

**Rayat Shikshan Sanstha's,
Sadguru Gadge Mahraj College, Karad.
(An Autonomous)
New Syllabus For**



Master of Arts [M. A. in Counseling Psychology]

**UNDER
Faculty of Humanities**

M. A. Part - II (Sem. - III and IV)

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH
NATIONAL EDUCATION POLICY - 2020
HAVING CHOICE BASED CREDIT SYSTEM
WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS
(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25
ONWARDS)**

1. PREAMBLE:

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude

2. PROGRAMME LEARNING OUTCOMES (PO)

After successful completion students will be able to:

1. Understand the ideologies, methodologies, values and ethical principles of psychologist's practices working in various settings with individuals and groups.
2. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.
3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the psychology profession and achieve self-actualization.
4. Inculcate the analytical ability, research aptitude and relevant skills for professional life.
5. To provide students' with in-depth training under supervised conditions in direct service models of assessment, and therapy in order to practice as clinical psychologists.
6. Construct individual case formulations, diagnose clients, and recommend appropriate interventions. They will also be competent in consulting with other professionals, communicating their professional judgments, queries and concerns, and justifying their conclusions.
7. Students will develop hypotheses and design studies that appropriately and directly address a research question

3. DURATION:

The Master of Arts in Psychology programme shall be A FULL TIME COURSE OF TWO YEARS - FOUR SEMESTERS DURATION with 22 Credits per Semester. ELIGIBILITY FOR ADMISSION:

ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH. However, the students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH AND MARATHI. (EXCEPT LANGUAGES)

5. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

6. NATURE OF QUESTION PAPER AND SCHEME OF MARKING: -

There will be four questions in the question paper each carrying 20 marks. All questions shall be compulsory

7. NATURE OF QUESTION PAPER AND SCHEME OF MARKING (For 4 Credit)

Question No. 1:	(A) Multiple choice questions.	10
	(B) Answer in one or two sentences.	10
Question No. 2:	Short notes: (Any four out of six)	20
Question No. 3:	Descriptive type question with internal choice.	20
Question No. 4:	Descriptive type question with internal choice.	20

Semester end examination- 80 mks
CCE/ internal examination- 20 mks

Rayat Shikahan Sanstha's
Sadguru Gadage Maharaj College, Karad
(An Autonomous College)
Syllabus For
Master of Arts in Psychology
(Semester III and IV)
[FACULTY OF HUMANITIES]
NEP 2020
(Introduced from June, 2024 onwards)

SYLLABUS OF COUNSELLING PSYCHOLOGY

M. A. Part II

SEMESTER – III

i) Paper No: **IX** Paper Code- **NPSY-M9**

ii) Title of Paper: **INTRODUCTION TO COUNSELLING PSYCHOLOGY**

iii) Learning Objectives: 1. To understand the actual process of Counseling.

2. To make students familiar how deal with everyday problems.

3. To understand the process of counseling special children and various areas of Applications of Counseling Psychology.

vi) Module No. of Credits

Module 1: Introduction to Counseling Psychology

Module 2: Helping People to deal with everyday problems

Module 3: Counseling for special children

Module 4: Areas of applications

v) **Books for Reading:**

1. Dash, M (2003). Education of Exceptional Children, New Delhi: Atlantic Pub

2. Geldard, Kathryn and Geldard, (2012). Counseling Skills in Everyday Life, Palgrave Macmillan

3. Glading, S.T. and Batra, Promila (2018). Counseling A Comprehensive profession, 8th Ed., Pearson India Edu

4. Kochar, S.K. (2010). Guidance and Counseling in college and universities, New Delhi: Sterling Pub.

5. Madhukar, Indira (2000). Guidance and Counseling, New Delhi: Authors Press,

6. Patri, V.R. (2007). Guidance and Counseling, New Delhi: Authors Press

7. Rao, N.S. (1997). Counseling and Guidance, New Delhi: Tata McGraw Hill Pub.

8. Sharma, S.P. (2006). Career Guidance and Counseling, New Delhi: Tanishqa Pub.

9. Shrivastav, K.K. (2006). Principles of Guidance and Counseling, New Delhi: Krishna Pub.

10. Siddiqui, M.H. (2008). Guidance and Career Counseling, New Delhi: APH Publishing Corp.

Books for Reference:

1. Aneja, Om Prakash (2010). Guidance and Counseling, New Delhi: KSK Pub.
2. Kottler, J. and Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India
3. Woolfe, Dryden, Strawbridge (2003). Handbook of Counseling Psychology, U.K.: Sage Pub.

