

SYLLABUS

**M.A. PSYCHOLOGY
(CLINICAL
AND
COUNSELLING)**

2024-25 AND ONWARDS

**Scheme and
Syllabi & Courses of Study of
Semester-I to IV**

For

**Master of Arts in Psychology
(Clinical and Counselling)**

ACADEMIC SESSION

2024-25 AND ONWARDS



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grad

SCHEME OF EXAMINATIONS

MASTER OF ARTS IN PSYCHOLOGY (CLINICAL & COUNSELLING)

For examinations to be held in Semester I (December 2024, 2025 and 2026), Semester II (May 2025, 2026 and 2027), Semester III (December 2025, 2026 and 2027), Semester –IV (May 2026, 2027 and 2028)

Semester I

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-101	Schools of Psychology	4	60	40	100
2.	Compulsory	MPS-102	Foundations of Counselling Psychology	4	60	40	100
3.	Compulsory	MPS-103	Physiological Psychology	4	60	40	100
4.	Compulsory	MPS-104	Psychological Assessment	4	60	40	100
5.	Compulsory	MPS-105	Psychopathology	4	60	40	100
6.	SEC *	MPS-106	Practicals	4	60	40	100
Total				24	360	240	600

Semester II

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-201	Counselling Intervention For Special Population	4	60	40	100
2.	Compulsory	MPS-202	Research Methodology	4	60	40	100
3.	Compulsory	MPS-203	Developmental Psychology	4	60	40	100
4.	Compulsory	MPS-204	Statistics In Psychology	4	60	40	100
5.	SEC *	MPS-205	Practicals	4	60	40	100
6.	SEC *	MPS-206	Field Work	6	60	40	100
Total				26	360	240	600

Semester III

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-301	Psychotherapeutic Interventions	4	60	40	100
2.	Compulsory	MPS-302	Counselling Theories and Techniques-I (Individual)	4	60	40	100
3.	Compulsory	MPS-303	Psychometrics	4	60	40	100
4.	CBCS **	MPS-304	MOOC	4	-	100	100
5.	Research	MPS-305	Dissertation -I	6	-	100	100
6.	Internship	MPS-306	Internship (Clinical and Counselling)	4	60	40	100
Total				26	240	360	600

Semester IV

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-401	Counselling Theories and Techniques-II (Group)	4	60	40	100
2.		MPS-402	Clinical Neuropsychology	4	60	40	100
3.	Compulsory	MPS-403	Psychodiagnosis	4	60	40	100
4.		MPS-404	Psychotherapeutic and Clinical Practices	4	60	40	100
5.	Research	MPS-405	Dissertation-II	6	100	-	100
6.	Elective (Choose any One) Minimum 8 Students/Course	MPS-406	Law and Ethics in Clinical Psychology	4	60	40	100
		MPS-407	Crisis Intervention and Trauma Counselling				
		MPS-408	Child Psychology				
		MPS-409	Community Psychology				
		MPS-410	Positive Psychology				
Total				26	400	200	600

Semester	I	II	III	IV	G. Total
External	360	360	240	400	1360
Internal	240	240	360	200	1040
Total	600	600	600	600	2400
Credits	24	26	26	26	102

* **SEC** : **Skill Enhancement Course**

** **CBCS** : **Choice Based Credit System**

EVALUATION

The distribution of 100 marks for theory courses (4 Credits) is as follows:

External (End-semester) Examination	:	60 Marks
Internal Assessment:	:	40 Marks
(a) Minor Test –I / Mid-Term Test	:	20 Marks
(b) Minor Test – II / ICT Based Quiz	:	10 Marks
(c) Sessional	:	10 Marks
i) Practical including Viva/ Practicum/ Project/Presentation/ Essay/Online Course Completion Certificate.	:	05 Marks
ii) Reflective Report.	:	05 Marks

The distribution of 100 marks for Practical/Field Work/Internship/Dissertation (4/6 Credits) is as follows:

External Examination	:	60 Marks
Internal Assessment:	:	40 Marks
(a) Practical File/Field Work/Internship/Dissertation Report	:	30 Marks
(b) Viva-Voce	:	10 Marks

The distribution of marks for CBCS MOOC is as under:

Internal	:	100 Marks
Presentation	:	50 Marks
Reflective Report	:	50 Marks

ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term/minor tests and end-semester examinations is 75% in Theory and 90% in Practical/Internship/Field Work/Dissertation.

NOTE FOR THEORY PAPER SETTER (4 Credits Course, 60 Marks)

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of the **eight questions** shall be **essay-type/long answer type (2 questions will be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS**, selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **The duration of the examination shall be 3 Hours**

PROGRAMME LEARNING OUTCOMES

After completing the course in M.A. in Psychology (Clinical and Counselling), a learner will be able to:

- PLO-1: Understand and apply foundational theories of clinical and counselling psychology in diverse settings.
- PLO-2: Evaluate and utilise principles from major psychological schools to improve counselling and psychotherapeutic practices.
- PLO-3: Develop and implement counselling intervention for special population and apply psychotherapeutic technique in clinical settings.
- PLO-4: Apply ethical standards, professional practices, and legal guidelines effectively in mental health settings.
- PLO-5: Employ neuropsychological tools and evidence-based interventions for diverse psychological conditions.
- PLO-6: Commit to lifelong learning, engage in practical internships, and contribute to research in psychology.
- PLO-7: Utilize counselling techniques for individual and group settings to address the needs of special populations and trauma.
- PLO-8: Develop and refine professional identity and personal growth within clinical and counselling psychology.

SEMESTER-I

SCHOOLS OF PSYCHOLOGY

Course Code: MPS -101
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: describe the historical development and key concepts of experimental psychology, structuralism, and functionalism.
- CLO-2: understand the principles of behaviourism, neo-behaviourism, socio-behaviourism, and Gestalt psychology.
- CLO-3: analyse the theories and contributions of psychoanalytic, existential, and humanistic psychology.
- CLO-4: differentiate between the core knowledge paradigms of psychology, including ontology, epistemology, and methodology.
- CLO-5: compare Indian and Western psychological perspectives and their implications for psychology practice.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X		
PLO-3			X		X
PLO-4				X	
PLO-5			X		
PLO-6					
PLO-7			X		
PLO-8					X

B. COURSE CONTENT

UNIT-1

Foundations of Psychology

- 1.1 Beginning of Experimental Psychology: Contribution of Helmholtz, Weber and Fechner.
Modern Psychology: Contributions of Ebbinghaus.
- 1.2 Structuralism: Contribution of Titchner and Wilhelm Wundt,
- 1.3 Functionalism: Contribution of William James, Dewey and Angell.

UNIT-2

Major Psychological Approaches and Theories

- 2.1 Behaviourism: Contributions of Watson and McDougall. Neo Behaviourism: Contributions of Tolman and Hull.
- 2.2 Socio Behaviourism: Contributions of Bandura and Rotter.
- 2.3 Gestalt psychology: Contribution of Wertheimer, Koffka, and Kohler, Lewin's field theory.

UNIT-3

Psychoanalytic, Existential, and Humanistic Perspectives

- 3.1 Psychoanalysis: Contributions of Sigmund Freud, Neo-Freudians: Contributions of Anna Freud, Adler, Jung, and Horney.
- 3.2 Existential Psychology: Contributions of Heidegger, May and Kelley.
- 3.3 Humanistic Psychology: Contributions of Maslow and Rogers, Transpersonal, Cognitive Revolution, Multiculturalism,

UNIT-4

Knowledge Paradigms in Psychology

- 4.1 Indian Perspectives: Buddhism, Hinduism, Sufism and Integral Yoga.
- 4.2 Essential Aspects of Knowledge Paradigms: Ontology, Epistemology and Methodology
- 4.3 Paradigms of Western Psychology: Positivism, Post-Positivism, Critical Perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry

C. SUGGESTED READINGS

- Brennan, J.F. (2003). History and Systems of Psychology.6/e. New Delhi: Pearson Education.
- Cornelissen Matthijs, R.M., Misra, G., & Varma, S. (2011). Foundations of Indian Psychology. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Goodwin, C. (2015).A History of Modern Psychology 5/e, New Jersey: John Wiley and Sons.
- Greenwood, J. D. (2009). A Conceptual History of Psychology.1/e. New York: McGraw Hill.
- Hergenhahn, B.R. (2013). Introduction to History of Psychology.7/e. New Delhi: Thomson Wadsworth. Pickren, W. E. & Rutherford, A. (2010).A History of Modern Psychology in Context. New Jersey: John Wiley & Sons, Inc.
- Rao, K.R., Paranjpe, A.C., & Dalal, A.K. (2008).Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
- Schultz, D.P. & Schultz, S.E. (2000).A History of Modern Psychology 7/e. New York: Harcourt College Publishers.
- Smith, N.W. (2001). Current Systems in Psychology. Wadsworth

FOUNDATIONS OF COUNSELLING PSYCHOLOGY

Course Code: MPS-102
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: describe the distinctions and overlaps between guidance, psychotherapy, and counselling.
- CLO-2: outline the historical development of counselling psychology and its evolving roles.
- CLO-3: evaluate ethical, legal, and professional issues in the practice of counselling psychology.
- CLO-4: identify the boundaries and roles of different types of counselling settings and methods.
- CLO-5: analyse contemporary trends and challenges in counselling, including diversity, technological advancements, and interdisciplinary approaches.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X			
PLO-2	X		X	X	
PLO-3					X
PLO-4			X		
PLO-5					X
PLO-6		X			
PLO-7				X	X
PLO-8					X

