3

Projective Tests: Sentence Completion Test, Rorschach inkblot test

### Intelligence

Assessment of intelligence: WAPIS, WISC, MISIC, Bhatia's battery, Seguin Form Board, Progressive Matrices

Assessment of Creativity

Assessment of Aptitude: General Aptitude Test Battery, Differential Aptitude Test

Assessment of Achievement

Assessment of Interests: Strong Interest Inventory

### Neuropsychological functioning

BGT, NIMHANS battery

### Developmental

Vineland Social Maturity Scale, Child Behaviour Check List, Adaptive behaviour checklist, Child Autism Rating Scale,

### Other related areas

PGI Memory Scale, Wechler Memory scale, State-Trait Anxiety inventory

A minimum of 10 tests from the given list are to be conducted and documented during the semester. A minimum of two from first two categories and one each from other categories must be included. Tests from the same areas can be substituted. Report of each practical should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Three tests will be provided to a candidate during the examination out of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination. Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

**End Semester Assessment (External)**

The external evaluation of the practical examination should be done at two levels. There will be three questions of which the student can choose (a) one for conducting the experiment and another (b) one for viva voce.



Core Course		PRACTICUM		
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSCPS02C11	5	2	--

#### Course Outcomes

**CO1:** To acquaint the students with real world settings and problems faced by people in these settings

**CO2:** To identify the different types of counselling interventions.

**CO3:** To learn how psychology is applied in various settings

**CO4:** To apply counselling skills in a clinical setting.

As part of the practicum, students are to do an internship in an approved institution where services of Clinical / Counseling Psychologist is available. The internship should generate high level competencies and skill to impart counseling secrecies. In the fourth semester, each student is expected to have practical exposure in three specialized areas. The student has to do the internship for a minimum of two months in a hospital setting under the supervision of a clinical / counseling Psychologist. The student has to submit a report on his/her activities in the institution/setting. The external marks will be allotted by the respective Clinical/ Counselling Psychologist as per the guidelines.

A detailed report should be prepared as part of the practicum. The report should contain a briefing description about the institute, facilities available, faculty in charge etc, details of training obtained, case studies prepared, assessment and management etc. A minimum of 5 cases with detailed case history, MSE, diagnosis, counseling ( detailed and session wise- in verbatim) should be incorporated in the report.