SYLLABUS OF COUNSELLING PSYCHOLOGY**NEP 2020****(Introduced from June, 2024 onwards)****M. A. Part II****SEMESTER – III (Paper-IX) NPSY-M9****INTRODUCTION TO COUNSELLING PSYCHOLOGY****Module 1. Introduction to Counseling Psychology**

- 1.1. Nature and definition of Counseling
- 1.2. Goals of Counseling
- 1.3 Counselling as a helping profession
- 1.4 The professional counselor
- 1.5. Professional and ethical issues in counseling

Module 2 Helping People to deal with everyday problems

- 2.1. Dealing with everyday problems in Childhood
- 2.2. Dealing with everyday problems in Adolescence
- 2.3. Dealing with everyday problems in Young Adults
- 2.4 Dealing with everyday problems in Older People

Module 3. Counseling for special children

- 3.1. Learning disabilities (LD)
- 3.2. Emotionally disturbed (ED)
- 3.3. Talented or Gifted Children
- 3.4. Socially disadvantaged (SD)
- 3.5. ADHD and Autism

Module 4. Areas of applications

- 4.1. School counseling

- 4.2. Career counseling
 - 4.3. Family counseling
 - 4.4. Old age counseling
 - 4.5. Rehabilitation counseling
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SYLLABUS OF COUNSELLING PSYCHOLOGY

M. A. Part II

NEP 2020

(Introduced from June, 2024 onwards)

SEMESTER – III

i) Paper No: **NPSY-M10**

ii) Title of Paper: **PSYCHOLOGICAL TESTING IN COUNSELLING PSYCHOLOGY**

iii) Objectives: 1. to understand the actual process of Psychological testing.
2. To make students familiar with developmental, Intelligence and Aptitude tests and their uses in counseling.

vi) Module No. of Credits

Module 1: Introduction 01

Module 2: Assessment of Development 01

Module 3: Assessment of Intelligence 01

Module 4: Assessment of Aptitude 01

v) **Books for Reading:**

1. Anastasy, A. & Urbina, Susana (2005). Psychological Testing, 7th Edition, Fifth Indian reprint, New Delhi:

Pearson Education

2. Murphy, K. R. & Davidshofer, C. O. (2005). Psychological Testing – Principles and Applications, 6th Edition,

New Jersey: Pearson Prentice Hall Inc.

3. Walsh, W. B. & Betz, N. E. (1997). Tests and Assessment, 3rd Edition., New Jersey: Prentice Hall Inc., Englewood Cliffs

Books for Reference:

1. Climinero, A. R. (1986). Handbook of Behavioral Assessment, New York: John Wiley & Sons,
2. Cronbach, C. J. (1984). Essentials of Psychological Testing, 4th Edition, Harper and Row
3. Freeman, F. (1998). Psychological Testing; Theory and Practice, 3rd Edition, New Delhi: Oxford & TBH Pub.
4. Gregory, R.J. (2015). Psychological Testing: History, Principles and Applications, 6th edition , Second impression, New Delhi: Pearson India service Private Ltd.

SYLLABUS OF COUNSELLING PSYCHOLOGY

M. A. Part II

SEMESTER – III

Paper-X

NEP 2020

(Introduced from June, 2024 onwards)

PSYCHOLOGICAL TESTING IN COUNSELLING PSYCHOLOGY

Module 1.Introduction

1.1 Nature of psychological assessment

a) Difference between assessment and testing

1.2 Interview

1.3 Observation

1.4 Ethical Issues in psychological testing and assessment

Module 2. Assessment of Development

2.1 Nature of development

2.2 Vineland Social Maturity Scale (VSMS)

2.3 Nancy – Bailey Scales of Development (BINS)

Module 3. Assessment of Intelligence

3.1 Nature and theories of intelligence

3.2 Wechsler's Series of Intelligence:

a) WPPSI

b) WISC

c) WAIS

3.3 Raven's Progressive Matrices

a) S.P.M.

b) C.P.M.

c) A.P.M.