B. COURSE CONTENT

UNIT-1

Introduction to Counselling

- 1.1 Concept of counselling; Defining features of counselling; Major goals of counselling; Difference between guidance and counselling;
- 1.2 Counselling and psychotherapy; Types of counselling; Counselling psychology and other specialities and fields
- 1.3 Distinctiveness and overlap: Training, job setting and activities

UNIT-2

Historic Perspectives

- 2.1 Development of the profession: Stages of the development of the profession
- 2.2 Traditional activities of counsellors, Counselling process: counselling interview and counselling relationship
- 2.3 Counselling in India Perspective. The role of self-concept, self-image and self-perception in the development of behaviour

UNIT-3

Counselling Relationship & Ethical and Legal Guidelines

- 3.1 The importance of relationship; Components of relationship
- 3.2 Facilitative Conditions for the Counselling Relationship
- 3.3 Professional issues, ethics, education and training in counselling, Legal concerns of counsellors

UNIT-4

Current Trends in Counselling

- 4.1 Diversity issues in counselling; Different formats of counselling
- 4.2 Counselling and Liasoning fields: Trauma Counselling
- 4.3 Technological advances in Counselling, Process Oriented Research in Counselling

C. SUGGESTED READINGS

- Neukrug, E. (2011). The world of the counsellor: An introduction to the counselling profession. Nelson Education.
- Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
- Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers
- Felthman, C., & Horton, I. (2000). Handbook of Counselling and Psychotherapy. Sage
- Robert, G. L., & Marianne, M.H. (2003). Introduction t Counselling and Guidance. Pearson education, Inc.
- Sharma, R .N.,& Sharma, R. (2004). Guidance and Counselling in India.

PHYSIOLOGICAL PSYCHOLOGY

Course Code: MPS -103
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

CLO-1: describe the structure and function of neural systems, including neurons, synaptic transmissions, and neuroplasticity.

CLO-2: analyse the anatomy and physiology of the central and peripheral nervous systems, including the roles of spinal and cranial nerves.

CLO-3: explain the functions of the endocrine system and sensory systems, focusing on hormonal roles and sensory pathways.

CLO-4: apply knowledge of physiological psychology to understanding behaviours such as eating, sleeping, and learning.

CLO-5: evaluate different research methods in neurology, including invasive and non-invasive techniques.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X		X	
PLO-3					
PLO-4					X
PLO-5			X	X	
PLO-6					
PLO-7				X	
PLO-8					

B. COURSE CONTENT

UNIT-1

Basic Neurophysiology

- 1.1 Nervous System: Structure and functions of Neurons. Structure, functions, types, neural impulse, neurotransmitters
- 1.2 Functions of Supporting Cells, Structure and functions, neuroplasticity
- 1.3 Neural Communication and Synaptic Transmission.

UNIT-2

Structure and Functions of the Nervous System

- 2.1 Central Nervous System: Structure and Functions of Spinal Cord and Brain.
- 2.2 Peripheral Nervous System: Functions of Spinal and Cranial Nerves.
- 2.3 Autonomic Nervous System: Functions of Sympathetic and Parasympathetic System.

UNIT-3

Sensory and Endocrine Systems

- 3.1 Endocrine System: Hormones released by Endocrine System, Functions of Endocrine System.

- 3.2 Visual System: Structure and functions of Eye, Connection between Eye and Brain.
- 3.3 Auditory System: The structure and functions of the ear, as well as the connection between the ear and the brain.

UNIT-4

Behavioural and Physiological Mechanisms

- 4.1 Injective Behaviour: Neuronal and Hormonal Mechanisms of Hunger and Thirst.
- 4.2 Sleep and Waking: Stages, Disorders, and Functions of Sleep, Physiological Mechanisms of Sleep and Waking, and Biological Clocks.
- 4.3 Neurophysiology of learning: Long-term potentiation, Synaptic plasticity. Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, scanning methods

C. SUGGESTED READINGS

- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2007). Neuroscience: Exploring the Brain. 3/e. Hong Kong: Lippincott Williams & Wilkins.
- Carlson, N.R. (2005). Foundations of Physiological Psychology, 6th ed. Pearson Education: New Delhi
- Freberg, L. A. (2010). Discovering Biological Psychology. 2/e. California: Wadsworth
- Gazzaniga, M.S. (2009). The Cognitive Neurosciences, 4th ed. MIT press: Massachusetts
- Kalat, J.W. (2019). Biological Psychology (13 th edition). Cengage Learning Inc. Student edition ISBN:978-1337-40820-2
- Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of Human Neuropsychology. 6/e. New York: Worth Publishers.
- Levinthal, C.R. (1991). Physiological Psychology. California: Wadsworth.
- Pinel, J.P.J. (2006). Biopsychology, 6th ed. Pearson Education: New Delhi.
- Toates, F. (2011). Biological Psychology. 3/e. Harlow: Pearson Education Ltd.
- Zillmer, E. A., Spiers, M. V., Culbertson, W. C. (2008). Principles of Neuro Psychology. 2/e. Belmont: Wadsworth

PSYCHOLOGICAL ASSESSMENT

Course Code: MPS-104
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: understand the fundamentals of psychological assessment, including its purpose, principles, and various methods.
- CLO-2: analyse counselling assessment strategies, focusing on person-centred and psychodynamic approaches.
- CLO-3: examine clinical assessment techniques, including assessments for intelligence, personality, and addiction.
- CLO-4: apply psychological assessments in clinical and counselling settings to plan, conduct, and evaluate therapy and interventions.
- CLO-5: assess and adapt psychological assessment techniques to diverse populations, ensuring cultural relevance and sensitivity in application.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X		X
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					X

B. COURSE CONTENT

UNIT-1

Introduction to Assessment

- 1.1 Meaning of Psychological Assessment, Objectives of Psychological Assessment, Types of Psychological Assessment
- 1.2 Purpose of Assessment, Principle of Assessment, Process of Assessment,
- 1.3 Methods of Assessment, the Interview Method, Observation Method, Case Study Method

UNIT-2

Areas of Counselling Assessment

- 2.1 Assessment and psychological assessment of children, narrative approach to assessment and counselling
- 2.2 The person-centred approach to assessment and counselling, Assessment in Counselling and guidance
- 2.3 Approaches to Counselling Psychodynamic approach and Cognitive approaches

UNIT-3

Areas of Clinical Assessment

- 3.1 Definition and Purpose of Clinical Assessment, Areas of assessment: Intelligence, creativity, aptitude, personality assessment, interest inventory
- 3.2 Psychologists as Detectives, Comprehensive Assessments
- 3.3 Addiction Assessments, Description of FAMHA, MISU, SUMI

UNIT-4

Assessment in Clinical and Counselling Psychology

- 4.1 Deciding on Therapy, Planning Therapy, Conducting Therapy and Evaluating Therapy
- 4.2 Applications of Psychological Assessment in Various Settings: Clinical and Counselling.
- 4.3 Applications of Psychological Assessment in Various Settings: Military and Career Guidance

C. SUGGESTED READING

- Plante, T. G (2005). Contemporary Clinical Psychology (2nd Ed.).New Jersey: John Wiley & Sons, Inc. Trull, T.J. (2005).Clinical Psychology (71it Ed.).USA: Thomson Learning, Inc.
- Anastasi, A. (2003). Psychological Testing (5th ed.). Macmillan: New York. Chadha, N.K. (1996). Theory and Practice of Psychometry. New Age International Limited: New Delhi.
- Cronbach, L.J. (1970). Essentials of Psychological Testing (3rd ed.). harper & Row: New York.
- Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment. John Wiley and Sons: New York.
- Shertzer, B. & Linden, J.D. (1979). Fundamentals of Individual Appraisal. Houghton Mifflin Company: Boston. Singh, A.K. (1998). Tests, Measurement and Research Methods in Behavioural Sciences. Bharti Bhawan Publication:
- Anderson and Anderson (1951) . An Introduction to Projective Techniques. Prentice Hall. London.
- Anastasi , A. (1998).Psychological Testing. Macmillan Publishing Company, New York. Rorschach, H. (1942). Psycho diagnostics: A Diagnostic Test Based on Perception. New York: Grune & Stratton.

PSYCHOPATHOLOGY

Course Code: MPS -105
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: describe the history and diverse theoretical approaches of clinical psychology and their application to psychopathology.
- CLO-2: analyse various psychological disorders, including anxiety, somatic, eating, mood, and personality disorders.
- CLO-3: examine the clinical presentations and etiologies of bipolar, schizophrenia, and personality disorders.
- CLO-4: apply assessment techniques in clinical psychology, focusing on psychological disorder assessment and clinical interviewing methods.
- CLO-5: discuss contemporary advancements in clinical psychology, including applications in forensic, neuropsychological, health, rehabilitation, and geriatric psychology.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X	X	
PLO-3					X
PLO-4				X	X
PLO-5					X
PLO-6					
PLO-7		X	X		
PLO-8					

B. COURSE CONTENT

UNIT-1

Introduction to Clinical Psychology and Classification

- 1.1 History of clinical psychology, models of Clinical Psychology, Psychopathology and classification systems.
- 1.2 Approaches to Psychopathology: Biological, Psychodynamic, Behavioural, Cognitive, and Socio-cultural approaches to psychopathology.
- 1.3 Basic features of DSM-5, DSM-5-TR, & ICD-11: Similarities, differences and critical evaluation.