3.4 Cattell's Culture Fair Test of Intelligence Scale I II and III

Module 4. Assessment of Aptitude

1.1 Nature of aptitude

1.2 D. A.T.

1.3 Revised Minnesota Paper Form Board Test (RMFBT)

1.4 Scholastic Aptitude Test (SAT)

1.5 G. R. E.

1.6 Chatterji's Non-language Preference Record (CNLPR)

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

Practicum

SEMESTER-III

(i) Paper: **NPSY-M11**

(ii) Title of Paper: **Practicum**

(iii) Learning Objectives:

1. To acquaint the students with different types of counseling cases
2. To make the students familiar with the psychological tests used for counseling purposes.
3. To impart the knowledge and skills for administering tests and writing their reports.
4. To prepare the students in taking history of, and making diagnosis of cases
5. To train students to apply appropriate psychotherapeutic techniques for mental problems.
6. To teach students to write detailed and standard case study reports.

(iv) **Structure:**

1. Group Testing:

Each student has to administer following tests to at least 5 cases from school and college students.

He/she should prepare comparative profile of the group, conduct group/sub-group counseling according to the results obtained during testing and write the detail report.

A) Personality Inventory

B) Interest Inventory

C) GMAT

2. Case Studies:

Case Number 1

Case Number 2

Each candidate (No Two or more students are allowed to take same cases. It will not be acceptable)

has to take 2 Case Studies and prepare Case Profile with professional standards. He/she has to write demographic details, describe symptoms of the case, diagnose the problem with key psychological concepts and suggest session-wise intervention strategy and techniques in detail. The comprehensive report writing should be done with Mental Health Professional language. General language writing will be discredited.

(vi) Internal assignment work (40 Marks)

Student has to submit the internal assignment given by the concerned teacher. Students should note

that submission of Internal Assignment is mandatory and he/she has to obtain requisite marks for passing internal examination separately from the theory paper. Following guideline may be helpful to teacher for assigning the work to students.

□ Career Counseling of three cases and prepare a report in detail or a Field Visit and reporting by candidate.

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

M. A. II, SEMESTER - III

Type: Major Mandatory

Course Name: Counseling Therapies

Course Code: NPSY-M12

Course Credits: 2

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Objectives:

- To discuss fundamental personal and professional issues faced by counsellors and to encourage them to become effective person as well as counsellor.
- To introduce fundamental concepts and to learn therapeutic techniques in Person-Centered Psychotherapy

- To introduce fundamental concepts and to learn therapeutic techniques in Narrative Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Art Therapy
- To introduce fundamental concepts and to learn therapeutic techniques in Rational Emotive Behavioural Therapy (REBT).

Course Learning Outcomes:

After completion of this course, student will be able to:

- . Understand basic concepts associated with various psychotherapies.
- Exhibit knowledge about theoretical principles of various psychotherapies
- Acquire skill sets required for applying psychotherapies.
- Apply insight into various intervention techniques used in psychotherapies.

Module 1: Person-Centered Approach

(Hours - 15, Credit - 01)

- 1.1 Introduction: Periods of Development and Emotion- Focused Therapy,
- 1.2 Existentialism and Humanism and Abraham Maslow's Contributions to Humanistic Psychology
- 1.3 Key concept: View of Human Nature
- 1.4 The Therapeutic Process: Therapeutic Goals, Therapist's Function and Role, Relationship Between Therapist and Client (Roger's hypothesis of the 'necessary and sufficient conditions for therapeutic personality change', Congruence, or Genuineness, Unconditional Positive Regard and Acceptance, Accurate Empathic Understanding)
- 1.5 Therapeutic Techniques and Procedures: Early Emphasis on Reflection of Feelings, Evolution of Person-Centered Method, The Role of Assessment
- 1.6 Application of the Philosophy of the Person-Centered Approach, Application to Crisis Intervention
- 1.7 Person-Centered Expressive Arts Therapy: Principles of Expressive Arts Therapy, Creativity and Offering Stimulating Experiences,
- 1.8 Motivational Interviewing (MI): The MI Spirit, The Basic Principles of MI, The Stages of Change
- 1.9 Contributions, Limitations and Criticism of the Person-Centered Approach

Module 2: Rational Emotive Behavior Therapy (REBT) (Hours - 15, Credit - 01)

- 2.1 Key Concepts: Fundamental and Primary goals, Healthy and unhealthy emotions, Two biological tendencies, ABC(later GABCDE) theory of personality, Rational and irrational beliefs, Demanding beliefs and their derivatives
- 2.2 Acquisition: Social learning, Choosing irrational cognitions
- 2.3 Maintenance: Reasons contributing to humans staying irrational, Emotional contributions, Insufficient scientific thinking, Reinforcement consequences, Emphasizing one's 'Godawful' past, Unrealistic belief about change, Other cognitive factors, Insufficiently challenging beliefs through action
- 2.4 Therapeutic goals and relationship: Inelegant change and Elegant change goals, Therapeutic relationship
- 3.5. Therapeutic Interventions:
- a) Cognitive (Scientific questioning, Rational coping statements, Cognitive homework),
 - b) Emotive/Experiential (Rational emotive imagery, Forceful disputing, Role playing, Reverse roleplaying, Unconditional acceptance, Humour),
 - c) Behavioural (Assignments challenging demandingness, Shame attacking exercises, Skill training, Use of rewards and penalties)

LIST FOR READING:

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)
2. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13: 978-8132110347)
3. Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy -Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)

LIST FOR REFERENCES:

1. Gilliland, B., James, R. and Bowman, J. (1989). Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.
2. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA

3. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA
4. Seligman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi
5. Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson Brooke/Cole Inc., USA
6. Hunt, R. R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 assignments/activities of 10 marks each.

- Seminar
- Therapy Video Viewing and Analysis
- Movie/Book review (based on psychology)
- Any other relevant exercises as decided by teacher

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

PSYCHOTHERAPEUTIC TECHNIQUES FOR COUNSELLORS

SEMESTER-III

(i) Paper: **NPSY-ELE3**

Credit-4

(ii) Title of Paper: **Psychotherapeutic Techniques for Counselors**

(iii) Learning Objectives: This paper has following learning objectives. Upon Successful completion of the course students:

1. Will understand basic concepts advocated by various psychotherapeutic schools.
2. Will gain knowledge about theoretical bases of various psychotherapies
3. Will get acquainted with requisite skill sets incorporated in various psychotherapies.
4. Will gain insight into various intervention strategies used in various psychotherapies.

(iv) Module No. of Credits

Module 1: Psychoanalytic Therapy

Module 2: Rational Emotive Behavioral Therapy (REBT)

Module 3: Existential Therapy

Module 4: Behavior Therapy (BT)

(v) **Books for basic Reading:**

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth

Edition (ISBN: 978-1-305-26372-7) (For Module 1 and 3)

2. Seligman Linda and Reichenberg Lourie (2019): Theories of Counseling and Psychotherapy - Systems,

Strategies and Skills; Pearson Education; 4th Edition (For Module 2 and 4)

Books for References:

1. Gilliland, B., James, R. and Bowman, J. (1989). Theories and Strategies in Counseling and Psychotherapy, 2nd

Edition, USA: Allyn and Becon Inc.

2. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV),

USA: John Wiley and
Sons, USA

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3. Nelson-Jones, R. (2010). Theory and Practice of Counseling and Therapy, Sage Publications, UK; 5th Edition,

4. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition,

Thomson Brooke/Cole Inc., USA

5. Seligman, L and Reichenberg, L. (2010). Theories of Counseling and Psychotherapy – Systems, Strategies and

Skills, 3rd Edition, PHI Learning Pvt. Ltd., New Delhi

6. Sharf, R. (2000). Theories of Psychotherapy and Counseling – Concepts and Cases, 2nd Edition, Thomson

Brooke/Cole Inc., USA

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

PSYCHOTHERAPEUTIC TECHNIQUES FOR COUNSELLORS

SEMESTER-III (PAPER – XI)