UNIT-2

Type of Clinical Disorders

- 2.1 Anxiety disorders: Clinical Picture, Etiology and Case study; PTSD: Clinical Picture, Etiology and Case study.
- 2.2 Obsessive-compulsive and Somatic symptoms, Clinical Picture, Etiology.
- 2.3 Feeding and Eating Disorders: Clinical Picture, Etiology.

UNIT-3

Mood and Personality Disorders

- 3.1 Bipolar and related disorders, Depressive Disorders: Clinical Picture, Etiology.
- 3.2 Schizophrenia spectrum Other Psychotic disorders-Clinical picture, Etiology
- 3.3 Personality Disorders: Clinical Picture, Etiology.

UNIT-4

Clinical Diagnosis and Research

- 4.1 Assessing psychological disorders: key concepts in assessment, severity assessment, risk assessment
- 4.2 Clinical interview: case history taking, mental status examination; behavioural assessment, neuropsychological testing
- 4.3 Advances in Clinical Psychology: Forensic Psychology, Neuropsychology, Health Psychology, Rehabilitation Psychology, Geriatric Psychology

C. SUGGESTED READINGS

- Barlow, H.D. & Durand, V.M. (2007).Abnormal Psychology; An Integrative Approaches. New Delhi: Wadsworth Thomson Learning.
- Carson, R.C. Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life. (11th ed.) . Ally and Bacon.
- Durand, V.M. & Barlow, D.H. (2000).Abnormal Psychology. Belmont, CA: Wadsworth/Thomson Learning.
- Nevid . J. S., Rathus, S.A. Greene, B. (2018).Abnormal Psychology in a Changing World (10th ed.) New Delhi: Pearson Education
- Raskin, J.D. (2019). Abnormal Psychology: Contrasting Perspectives .UK: Red Globe Press.
- Sarason, I. G. & Sarason, B.R. (2007).Abnormal Psychology: The Problem of Maladaptive Behaviour (10th ed.).New Delhi: Pearson Education.
- Seligman, M.E.P., Walker, E.F., & Rosenhan, D.L. (2001).Abnormal Psychology. (4thed.). New York: W.W. Norton & Co.
- Anne Anastasi and Susana Urbania, New Delhi: Pearson Education. 7th edition. • Psychological Testing- Principles, Applications and Issues – Robert M. Kaplan & Dennis P. Saccuzzo. New Delhi: Cengage Learning India Pvt. Ltd. 2009. 6th Edition.
- Sapsford, R., & Abbott, P. (2006). Ethics, politics and research. R. Sapsford & V. Jupp (Eds.), Data collection and data analysis, 291-311. London: Sage
- Hecker, J. E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics. New Delhi: Pearson Education.

PRACTICALS

Course Code : MPS -106

Credits : 04

Course Type : Skill Enhancement Course (SEC)

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE LEARNING OUTCOMES

This course is designed to provide students with an understanding of important concepts involved in Counselling and Clinical assessment psychology and to enhance their ability to conduct experiments and apply psychological tests in different settings. Orientation for all practicals shall be given. However, students shall perform 3 practicals each from the Counselling and Clinical Tests category. A total of 6 Practical shall be performed by the students.

B. COURSE CONTENT

AREAS: Counselling and Clinical Assessment

Counselling Assessment Tests

1. Gesell's Drawing Test of Intelligence
2. Comprehensive Interest Schedule (CIS) Assessment
3. Psychological Counselling Need Scale

Clinical Assessment Tests

1. State-Trait Anxiety Inventory (STAI)
2. The Rorschach Ink Blot test
3. Autism Scale / ADHD / Mental Retardation (SFBT)

Internal Assessment: 40 Marks

- a) **Internal Practical Test: 20 Marks**
- b) **Internal Viva Voce: 20 Marks**

External Assessment: 60 Marks

- a) **External Practical Test: 40 Marks** (2 Experiments to be performed (20 Marks Each):
1 Each from Clinical and Counselling Category)
- b) **External Viva Voce: 20 Marks**

SEMESTER-II

COUNSELLING INTERVENTION FOR SPECIAL POPULATION

Course Code: MPS -201
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: identify and intervene in substance use disorders, applying early identification strategies and motivational enhancement therapies.
- CLO-2: assess mental health issues and formulate comprehensive treatment plans, incorporating psychopharmacology and psycho-education.
- CLO-3: understand and fulfil the responsibilities of reporting child abuse and neglect, recognising the biological, psychological, and societal factors involved.
- CLO-4: develop prevention and intervention strategies for child abuse and neglect, utilising community resources.
- CLO-5: apply biopsychosocial models and rehabilitation principles to support individuals with disabilities, emphasising vocational and career counselling.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2	X	X			
PLO-3					X
PLO-4		X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Substance Abuse Counselling

- 1.1 Understanding Use, Abuse and Dependence: Types of Drugs
- 1.2 Early Identification (risk factors); Nicotine Dependence; Assessment Tools and Application
- 1.3 Counselling for Motivation Enhancement; Brief Intervention Therapy; Denial; Counselling Individuals; Processes in Recovery (refusal skills)

UNIT-2

Mental Health Counselling

- 2.1 Identifying and assessing mental health problems, conveying diagnoses, managing stigma,
- 2.2 Compliance counselling; Psychopharmacology: mechanisms, educating clients
- 2.2 Psycho-education in families, communities, promotion of mental health

UNIT-3

Child Abuse and Trauma

- 3.1 Types and characteristics of the various forms of child abuse and neglect, child abuse and neglect reporting laws and the reporting responsibilities of mandated reporters
- 3.2 Interaction of Biological, psychological and societal Factors in the Causation of Child Maltreatment
- 3.3 Appropriate treatment plans and intervention approaches, community resources to aid in the prevention, intervention and treatment of child abuse

UNIT-4

Rehabilitation Counselling

- 4.1 History of rehabilitation, Principles of psychiatric rehabilitation, Counselling theory, skills, and techniques, Psychosocial aspects of disability
- 4.2 Case management and rehabilitation planning, Disability assessment
- 4.3 Vocational evaluation and training, Job development and placement, Career counselling, Family education, Awareness programs

C. SUGGESTED READINGS

- ASPAC. The ASPAC Handbook on Child Maltreatment, 3rd Edition. (2010) Sage Publications.
- Capuzzi, D., & Stauffer, M. D. (2014). Foundations of addictions counselling. Pearson.
- Claringbull, N. (2011). Mental health in counselling and psychotherapy. SAGE
- Miller, G. (2014). Learning the language of addiction counselling. John Wiley & Sons.
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- Scott, C. G. (2000). Ethical issues in addiction counselling. Rehabilitation Counseling Bulletin, 43(4), 209-214.
- Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counsellor. New York: Springer Publishing Company
- Aiken, L.R., & Groth- Marnat, G.(2006). Psychological Testing and Assessment – twelfth edition. Boston, MA: Pearson.
- Alcoholic Anonymous World Services, Inc. (1980). The twelve steps and the twelve traditions. New York: AA World Services, Inc.
- Carpener B, (2002). Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd. London.
- Community Based Rehabilitation and the health care referral services (1994), World health Organisation

- Community Based rehabilitation for and with people with disabilities (1994), UNESCO (Special Education), WHO
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

RESEARCH METHODOLOGY

Course Code: MPS -202
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: explain the fundamentals of research, including its meaning, characteristics, types, and ethical considerations.
- CLO-2: identify research problems, develop hypotheses, and understand the role of literature review in research formulation.
- CLO-3: differentiate between quantitative and qualitative research designs and select appropriate methods for specific research questions.
- CLO-4: describe sampling techniques, focusing on the distinctions between probability and non-probability methods and their implications for research validity.
- CLO-5: prepare research reports following APA format, emphasising the importance of ethical reporting and publication.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X		
PLO-3					
PLO-4	X		X	X	X
PLO-5			X		X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Fundamentals of Research

- 1.1 Meaning, Characteristics, criteria and objectives of Research.
- 1.2 Types of Research, Process of Research.
- 1.3 Steps in Research Process, Ethical Issues in Research.

UNIT-2

Research Problem and Literature Review

- 2.1 Research problem: Sources of Research Problem, Steps in Formulating Research Problem.
- 2.2 Literature Review in Research: Functions and Sources of Literature Review.
- 2.3 Hypotheses: Types, Difficulties, Importance and Errors in Hypothesis Testing.

UNIT-3

Research Design

- 3.1 Research Design: Nature & Concept.
- 3.2 Functions of Research Design.
- 3.3 Quantitative and Qualitative Research Designs.

UNIT-4

Sampling and Research

- 4.1 Sampling: Concept and Types: Probability sampling: Characteristics, Types, advantages and limitations.
- 4.2 Non-Probability Sampling: Characteristics, Types, Advantages and Limitations, Difference between Probability and Non-Probability Sampling.
- 4.3 Preparation of report (APA format) and Publication.