Module 1: Psychoanalytic Therapy

1.1. Key Concepts:

View of Human Nature; Structure of Personality; Consciousness and the Unconscious; Anxiety; Ego Defense Mechanisms; Development of Personality; Comparison of Freud's Psychosexual Stages and

Erikson's Psychosocial Stages;

1.2. The Therapeutic Process Therapeutic Goals; Therapist's Function and Role

1.3. Application: Therapeutic Techniques and Procedures

Difference between Psychoanalytic/Psychodynamic therapy from traditional psychoanalysis;

Maintaining the Analytic Framework; Free Association; Interpretation; Dream Analysis; Analysis

and Interpretation of Resistance; Analysis and Interpretation of Transference

1.4. Jung's Perspective on the Development of Personality

1.5. Limitations and Criticisms of Psychoanalytic Approaches

Module 2: Rational Emotive Behavioral Therapy (REBT)

2.1. Albert Ellis and Development of REBT

2.2. Theoretical Concepts: Human Development and Emotional Health (Self- Acceptance; Origin of Emotional

Disturbance); Secular Humanism; Thoughts as route to Change (Focus on Present Thought, Insight,

Emotions, Behavior); Irrational Beliefs

2.3. Format of Sessions

2.4. Treatment through REBT:

a. Goals; Therapeutic Alliance

b. Identifying, Assessing, Disputing and Modifying Irrational Beliefs

c. Approaches to disputing Irrational Beliefs

d. Other Intervention Strategies (Cognitive, Behavioral, Affective)

2.5. Evaluation of REBT (Limitations, Strengths and Contributions)

Module 3: Existential Therapy

3.1. Key Concepts

View of Human Nature; the Capacity for Self-Awareness; Freedom and Responsibility; Striving for Identity and Relationship to Others; The Search for Meaning; Anxiety as a Condition of Living; Awareness of Death and Nonbeing

3.2. The Therapeutic Process

Therapeutic Goals; Therapist's Function and Role;

3.3. Application: Therapeutic Techniques and Procedures

Phases of Existential Counseling; Clients Appropriate for Existential Counseling; Application to Brief Therapy; Application to Group Counseling

3.4. Existential Therapy from a Multicultural Perspective; Strengths from Diversity Perspective

3.5. Contributions of the Existential Approach

Module 4: Behavior Therapy (BT)

4.1. a. Importance and Advantages of Focusing on Actions in counseling and psychotherapy

- b. Basic assumptions shared by Action-Focused Therapies
- 4.2. History of Behavior Therapy: Pavlov; Watson; Skinner; Dollard-Miller; Wolpe, Bandura
- 4.3. a. Goals of BT
- b. Planning and Implementing Behavior Change (8 Steps)
- 4.4. Cognitive-Behavioral Strategies and Interventions:
Stress Inoculation Training; Behavioral Activation Therapy; Habit Reversal Training; Exposure;
Eye
Movement Desensitization and Reprocessing; Problem Solving Therapy
- 4.5. Dialectical Behavior Therapy (DBT):
a. Development; Dialectics; Worldview; Bio psychosocial view
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b. DBT Treatment (Four Stages)
- 4.6. Evaluation of CBT:
Strengths, Contribution and Limitations

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

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Research Project

Paper Code- NPSY-RP1

(4 Credits)

Group Testing (Foreign as well as Indian Tests)

- A) Personality Inventory (Multifactor and Single Trait)
- B) Interest Inventory
- C) Intelligence/Ability Test/GMAT
- D) Aptitude Tests
- E) Attitude Inventory
- F) Adjustment Inventory
- G) Social life related Inventory
- H) Emotional life related Inventory
- I) Mental Health related Inventory

- J) Counseling Needs
- K) Areas of Life Education
- L) Developmental Needs and Disabilities Tests
- M) Test related to Children and Adolescence
- N) Test related Adults and Old population
- O) Any other Test after consultation with concerned professor

Each student has to administer Any Two Tests from the above categories (*Except the Tests chosen for Individual Testing in Module I*) to at least 5 and at most 10 cases from school/ college/ industry/ organization. (No Two or more students are allowed to take same clients. It will not be acceptable) He/she should prepare comparative profile of the group, conduct group/sub-group counseling according to the results obtained during testing and write the detailed report.

Special Note: The comprehensive report writing should be done with Mental Health Professional language. General language writing will be discredited.

The format of presenting profile report is as follows:

- A. Demographic details of clients/group
- B. Description of Test Administered with its standardized parameters
- C. Scoring, Norms and Interpretation of results
- D. Comparative Charts for group mentioning scores and interpretations.
- E. Diagnosis of the problem with key psychological concepts, if any, for individual cases.

Prepare session-wise intervention strategy and techniques in detail for problematic cases.

SYLLABUS OF COUNSELLING PSYCHOLOGY

M. A. Part II

SEMESTER – IV

Paper-XIII

Title of Paper: COUNSELING SKILLS FOR COUNSELLORS

Paper code- NPSY-M13

Credit-4

Objectives:

1. To understand the actual process of counseling.
2. To make students familiar with professional skills in counseling.
3. To understand the collaborative working in counseling.
4. To learn to deal with complex situations in counseling.

iii) Module No. of Credits

Module 1) Nature of counseling

Module 2) Counseling Menu and Setting the Scene

Module 3) Counseling Space and Collaborative Working

Module 4) Effective Conversations and Methods of Dealing

iv) Books for Reading:

1. McLeod, John (2007). Counseling Skills, First edition, UK: Open University Press,
2. Rosie, March-Smith (2005). Counseling Skills for Contemporary Therapists, First edition, UK: Open University Press, Books for Reference:
3. Feltham, C. & Dryden, W. (2006). Brief Counseling: A Practical, Integrative Approach, UK: Open University Press,
4. Kottler, J. & Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India
5. Nelson-Jones, R. (2012). Basic Counseling Skills: A Helper's Manual, Third Edition, Sage South Asia Pub.,
6. Noonan, Ellen (1983, 2000). Counseling Young People, Tavistocki Routledge, London, First edition.

SYLLABUS OF COUNSELLING PSYCHOLOGY

M. A. Part II NEP 2020

(Introduced from June, 2024 onwards)

SEMESTER – IV

Paper-XIII Paper code- NPSY-M13

COUNSELING SKILLS FOR COUNSELLORS

Module 1. Nature of counseling

- 1.1. Definition and Significance
- 1.2. Counseling as a specialist professional role
- 1.3. Basic principles of embedded counseling unit

Module 2. Counseling Menu and Setting the Scene

- 2.1 Clarifying person's goals
- 2.2 Methods of Counseling
- 2.3 Personal readiness and organizational groundwork
- 2.4 Building personal and professional support network

Module 3. Counseling Space and Collaborative Working

- 3.1 Counselling space, trust, confidentiality
- 3.2 Opening and closing counseling space
- 3.3 Building safe relationships
- 3.4 Working collaboratively

Module 4. Effective Conversations and Methods of Dealing

- 4.1 Emphatic engagement
- 4.2 Discursive positioning
- 4.3 Narrative perspective on behavioral change
- 4.4 Dealing with difficult situation
 - a) Ethical Dilemmas
 - b) Risk and self-harm

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

PRACTICUM

SEMESTER-IV

(i) Paper: **XIV** **Paper Code- NPSY-M14** **Credit-4**

(ii) Title of Paper: **Practicum**

(iii) Learning Objectives:

1. To develop skills among students related to design Training Programme in the field of psychology to

Address and solve societal problems.

2. To develop professional competencies among students regarding execution of training programs for

Better mental health.

3. To teach students to apply various interactive training methods and aids during therapeutic training

settings.

4. To develop competencies in carrying out self-exploration journey by students through psychological

tools and techniques and work on it for their professional development.

(iv) Structure:

1. Training Programme:

Every student has to design his/her own Training Programme (Minimum 6 Hours) to solve psychological

Problems of society/community and execute it on the target group (Minimum 8). The detail report of the Training Programme should be written and submitted.