C. SUGGESTED READINGS

- Acharyya, R., & Bhattacharya, N. (Eds.). (2019). Research Methodology for Social Sciences (1st ed.). Routledge India. <https://doi.org/10.4324/9780367810344>
- Bernard, H.R. (2000). Social Research Methods: Qualitative and Quantitative Approaches. Sage Publications.
- Breakwell, G.M., Hammond, S. and Fife, S.C. (2000). Research Methods in Psychology. New Delhi: Sage. Broota, K. D. (2002). Experimental Design in Behavioural Research. New Delhi: New Age International (P) Ltd., Publishers.
- Goodwin, C. J. (2010). Research in Psychology: Methods and Design. 6/e. N J.: John Wiley and Sons.
- Howitt, D., & Cramer, D. (2011). Introduction to Research Methods in Psychology. 3/e. U.K.: Person Education Limited. Kerlinger, F.N. (1983). Foundations of Behavioural Research. New Delhi: Surjeet Publication.
- MacL in, M.K.(2020). Experimental Design in Psychology.9/e. Routledge
- Mukherjee, S.P. (2019). A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods (1st ed.). CRC Press. <https://doi.org/10.1201/9780429289095>
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Ltd., Publishers.
- Kumar, R. (2014). Research Methodology (4thed). New Delhi: Sage Publications India Pvt. Ltd.
- Mc Burney, D.H. (2001). Research Methods.5/e. New York: Thomson Wadsworth.

DEVELOPMENTAL PSYCHOLOGY

Course Code: MPS -203
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: examine how biological, cognitive, and social factors influence development throughout the lifespan.
- CLO-2: discuss key theoretical perspectives and research methodologies used in developmental psychology.
- CLO-3: interpret the developmental transitions and challenges from early to middle adulthood, including physical, cognitive, and psychosocial changes.
- CLO-4: analyse socio-emotional and moral development across the lifespan, emphasising relationship dynamics and ethical considerations.
- CLO-5: explore the specific issues and challenges related to ageing, particularly in the Indian cultural context.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X			
PLO-3					
PLO-4		X	X	X	
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Foundations of Developmental Psychology

- 1.1 Domains of Developmental Psychology, Issues and Influences on Development
- 1.2 Theoretical perspectives of Developmental Psychology
- 1.3 Research Designs in Developmental Psychology

UNIT-2

Biological Process in Human Development

- 2.1 Biological changes in Human Development: Infancy & Childhood
- 2.2 Biological changes in Human Development: Adolescence
- 2.3 Biological changes in Human Development: Adulthood

UNIT-3

Cognitive Process & Development

- 3.1 Cognitive Development: Infancy and Childhood

3.2 Cognitive Development: Adolescence

3.3 Cognitive Development: Adulthood

UNIT-4

Socio- Emotional Processes & Development across life Span

4.1 Socio – emotional development: Infancy and Childhood

4.2 Socio – emotional development: Adolescence

4.3 Socio – emotional development: Adulthood

C. SUGGESTED READINGS

- Bee, H, & Boyd, D. (2004).The Developing Child (10thed). Delhi: Pearson Education Publication.
- Berk, L.E. (2003).Child Development (6th ed). Delhi: Pearson Education Publication.
- Feldman, R.S. (1997). Development across the Life Span. New Jersey: Prentice Hall Publication.
- Harris, M., Butterworth, G.(2012). Developmental Psychology. UP. Psychology Press.
- Hurlock, E.B. (2002). Developmental Psychology (5th ed). New Delhi: Tata McGraw Hill Publication.
- Lally, M., &Valentine-French, S. (2017).Lifespan Development: A Psychological Perspective USA: Creative Commons
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004).Human Development (9th ed). New Delhi: Tata McGraw Hill Pub.
- Santrock, J.W. (2007). Life Span Development (3rd ed). New Delhi: Tata McGraw Hill Publication.
- Shaffer, D.R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence (7th ed.) Haryana: Thomas Wadsworth

STATISTICS IN PSYCHOLOGY

Course Code: MPS -204
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: understand and explain the principles of normal distribution, including skewness, kurtosis, and applications of normal distribution in psychological research.
- CLO-2: apply null hypothesis testing methods, understand the concept of levels of significance, and perform tests such as one-tailed and two-tailed tests.
- CLO-3: conduct and interpret analysis of variance (ANOVA) tests, including one-way and two-way ANOVA, and understand their assumptions and implications in psychological research.
- CLO-4: analyse relationships using correlation techniques such as the Pearson product-moment, Spearman rank order, and other correlational methods.
- CLO-5: apply regression analysis techniques, understand chi-square tests for various hypotheses, and use non-parametric tests like the Mann-Whitney U, Kruskal-Wallis, and Wilcoxon Signed Rank Test in data analysis.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2			X	X	X
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5				X	X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT- I

Normal Distribution Curve

- 1.1 Normal Distribution Curve and its Characteristics, Concept of Skewness and Kurtosis.
- 1.2 Applications of Normal Distribution Curve.
Determination of the following in a normal distribution: i) Percentage/number of cases falling above, below and between the given scores ii) Scores which include the given percentage of cases iii) Score above and below which the given percentage of cases fall iv) To separate a given group into sub-groups according to capacity when the trait is normally distributed
- 1.3 Null-hypothesis Testing: Concept of null-hypothesis, levels of significance, one-tailed and two-tailed tests

UNIT- II

Statistical Inference

- 2.1 Concept of Levels of Significance: Estimating Confidence Limits of Mean (large samples and small samples)
- 2.2 Significance of Differences between the Means for Independent Samples

- 2.3 ANOVA: Characteristics and assumptions, Computation of One Way, Two Way ANOVA

UNIT- III

Correlation

- 3.1 Correlation: Concept, Assumptions and Computations. Product Moment Method, Spearman Rank Order
- 3.2 Partial Correlation: Concept and computation of 1st-Order Partial correlation
- 3.3 Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation, Phi Coefficient.

UNIT- IV

Regression, Hypothesis Testing and Non-Parametric Tests

- 4.1 Regression Equations: Concept of regression, Framing regression equations (involving two variables), standard error of estimate.
- 4.2 Chi-square and hypothesis testing: (a) Hypothesis of Equality (b) Hypothesis of Independence (c) Hypothesis of Normality.
- 4.3 Non-Parametric Tests: Concepts and Computations. Mann- Whitney U test, Kruskal-Wallis, Wilcoxon Signed Rank Test.

C. SUGGESTED READINGS

- Aron, A., Aron, E.N. & Coups, E.J. (2007). Statistics for Psychology. 4th edition. New Delhi: Pearson Education.
- Coolican, H. (2018). Research Methods and Statistics in Psychology (7th ed.). Routledge. <https://doi.org/10.4324/9781315201009>
- Gravetter, F. J., & Wallnau, L. B. (2011). Essentials of Statistics for Behavioural Sciences. 7/e. Wadsworth, Cengage Learning.
- Howell, D.C. (1999). Statistical Methods for Psychology. 5/e. New York: Duxbury Thomson Publishing Co.
- Kaltenbach, H-M. (2012). A Concise Guide to Statistics. New York: Springer.
- Minium, E.W., King, B.M., and Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Wiley and Sons
- Pagano, R. R. (2009). Belmont: Understanding Statistics in the Behavioural Sciences. Wadsworth, Cengage Learning.
- Siegel, S. (1965). Non-Parametric Statistics. New York: McGraw Hill.

PRACTICALS

Course Code : MPS -205
Credits : 04
Course Type : Skill Enhancement Course (SEC)

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

This course is designed to provide students with an understanding of important concepts involved in Counselling and Clinical assessment psychology and to enhance their ability to conduct experiments and apply psychological tests in different settings. Orientation for all practicals shall be given. However, students shall perform 3 practicals each from the Counselling and Clinical Tests category. A total of 6 Practical's shall be performed by the students.

B. COURSE CONTENT

AREAS: Counselling and Clinical Assessment

Counselling Assessment Tests

1. Bhatia's Battery of Intelligence Tests
2. Distinctive Specific Ability Aptitude Battery
3. 16PF Personality Test

Clinical Assessment Tests

1. MMPI
2. PGI Battery of Dysfunction (Neuro Psychological Test)
3. TAT

Internal Assessment: 40 Marks

- a) **Internal Practical Test:** 20 Marks
- b) **Internal Viva Voce:** 20 Marks

External Assessment: 60 Marks

- a) **External Practical Test:** 40 Marks (2 Experiments to be performed (20 Marks Each):
1 Each from Clinical and Counselling Category)
- b) **External Viva Voce:** 20 Marks

FIELD WORK

Course Code: MPS -206

Credits: 04

Course Type: Skill Enhancement Course (SEC)

Total Marks: 100

External marks: 60

Internal marks: 40

COURSE OBJECTIVES

To provide comprehensive training to develop skills, techniques and professional competencies among the students. The students will visit the various organisations (Govt./Private/NGOs). The students must complete 120 hours of fieldwork during the semester. Each student shall prepare a report based on their observation and work done during the field visits and will submit it to the department. After the completion of fieldwork, the internal/external expert will evaluate the student's performance through a comprehensive viva voce.

Distribution of marks

Internal examination: Report/Written record: 40 marks

External examination: Viva-voce: 60 marks

SEMESTER-III

PSYCHOTHERAPEUTIC INTERVENTIONS

Course Code: MPS -301
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: Describe various psychotherapeutic approaches, including individual, group, and family therapies, and their effectiveness in different settings.
- CLO-2: Evaluate and implement various psychotherapeutic techniques across different therapeutic contexts.
- CLO-3: Apply individual and behavioural therapies effectively in clinical and non-clinical settings.
- CLO-4: Utilize group therapy techniques, adapting them to the specific needs of diverse groups.
- CLO-5: Compare and assess family and play therapy approaches, focusing on their application in resolving family and child-related issues.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X	X	X
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Introduction to Psychotherapy

- 1.1 Introduction: Levels of Psychotherapy; characteristics of effective therapeutic relationship.
- 1.2 Brief introduction to supportive, Re-Educative, and Reconstructive therapies
- 1.3 Eclectic and Integrative Approaches.