The design of Training Programme should include following components:

The conceptual framework of selected problem/area; Review of theories, researches and previous training programmes carried out; Characteristics of Target Group; Conductance of Need Analysis; Design of Components of Training Programme; Use of Methods, Techniques and Tools and their

description; Time Schedule of Programme; Demographic information of Participants; Outcome of the Training Programme; Feedback from Participants about the Training Programme; Trainer's Learning from the Whole Exercise; Limitation of the Training Programme; Suggestions for Improvement; References and Appendices.

2. Self-Exploration Journey for Professional Development as Psychologist:

Each student has to carry out Self-Exploration Activities through different psychological tools (for Example, introspection, testing, SWOC Analysis, transference, Life Scripts, Defense Mechanisms and many others) and work on findings for his/her own professional development as psychologist. The detailed Progress Report of this exercise should be written and submitted.

The format of report should contain following points:

Area of Self-Exploration; Why the Need is felt? Tools and Techniques used for Self-Exploration Journey;

Findings explained; Actions taken for improvement and professional development; Effect and Impact of the whole exercise on personality; References and Appendices.

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

INTRODUCTION TO BRIEF PSYCHOTHERAPIES

SEMESTER-IV

(i) Paper: **XV** **Paper Code- NPSY-M15** **Credit-2**

(ii) Title of Paper: Introduction to Brief Psychotherapies

(iii) Learning Objectives: After successful completion of the course students

- will understand basic concepts associated with various brief psychotherapies.
- will gain knowledge about theoretical principles of various brief psychotherapies
- will learn about requisite skill sets for brief psychotherapies.
- will gain insight into various intervention techniques used in brief psychotherapies.

(iv) Module No. of Credits-2

Module 1: Cognitive Therapy/Cognitive Behavior Therapy

Module 2: Mindfulness and Well-Being

(v) Recommended Reading:

a) **Basic Reading:**

1. Annellen M. Simpkins and C. Alexander Simpkins (2016): Core Principles of Meditation for Therapy:

Improving the Outcomes for Psychotherapeutic Treatments; John Wiley & Sons, Inc., US; First Edition; (ISBN

978-1-118-68959-2)(For Module 4)

2. Cathy A. Malchiodi and David A. Crenshaw (Ed.) (2014): Creative arts and Play therapy for attachment

Problems; The Guilford Press, US; First Edition (ISBN 978-1-4625-1270-6) (For Module 3)

3. Mantosh J. Dewan, Brett N. Steenbarger and Roger P. Greenberg (Ed.) (2018) : The Art and Science of Brief

Psychotherapies - A Practitioner's Guide; American Psychiatric Association Publication Inc., US; Third Edition

(ISBN 9781615370795) (For Module 1 and 2)

b) References:

1. Kapur, Malavika (2011): Counselling Children with Psychological Problems, Dorling Kindersley (India) Pvt. Ltd.; First Edition (ISBN 9788131730447; e ISBN 9789332500938)
2. Mace, Chris (2008): Mindfulness and Mental Health - Therapy, theory and science; Routledge Pub.; USA; First Edition (ISBN: 978-1-58391-787-9; ISBN: 978-1-58391-788-6).
3. Wells, R. and Giannetti, V. (Ed.) (1993): Casebook of the Brief Psychotherapies Plenum Press, New York; First Edition (ISBN 0-306-44392-9; ISBN 0-306-44393-7)

M.A. (Part - II) COUNSELLING PSYCHOLOGY**NEP 2020****(Introduced from June, 2024 onwards)****INTRODUCTION TO BRIEF PSYCHOTHERAPIES****SEMESTER-IV (PAPER – XV) NPSY-M15****Module 1: Cognitive Therapy/Cognitive Behavior Therapy (CT/CBT)**

- 1.1. Origins of Cognitive Therapy
- 1.2. Cognitive Theory of Psychopathology
- 1.3. Principles of Cognitive Therapy
- 1.4. Structure of the Therapeutic Interview
- 1.5. Cognitive Therapy Techniques: Problem Solving, Graded Task Assignments, Activity Monitoring and Scheduling, Psycho-education, Giving Credit, Guided Discovery, Thought Record, Behavioral Experiments, Responding to Patients' Valid Thoughts, Weighing Advantages and Disadvantages, Coping Cards, Imagery Work, Graded Exposure, Response Prevention, Modification of Underlying Beliefs,