UNIT-2

Group Therapies

- 2.1 Group therapy: Stages in the development of a group, approaches to group therapy
- 2.2 Expressive Therapies: Art therapy, Dance/movement therapy
- 2.3 Drama Therapy, Music Therapy, and Play therapy

UNIT-3

Family Therapies

- 3.1 Counselling and Family Therapy: Basic Concepts and Theoretical Perspectives
- 3.2 Solution-Focused and Strategic Family Therapy, Structural Family Therapy
- 3.3 Cognitive Behavioural Family Therapy, Integrated Approach to Family Therapy

UNIT-4

School based Intervention and Policies

- 4.1 Counsellors as Educational consultant: Consultation Models and Skills, School based Interventions
- 4.2 School counselling Models and Policies: ASCA National Model, A framework for School Counselling Programmes
- 4.3 Relevant policies of UNCRC, UNICEF, National level initiatives: NCPCR, NCERT

C. SUGGESTED READINGS

- Capuzzi, D. and Gross, D.R. (2007). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
- Corey, G. (2001). Theory and practice of counselling and psychotherapy. New York: Brooks/Cole
- Flanagan, J. S., & Flanagan, R.S. (2004).Counselling and Psychotherapy Theories in Context and Practice. New Jersey: John Wiley & Sons.
- Gilliland, A. & James, C. (1998).Theories and Strategies in Counselling and Psychotherapy. Boston: Allyn & Bacon.
- Ginter, E.J., Roysircar, G., Gerstein, L.H.(2019). Theories and applications of Counselling and Psychotherapy. USA: Sage Publications, Inc.
- Kaslow, H. W. & Magnavita, J.J. (2002). Comprehensive handbook of psychotherapy (Vols. I to IV). New York: John Wiley and Sons.
- Reeves, A. (2018).An Introduction to Counselling and Psychotherapy: From Theory to practice. California: SAGE Publications Ltd.
- Santrock, J.W.(2003) MC Graw-Hill
- Woolfolk, A, (2007) Educational Psychology (10th ed.) Allyn & Becon

COUNSELLING THEORIES AND TECHNIQUES-I (INDIVIDUAL)

Course Code: MPS-302
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: define the scope and ethical considerations of counselling within diverse cultural contexts, with a focus on practices in India.
- CLO-2: analyse and compare key concepts and techniques from major counselling theories, including psychodynamic and humanistic-existential approaches, applying these in individual therapy settings.
- CLO-3: utilize cognitive-behavioural and contemporary counselling approaches to address specific mental health issues and meet individual client needs.
- CLO-4: demonstrate proficiency in core counselling skills, integrating multiple theoretical approaches through practical scenarios and case studies.
- CLO-5: employ diverse counselling theories and techniques with ethical awareness to effectively support clients in various cultural and clinical contexts.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X	X	X
PLO-3					X
PLO-4	X		X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8				X	

B. COURSE CONTENT

UNIT-1

Introduction to Counselling Theories

- 1.1 Meaning, Nature and Scope of Individual Counselling Practices.
- 2.1 Historical Foundations and the ethical guidelines in individual counselling practice.
- 3.1 Contemporary Issues in Counselling: current trends and challenges in counselling practice in India; cultural sensitivity and adaptation of Western theories.

UNIT-2

Major Theoretical Approaches in Counselling

- 2.1 Psychoanalytic and Psychodynamic Theories in context to individual counselling.
- 2.2 Humanistic-Existential Theories: Carl Rogers' person-centred therapy, Fritz Perl's Gestalt therapy, and Viktor Frankl's Logotherapy.
- 2.3 Integration and Comparison: Comparative analysis of psychodynamic and humanistic-existential approaches.

UNIT-3

Cognitive-Behavioural and Contemporary Approaches

- 3.1 Cognitive-Behavioural Theories: Aaron Beck's cognitive therapy and Albert Ellis's rational emotive behaviour therapy.
- 3.2 Contemporary Approaches: Solution-Focused Brief Therapy (SFBT), Narrative Therapy, and Mindfulness-Based Approaches (miracle question, externalisation, and mindfulness meditation).
- 3.3 Application of cognitive-behavioural and contemporary approaches in diverse counselling contexts: clinical settings, educational counselling, and community mental health programs.

UNIT-4

Application and Integration of Counselling Techniques

- 4.1 Development and application of core counselling skills: Active listening, Empathy, Reflection, and building therapeutic alliance.
- 4.2 Techniques for case conceptualisation in counselling practice: assessment tools, treatment planning, and monitoring progress.
- 4.3 Practical strategies for integrating multiple theoretical approaches in counselling sessions and adapting interventions based on client needs and therapeutic goals.

C. SUGGESTED READINGS

- Corey, G. (2012). Theory and practice of counselling and psychotherapy (9th ed.). Belmont, CA: Brooks/Cole.
- Gill and, B.E., & James, R.K. (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon.
- Corey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole.
- Kabir, Syed Muhammad. (2017). Counselling Approaches.
- McLeod, J. (2013). An introduction to counselling (5th ed.). McGraw Hill.
- Hariharan, M., Chivukula, U., & Padhy, M. (2024). Counselling skills: Theory and practice. Routledge India.
- Woolfe, R., Strawbridge, S., Douglas, B., & Dryden, W. (2010). Handbook of counselling psychology (3rd ed.). Sage Publication.

PSYCHOMETRICS

Course Code: MPS-303
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: develop skills in test construction, standardisation, and interpreting psychological measurement data in various contexts.
- CLO-2: analyse historical developments, terminological nuances, and methodological rigour in psychological testing.
- CLO-3: understand and apply international guidelines and ethical considerations in psychological testing.
- CLO-4: explore the application of psychological assessments across clinical, educational, and organisational settings.
- CLO-5: examine the principles and theories of psychometrics, including classical and modern test theories.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X		X	X
PLO-3			X		
PLO-4	X		X	X	
PLO-5				X	
PLO-6					
PLO-7	X	X	X	X	X
PLO-8				X	

B. COURSE CONTENT

UNIT-1

Foundations of Psychometrics

- 1.1 Psychometrics: Psychological Assessment, Meaning and Functions, Historical Sketch.
- 1.2 Types of Tests and Scales. Properties of scales, psychological scaling, Errors in Measurement.
- 1.3 Scientific method, realism, truth and psychology, scientific measurement in psychometrics and measurement in the natural sciences

UNIT-2

Test Construction and Theories

- 2.1 Test Construction: Item writing, Item analysis- (Item difficulty, Item discrimination and Inter-item correlation).
- 2.2 Steps followed in scale/test construction, Scale standardisation and norms.
- 2.3 Classical Test Theory and Item Response theory.

UNIT-3

Reliability, Validity, and Ethics

- 3.1 Reliability, Methods of establishing reliability, Factors influencing test reliability.
- 3.2 Validity- Types and factors influencing the validity of the test.
- 3.3 Ethical issues in psychological testing International guidelines, Sources of biases in psychological testing, developing culture-fair tests.

UNIT-4

Applications and Advanced Techniques

- 4.1 Application of Psychological Tests in Education, Clinical Settings, developmental settings and Career counselling and guidance.
- 4.2 Factor Analysis: Concept, types and functions
- 4.3 Factor Rotations: Types, applications.

C. SUGGESTED READINGS

- Gregory, R.J. (2011). *Psychological Testing: History, Principles and Applications* (6th Ed.). Boston: Allyn & Bacon
- Coaley, K. (2014). *An Introduction to Psychological Assessment and Psychometrics 2/e*. New Delhi: Sage Publications.
- Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
- Guilford, J.P. (1989) *Psychometric methods*. NJ: John Wiley
- Anastasi, A. (1997). *Psychological Testing*. New York: Mac Millan & Co.
- Urbina, S. (2014). *Essentials of Psychological Testing*. New Jersey, NJ: John Wiley & sons
- Kline, T.J.B (2005). *Psychological Testing*. New Delhi: Vistaar Publication
- Jackson, C. (2003). *Understanding Psychological Testing*. Mumbai: Jaico Pub. House
- Murphy, K.R. & David Shofar, C.O. (1994). *Psychological Testing: History, Principles and Applications*. New Jersey. Prentice Hal

MOOC

Course code: MPS- 304

Total marks: 100

Credits: 04

Course Type: Choice Based Credit System (CBCS)

Internal marks: 100

COURSE CONTENT

Every student of M.A. IN PSYCHOLOGY shall complete a 4-credit MOOC Course relevant to the subject offered by any online platform this semester.

Completion of MOOC shall be assessed by a presentation made by the students on key learnings from the course (50 Marks) and for completing a Reflective Report (50 Marks).

DISSERTATION-I

Course Code: MPS-305
Credits: 04
Course Type: Research

Total Marks: 100
Internal Marks: 100

Students are required to complete the following tasks in preparation for their dissertation:

- a) Submit a research synopsis for the dissertation under the guidance of their assigned supervisor.
- b) Conduct a review of relevant literature.
- c) Develop or select appropriate research tools.

Students must submit their completed written work, which must be certified by their supervisor, at the end of the semester.

Internal Evaluation: 100 Marks

- | | |
|----------------------------|------------|
| a) Research Synopsis | : 50 Marks |
| b) Introduction and Review | : 25 Marks |
| c) Research Methodology | : 25 Marks |

INTERNSHIP (Clinical & Counselling)

Course Code : MPS-306
Credits : 04
Course Type : Internship
Contact Hours: 120

Total Marks: 100
External marks: 60
Internal marks: 40

ACTIVITIES

The students must undertake an internship as part of their M.A. Psychology Programme. They shall spend at least two hours per week for a semester on this internship programme. For this purpose, they shall be attached to institutions, therapeutic professionals, old age homes, orphanages, social organisations, and other related institutions of their choice.

During the Internship, the students shall carry out the following activities:

1. Develop Case history: 1
2. Conduct a Mental Status Exam: 1
3. Conduct Psychological assessments: 2
4. Conduct Counselling Sessions: 5
5. Reflective Report Writing: 1

Internal Evaluation: 40 Marks

- a) Internship Report Evaluation: 30 Marks (5 Reports for S.No. 1 to 5 @6Marks/report)
- b) Reflective Report Evaluation: 10 Marks
- c) Viva Voce: 10 Marks

External Evaluation: 60 Marks (Viva-Voce Examination)

SEMESTER-IV

COUNSELLING THEORIES AND TECHNIQUES - II (GROUP)

Course Code: MPS -401
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: develop comprehensive knowledge of the theoretical foundations and practical applications of group guidance and counselling.
- CLO-2: outline the history, evolution, goals, and functions of group guidance and therapy.
- CLO-3: apply various counselling theories to group settings, adapting methods to the needs of different group dynamics.
- CLO-4: identify and address ethical and legal issues specific to group counselling.
- CLO-5: implement targeted techniques and interventions for diverse groups, including children, adolescents, couples, and older clients.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2			X		X
PLO-3					X
PLO-4				X	
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					X

B. COURSE CONTENT

UNIT-1

Introduction of Group Guidance and Group Counselling

- 1.1 History and evolution, Goals; Functions and Definitions of Group Guidance of group therapy
- 1.2 History and evolution and concept of Group Counselling & Group Therapy
- 1.3 Group vs. Individual Counselling, Types of Groups.

UNIT-2

Using Counselling Theories in Groups

- 2.1 REBT, Reality Therapy, Adlerian Therapy,
- 2.2 Gestalt Therapy, Solution-Focused Therapy, Transactional Analysis
- 2.3 Trans theoretical Model; Psychodrama.

UNIT-3

Issues in Group Counselling

- 3.1 Co-leading, Ethical Considerations in Group Counselling
- 3.2 Legal Issues in Group Counselling
- 3.3 Training of Group Counsellors

UNIT-4

Application of Group Processes to Special Groups

- 4.1 Common Issues, Techniques, and Intervention in Group Counselling with Children, Adolescents at school and college settings
- 4.2 Common issues, Techniques and Intervention in Group Counselling with Couples, Older Clients, and Child abuse counselling
- 4.3 Common Issues, Techniques and Intervention in Group Counselling with Addiction Groups, Divorce Groups, and HIV/AIDS Counselling:

C. SUGGESTED READINGS

- Jacobs, Ed E., Masson, Robert L., Harvill, Riley L. (2009). Group Counselling: Strategies and skills. Thomson: Brooks/Cole.
- Corey, Gerald (2000). Theory and Practice of Group Counselling (5th Ed). Brooks/Cole.
- Essential Reading / Recommended Reading
- Corey, M.S., Corey, Gerald (2006). Groups process and Practice (7th Ed). Thomson: Brooks/Cole.
- Capuzzi, Dave (2002). Approaches to Group Work: A Handbook for Practitioners. Prentice Hall.
- Ivey, A.E., Pedersen, P.B. & Ivey, M.B. (2001). Intentional group counselling: A micro skill approach. Wadsworth.
- Yalom, LD (1995). The theory and practice of group therapy (4th Ed). Basic books.
- Geldard, K., Geldard, D. & Foo, R.Y.(2016). Counselling adolescents (4thed.). New Delhi: SAGE Publications India Pvt. Ltd.
- Kapur, M. (2011).Counselling children with psychological problems. India: Dorling Kindersley (India) Pvt. Limited.
- Sink,C.A.(2005). Contemporary School Counselling. U.S.A.: Houghton Mifflin Company.
- Zunker,V.G.(2006).Career Counselling: A Holistic Approach (7thed.). U.S.A.: Thomson Brooks/Cole.

CLINICAL NEUROPSYCHOLOGY

Course Code: MPS-402
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: develop foundational knowledge of neuropsychology, including neuroanatomy, neuropsychological assessment, and rehabilitation techniques.
- CLO-2: outline the structure and function of the nervous system, including methods of research and study in neuropsychology, such as anatomical methods.
- CLO-3: describe functional neuroanatomy and neurophysiology, understanding common neuropathologies.
- CLO-4: enumerate the neurological changes that can occur as a result of counselling interventions, emphasising the interplay between neurology and emotional health.
- CLO-5: discuss neurological and psychiatric disorders, detailing their pathology, diagnosis, and neuropsychological treatment methods.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X		X
PLO-3				X	
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8				X	

B. COURSE CONTENT

UNIT-1

Introduction of Neurology

- 1.1 History, basic anatomy, elements of neurology, Methods of study of research in Neuropsychology-anatomical methods, degeneration techniques
- 1.2 Lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies
- 1.3 Oscilloscope, polygraph, scanning methods

UNIT-2

Structures and Functions of the Brain

- 2.1 Major structures and functions, spinal cord, Brain: Forebrain, Midbrain, Hindbrain, Cerebral
- 2.2 Cortex, temporal, parietal and occipital lobes; prefrontal cortex
- 2.3 Lobe syndromes- frontal, temporal, parietal, occipital

UNIT-3

Neurological Changes during Counselling Interventions.

- 3.1 Spiritual dimensions of neurology
- 3.2 Neurology and Emotions,
- 3.3 Neurological changes during counselling interventions.

UNIT-4

Neuropsychology of Psychiatric Conditions

- 4.1 Schizophrenia, Substance abuse disorders
- 4.2 Major affective disorders and Anxiety disorders
- 4.3 Neuropsychological assessments

C. SUGGESTED READING

- Blackmore, S. (2003). *Consciousness: An introduction*. London: Hodder & Stoughton.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). *Principles of neural science* (4th .ed.). New York: McGraw-Hill.
- Wallace, B. & Fisher, L.E. (1991). *Consciousness and Behavior* (3rd Ed.). USA: Allyn & Bacon.
- Walsh K. (2008). *Neuropsychology*. New Delhi: B.I. Churchill Livingstone Pvt. Ltd
- Anderson, V., Northam, E., Hendy, J. & Wrennall, J. (2005). *Developmental Neuropsychology: A Clinical Approach* (Brain Damage, Behavior and Cognition Series). NY, NY: Psychology Press, Taylor and Francis Group.
- *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition* (2013). Arlington, VA.: American Psychiatric Press.
- Grant, I. & Adams, K. (2009). *Neuropsychological Assessment of Neuropsychiatric and Neuromedical Disorders, Third Edition*. New York, New York: Oxford University Press.
- Heilman, K.M. & Valenstein, E. (2003). *Clinical Neuropsychology*. NY, NY: Oxford University Press.
- Lezak, M. D., Howieson, D. B, & Loring, D.W. (2012). *Neuropsychological Assessment, 5th ed.* NY, NY: Oxford University Press.
- Morgan, J.E. & Ricker, J.E. (2008). *Textbook of Clinical Neuropsychology*. NY, NY: Taylor and Francis Publishers, Inc.
- Reynolds, C.R.(Editor) & Fletcher-Janzen, E. (Editor) (2008). *Handbook of Clinical Child Neuropsychology, Third Edition*. NY, NY: Springer Publishers.
- Strauss, E., Sherman, E.M.S. & Spreen, Otfried (2006). *A Compendium of Neuropsychological Tests, Third Edition Administration, Norms and Commentary*. NY, NY: Oxford University Press.
- Yeates, K.O., Ris, M.D., Taylor, H.G. & Pennington, B.F. (2010). *Paediatric Neuropsychology: Research, Theory, and Practice, 2nd Edition* NY, NY: Guildford Press.

PSYCHODIAGNOSIS

Course Code: MPS -403
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: master the administration and interpretation of psychological tests, focusing on their psychometric properties to meet client needs.
- CLO-2: evaluate personality using standardised tools like the MMPI, 16PF, and NEO FFI.
- CLO-3: administer and accurately interpret aptitude tests such as the Differential Aptitude Test (DAT) and Raven's Progressive Matrices.
- CLO-4: apply standardised intelligence tests, including the Wechsler and Binet scales, to assess intellectual capabilities.
- CLO-5: assess the needs of children with special requirements using appropriate developmental and psychological tests.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X	X	
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Assessment of Personality

- 1.1 Rorschach Inkblot Test, Thematic Apperception Test (TAT), Children's Apperception Test, Sack's Sentence Completion Test (SSCT), Raven's Controlled Projection Test (RCPT)
- 1.2 Sixteen Personality Factor Questionnaire (16PF), Myers Briggs Type Indicator (MBTI),
- 1.3 Eysenck's Personality Questionnaire-Revised (EPQ-R), Minnesota Multiphasic Personality Inventory (MMPI), Neo Five-Factor Inventory (Neo FFI)

UNIT-2

Aptitude

- 2.1 Differential Aptitude Test (DAT), Comprehensive Interest Schedule (CIS) Assessment of Intelligence and Memory
- 2.2 Raven's Progressive Matrices: Coloured Progressive Matrices (CPM)
- 2.3 Standard progressive matrices (SPM); Advanced progressive matrices (APM)

UNIT-3

Intelligence Tests

- 3.1 Wechsler's Adult Performance Intelligence Scale (WAPIS); Binet-Kamat test of Intelligence (BKT)
- 3.2 Bhatia's performance battery; WAIS, Seguin Form Board, Vineland social maturity scale
- 3.3 Draw a man test, PGI memory scale, Wechsler Memory Scale (WMS), NIMHANS Neuropsychological Battery

UNIT-4

Psychological Assessment of Children

- 4.1 Introduction, Developmental Psychopathology Check List, CBCL, Administration, Scoring and interpretation of Tests of Intelligence Scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests
- 4.2 Developmental Schedules (Gesell's, Illingworth's and others) Vineland Social Maturity Scale, AMD adaptation scale for Mental Retardation, BASIC-MR
- 4.3 NIMHANS Index for Specific Learning Disabilities - Tests of Attention, Reading, Writing, Arithmetic, Visuomotor Gestalt, and Integration

C. SUGGESTED READING

- Groth-Marnat, G. & Wright Jordan, A. (2016). Handbook of Psychological Assessment, 6th edition, Wiley, USA.
- Kaplan, R.M & Saccuzzo, D. P (2009). Psychological testing: Principles, Applications and Issues. 7th Edition, Wadsworth, Belmont, USA

PSYCHOTHERAPEUTIC AND CLINICAL PRACTICES

Course Code: MPS-404
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO-1: apply Indian mental health laws and address forensic issues within mental health contexts.
- CLO-2: analyse historical and socio-cultural influences on psychotherapy in India and evaluate methods used in contemporary psychotherapy research.
- CLO-3: master marital and sex therapy techniques, utilising clinical scales to assess and treat various psychological conditions.
- CLO-4: specialize in therapeutic approaches tailored for specific mental health and medical conditions, including disabilities and chronic illnesses.
- CLO-5: develop comprehensive expertise in psychotherapeutic theory and practice, integrating legal, cultural, and clinical perspectives to enhance mental health treatment across diverse conditions.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X	X	X
PLO-3					
PLO-4	X	X	X	X	X
PLO-5				X	X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					X

B. COURSE CONTENT

UNIT-1

Research and Training

- 1.1. Training & Supervision of individual psychotherapists: Selection issues, personal motivating factors, personal therapy, continuous professional/personal development
- 1.2 Mental Health Act of 1987, National Mental Health Program 1982, the Persons with Disabilities (Equal Opportunities, protection of rights and full Participation) Act of 1995;
- 1.3 Rehabilitation Council of India (RCI) Act of 1993, National Trust for Mental Retardation, CP and Autistic Children 2000, Juvenile Justice Act of 1986. Forensic issues related to mental disorders.

UNIT-2

Psychotherapy in the Indian Context

- 2.1 Historical perspective in psychological healing practices from the Vedic period and the systems of Ayurveda and Yoga

- 2.2 Contemporary Perspectives. Socio-cultural issues in the practice of psychotherapy
- 2.3 Introduction to psychotherapy Research, issues related to process and outcome

UNIT-3

Marital, Sex Therapy and Self-Rated Scales

- 3.1 Marital Therapy: Development of marital therapy, current approaches, divorce and mediation, pre-marital counselling.
- 3.2 Sex Therapy: Individual and couple sex therapy, techniques, sex counselling, current approaches, and issues related to research.
- 3.3 Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder, etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS),

UNIT-4

Therapy in Special Conditions

- 4.1 Therapies and techniques in the treatment of Deliberate self-harm, Bereavement, Personality Disorders,
- 4.2 Chronic Mental illness and Medical conditions such as Cancer, Cardiovascular Diseases, HIV/AIDS, and other terminally ill conditions.
- 4.3 Physical, sensory and intellectual disabilities. Therapy in special conditions such as psycho-physiological and chronic physical illness

C. SUGGESTED READINGS

- Agazarian, Y. M. (1997), System-Centered Therapy for Groups, Guilford Press
- Alonso, A., & Swiller, H.I. (1992) Group Therapy in Clinical Practice, American Psychiatric Press, Inc.
- Fehr, S.S. (1999) Introduction to Group Therapy: A Practical Guide N.Y: Haworth Press.
- Foulkes, S.H. & Anthony, E.J. (1965) Group Psychotherapy: The Psychoanalytic Approach. London: Penguin Books.
- Corey, G. (2017). Theory and Practice of Counselling and Psychotherapy (10th ed.). Boston, USA: Cengage Learning.
- Barlow, D. (2014). Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (5th ed.). New York: The Guilford Press.

DISSERTATION-II

Course Code: MPS -405
Credits: 04
Course Type: RESEARCH

Total Marks: 100
External marks: 100

This course is designed to provide students with a platform to apply the theoretical framework they have learned in Research Methodology in real-life settings. It will give them insight into how various methodologies can be applied and enhance their ability to apply knowledge regarding Research Methodology. The dissertation should be submitted to the department before the viva voce examination. Students must present their research work via PPT presentation.

Students are required to complete the following tasks in preparation for their dissertation:

- a) Complete the Data Collection and Analysis
- b) Prepare the Research Dissertation
- c) Prepare a Research Paper based on their Dissertation

Students must submit their completed dissertation, which must be certified by their supervisor, at the end of the semester.

External Evaluation: 100 Marks

- | | | |
|-------------------------------|---|----------|
| a) Evaluation of Dissertation | : | 75 Marks |
| b) Research Presentation | : | 05 Marks |
| c) Viva-Voce | : | 20 Marks |

LAW AND ETHICS IN CLINICAL PSYCHOLOGY

Course Code: MPS -406
Credits: 04
Course Type: Compulsory

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: understand foundational ethical principles in clinical psychology and their historical development.
- CLO-2: analyze and resolve ethical dilemmas encountered in psychological research and practice.
- CLO-3: address ethical issues specific to working with diverse and special populations, including vulnerable groups.
- CLO-4: develop and apply a personal ethical decision-making model in professional psychology settings.
- CLO-5: comprehend the legal frameworks governing clinical psychology in India, including licensure and professional standards.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X	X		
PLO-3					
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8				X	

B. COURSE CONTENT

UNIT-1

History and Principles of Ethics in Psychology

- 1.1 History of ethical principles in Psychology; General Ethical Principles: Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity
- 1.2 Ethical standards: Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and Other Public Statements
- 1.3 Record Keeping and Fees, Education and Training, Research and Publication, Assessment, Therapy, Ethics in Indian Context

UNIT-2

Practice Issues

- 2.1 Ethics and the personal context: Morals, Virtues, Emotions; Developing a personal model for ethical decision-making
- 2.2 Multiple relationships and Boundary issues, Close Encounters, Attraction, & Sexual Misconduct; Psychotherapy contract

- 2.3 Informed consent, confidentiality and guidelines for contacting; Ethics and confidentiality in digital age, Ethics in online therapy

UNIT-3

Issues in Working with Special Population

- 3.1 Ethics in child psychotherapy: Couples and families, Survivors of sexual violence
- 3.2 Therapy with LGBT; Ethical Issues in the Consultation-Liaison Context
- 3.3 Assessment and Management of Suicide Risk; Ethics in Multicultural and Interpersonal Context

UNIT-4

Key Legislation in Mental Health and Disability Rights

- 4.1 Mental Healthcare Act 2017; Rights of Persons with Disabilities Act, 2016; RCI Regulations Act 2000 and POSCO Act-2012
- 4.2 Process of getting certified as licensed clinical psychologists; Representing clients in the court of law
- 4.3 RTI Act, Consumer Protection Act

C. SUGGESTED READINGS

- American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/principles.pdf>
- Bholra, P.& Raguram ,A.(Eds.) (2016). Ethical Issues in Counselling and Psychotherapy Practice Walking the line .New Delhi: Springer
- Rehabilitation Council of India (2000).RCI Amendment Act 2000. Retrieved from http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf
- The Mental Health Care Act (2017). Available from: <http://www.prsindia.org/uploads/media/Mental>.
- Pope, K, S., and Vasquez, M. J. T. (2016). Ethics in Psychotherapy and Counselling, a Practical Guide, 5th edition. New Jersey: Wiley.

CRISIS INTERVENTION AND TRAUMA COUNSELLING

Course Code: MPS -407
Credits: 04
Course Type: Elective

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: explain the nature, prevalence, and impact of crisis situations and traumatic events on individuals, families, and communities.
- CLO-2: understand key concepts of crisis, trauma, and the associated physiological and psychological responses.
- CLO-3: analyse the cognitive, behavioural, and biological changes in response to trauma and stress.
- CLO-4: apply psychosocial and cognitive-behavioural treatments effectively to manage PTSD in children and adolescents.
- CLO-5: evaluate the effectiveness of various crisis intervention models and their suitability for different trauma scenarios.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2				X	X
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Introduction to Crisis and Trauma

- 1.1 Crisis Phases - Models of Crisis, Crisis Intervention
- 1.2 Assessment; Trauma phases - Models of trauma & assessment
- 1.3 Historical study of PTSD· Socio-political Climate and PTSD

UNIT-2

Cognitive, Behavioural, and Biological Approaches

- 2.1 Cognitive, behavioural, and biological changes in Response to Trauma
- 2.2 Psychological First Aid, Psychoeducation
- 2.3 Crisis Management: suicidal/homicidal thoughts and behaviours

UNIT-3

Challenges in Crisis & Trauma Management

- 3.1 Childhood trauma, Trauma-Focused CBT
- 3.2 Psychosocial Support in Disasters to Children and adolescents
- 3.3 Psychosocial Support in Disasters to Adults and Families

UNIT-4

Working with Physical Illness and Self Abuse

- 4.1 Working with Chronic Illness, disaster victims
- 4.2 Dealing with HIV/AIDS, Substance Abuse
- 4.3 Working with Substance Disorder Families, Dealing with Deliberate Self Harm

C. SUGGESTED READINGS

- Herman, Judith (1997). *Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror.*
- Sprung, M. (2008). Unwanted intrusive thoughts and cognitive functioning in kindergarten and young school-age children following Hurricane Katrina. *Journal of Clinical Child and Adolescent Psychology*, 37, 575-587.
- Herman, Judith (1997). *Trauma and Recovery. The Aftermath of Violence from Domestic Abuse to Political Terror.*
- Friedman, Matthew J; Resick, Patricia A; Bryant, Richard A; Brewin, Chris R (Sep 2011). Considering PTSD for DSM-5. *Depression and Anxiety* 28, 9: 750-769.
- Briere, J. & Scott, C. (2006). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment.* USA: Sage Publications.
- Dass-Brailsford, P. (2007). *A Practical Approach to Trauma: Empowering Interventions.* USA: Sage Publications.
- Gilliland, Burl E. & James, Richard K. (1998). *Crisis Intervention Strategies.* Brooks/Cole Publishing Company: USA.
- Bisson JJ, Roberts N, Macho G. (2003). The Cardiff traumatic stress initiative: an evidence-based approach to early psychological intervention following traumatic events. *Psychiatric Bulletin*, 27:145–147.
- Başoğlu M, Salcıoğlu E, Livanou M, et al. (2005). Single-session behavioural treatment of earthquake-related posttraumatic stress disorder: a randomised controlled trial. *J Trauma Stress*, 18(1):1– 11.
- Bryant RA. (2003). Early predictors of posttraumatic stress disorder. *Biological Psychiatry*, 53:789–795.
- Levers, L. L. (2012). *Trauma counselling: Theories and Interventions.* New York: Springer Pub.
- Briere, J. (2012). Working with trauma: Mindfulness and compassion. In C. K. Germer & R. D. Siegel (Eds.), *Wisdom and compassion in psychotherapy* (pp. 265-279). New York, NY: Guilford.

Activity

Select a specific trauma population and write a 4-6 pg. paper on the issues and challenges of assessing PTSD in these survivors. This paper must address the following areas:

- 1- How each major PTSD symptom cluster might be expressed in this population?
- 2- PTSD symptoms or comorbidities that could pose challenges to assessment and treatment
- 3- Tools and strategies you might use to overcome these challenges

CHILD PSYCHOLOGY

Course Code: MPS -408
Credits: 04
Course Type: Elective

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: acquire a foundational understanding of child psychology, exploring developmental stages from conception to adolescence from various theoretical perspectives.
- CLO-2: describe the stages of prenatal development and analyse key theories of human development and their implications for understanding child psychology.
- CLO-3: detail the developmental milestones in infancy, including physical, cognitive, language, emotional, and social growth.
- CLO-4: examine the developmental progress during childhood, focusing on physical, cognitive, emotional, and social aspects, and identify common developmental challenges.
- CLO-5: explore the developmental stages of adolescence, assessing physical, cognitive, emotional, and social changes, including identity formation and common adolescent challenges.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X			
PLO-3					
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Introduction to Child Psychology

- 1.1 Development from Conception to Birth: Stages of Prenatal Development,
- 1.2 Factors influencing development
- 1.3 Theories of Human Development

UNIT-2

Different Aspects of Development at Infancy

- 2.1 Infancy: Physical growth: Early reflexes, Early Sensory capacities, Motor development milestones.
- 2.2 Cognitive development- Behaviourist and Piagetian approach
- 2.3 Language, Emotional and Social Development, Developmental issues in infancy.

UNIT-3

Different Aspects of Development in Childhood

3.1 Childhood: Physical, Motor,

3.2 Cognitive, Emotional,

3.3 Language and Social Development in Early and Middle Childhood.

UNIT-4

Different Aspects of Development in Adolescence

4.1 Adolescence: Physical, Cognitive and Psychosocial Development in Adolescence.

4.2 Search for Identity Sexuality, Moral Reasoning

4.3 Conflict and Aggression in Adolescence.

C. SUGGESTED READINGS

- Bee, H., & Boyd, D. (2004).The Developing Child (10th ed.). Delhi: Pearson Education Publication.
- Tetzchner, S.V. (2019). Child and Adolescent Psychology. New York: Routledge.
- Harris, M., Butterworth, G. (2012).Developmental Psychology. USA: Psychology Press.
- Lally, M., & Valentine-French, S. (2017).Lifespan Development: A Psychological Perspective USA: Creative Commons.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004).Human Development (9thed.). New Delhi: Tata McGraw Hill Pub.
- Santrock, J.W. (2007). Life Span Development (3rded.). New Delhi: Tata McGraw Hill Publication.
- Shaffer, D.R., & Kipp, K. (2007).Developmental Psychology: Childhood and Adolescence (7thed.). Haryana: Thomas Wadsworth.
- Skuse, D., Bruce, H., & Dewdney, L. (2017).Child Psychology and Psychiatry.UK: John Wiley & Sons Ltd

COMMUNITY PSYCHOLOGY

Course Code: MPS-409
Credits: 04
Course Type: Elective

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: gain a deep and critical understanding of community psychology, including its philosophy and goals.
- CLO-2: explain the historical background and development of community psychology, highlighting key milestones.
- CLO-3: explore the concept of a 'sense of community' and discuss its role in building and sustaining community relationships and well-being.
- CLO-4: identify and apply community psychology principles to promote social change and community empowerment.
- CLO-5: evaluate social issues prevalent in communities, focusing on health, homelessness, and family dynamics.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X		X	X
PLO-3					X
PLO-4	X		X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

Introduction to Community Psychology

- 1.1 Introduction to Community Psychology: Philosophy and Goals of Community Psychology
- 1.2 Emergence of Community Psychology: Historical Background of Community Psychology
- 1.3 Future of Community Psychology

UNIT-2

Understanding Communities and Human Diversity

- 2.1 Understanding Communities: Defining Community, Sense of Community, Building Communities
- 2.2 Understanding Human Diversity: Key Dimensions of Human Diversity
- 2.3 Liberation and Oppression, Acculturation

UNIT-3

Applications and Issues for Community and Social Change

- 3.1 Prevention and Promotion: Key Concepts; Current and Future Applications
- 3.2 Promoting Community and Social Change: Citizen Participation and Empowerment
- 3.3 Approaches and Issues for Community and Social Change

UNIT-4

Specific Social Issues and Services in the Community

- 4.1 Specific Social Issues and Services in the Community: Child Maltreatment,
- 4.2 Specific Social Issues and Services in the Community: Elderly, Homeless
- 4.3 Community Health and Prevention: Tobacco, Alcohol, HIV and AIDS

C. SUGGESTED READINGS

- Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities* (2nd Ed). Belmont CA: Thomson Wadsworth.
- Duffy, K. G. & Wong, F. Y. (2000) *Community Psychology*. Boston: Allyn & Bacon.
- Nelson, G. & Prilleltensky, I. (2010). *Community Psychology: In Pursuit of Liberation and Well-Being*. NY: Palgrave Macmillan.
- Moritsugu, J. Vera, E., Wong, F.Y. Duffy, K.G.(2017). *Community Psychology*.(5th Ed.) New York: Routledge.

POSITIVE PSYCHOLOGY

Course Code: MPS- 410
Credits: 04
Course Type: Elective

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO-1: understand the fundamental concepts and historical development of positive psychology, including its application in various settings.
- CLO-2: analyse positive psychology perspectives from Western and Eastern viewpoints, considering their contributions and differences.
- CLO-3: describe various positive emotional states such as resilience, well-being, and emotional intelligence.
- CLO-4: enumerate positive cognitive states, including self-efficacy, optimism, hope, mindfulness, and the experience of flow.
- CLO-5: classify key human strengths and virtues like authenticity, humility, compassion, and the enhancement of closeness, as well as their role in fostering positive relationships and personal growth.

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
PLO-1	X	X	X	X	X
PLO-2		X			
PLO-3					X
PLO-4	X	X	X	X	X
PLO-5					X
PLO-6					
PLO-7	X	X	X	X	X
PLO-8					

B. COURSE CONTENT

UNIT-1

An Introduction to Positive Psychology

- 1.1 Introduction and historical overview of Positive Psychology and its need in today's times
- 1.2 Positive Psychology Perspective, Western and Eastern Perspectives on Positive Psychology
- 1.3 Applications (School and Work Settings), Future of Positive Psychology, Eastern and Western Perspectives

UNIT-2

Positive Emotional States

- 2.1 Positive Affect and Emotions
- 2.2 Subjective Well-Being, Resilience
- 2.3 Emotion-Focused Coping, Emotional Intelligence

UNIT-3

Positive Cognitive States

- 3.1 Self-Efficacy, Optimism, Hope
- 3.2 Mindfulness, Flow, Spirituality
- 3.3 Wisdom and Courage

UNIT-4

Developing Positivity: Flow

- 4.1 Classification of Human Strengths and Virtues, Authenticity, Humility, Enhancement of Closeness
- 4.2 Compassion, Forgiveness, Gratitude, Flow
- 4.3 Love, Altruism, Cultivating Wisdom and Courage

C. SUGGESTED READINGS

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