Module 2: Mindfulness and Well-Being (Open Focus and No-Focus Meditation)

2.1. Open Focus Meditation (OFM): Mindfulness

- a. Introduction and brief history of mindfulness in context
- b. Mindfulness research and Overview

2.2. Exercises and Techniques of OFM: Staying in the Present Moment; Developing the Non-judgmental Attitude; Fostering Mindfulness by Accepting Yourself from Head to Toe; Accepting Something Neutral, Unpleasant and Pleasant.

2.3. Practicing Mindfulness (OFM)

- a. Mindfulness of Body: Noticing Body Positions; Exploring a Body Position; Following Mindfulness of Body;
- b. Mindfulness of Feelings: Accepting Emotions
- c. Mindfulness of Thinking: What You Are Thinking; Qualities of Thought; Meditating on Your Thought Process
- d. Bringing All Together: Mindfulness in the Moment

2.4. No-Focus Meditation (NFM): Emptiness and Letting Be

- a. Introduction
- b. Neuroscience of No Focus

2.5. Free Flow of the Unconscious Mind (NFM): Begin with Quiet Sitting; Letting Your Mind Wander; Inviting the Flow (Attention to Your Hands); Free Flow of Attention Exercise

.6. Clearing the Mind (NFM): From Free Flow to Still Mind; Allowing Thoughts to Settle with an Image; Mirror Mind Meditation; Classic Zen Meditation.

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

Course Name: Intervention Strategies in Counseling

Course Code: NPSY-M16

Course Credits: 2

Marks: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Objectives:

- To explain fundamental concepts and to acquire skills in Gestalt and Reality Psychotherapies
- To explain fundamental concepts and to acquire skills in Narrative and Family Psychotherapies
- To explain fundamental concepts and to acquire skills in Interpersonal Psychotherapy and Psychodrama
- To explain fundamental concepts and to acquire skills in Dance and Movement, Drama and Music Psychotherapies

Course Learning Outcomes:

After completion of this course, student will be able to:

- To explain the fundamental concepts and apply skills in Gestalt and Reality Psychotherapies
- To describe the fundamental concepts and exercise skills in Narrative and Family Psychotherapies
- To elaborate the fundamental concepts and apply skills in Interpersonal Psychotherapy and Psychodrama
- To elucidate the fundamental concepts and exercise skills in Dance and Movement, Drama and Music Psychotherapies.

Module 1. Gestalt Therapy**(Hours - 15, Credit - 01)**

- 1.1. Gestalt theory of personality: Gestalt psychology and therapy, Contact, Contact boundaries, Contact boundary disturbances, Awareness, Present
- 1.2. Goals of therapy and therapeutic relationship
- 1.3. Assessment
- 1.4. Therapeutic Change, Enhancing Awareness
- 1.5. Integration, Creativity and Risks

Module 2. Reality Therapy**(Hours - 15, Credit - 01)**

- 2.1. Choice Theory: Pictures of reality, Needs, Choice, Behaviour, Choosing Behaviour
- 2.2. Goals and Assessment
- 2.3. Therapist Attitude and Process of therapy
- 2.4. Reality therapy strategies

LIST FOR READING:

2. Sharf Richard S.(2012): Theories of Psychotherapy and Counseling: Concepts and Cases; Linda Schreiber-Ganste (Brooks/Cole, Cengage Learning) , USA, 5th Edition (ISBN-13: 978-0-8400-3366-6; ISBN-10: 0-8400-3366-4)

LIST FOR REFERENCES:

1. Corey Gerald (2017): Theory and Practice of Counseling and Psychotherapy; Cengage Learning, US; Tenth Edition (ISBN: 978-1-30526372-7)
2. Nelson-Jones, R. (2012). Theory and Practice of Counseling and Therapy, Sage South Asia Publications; 5th Edition (ISBN-10: 813211034X, ISBN-13:978-8132110347)
3. Seligman Linda and Reichenberg Lourie (2015): Theories of Counselling and Psychotherapy -Systems, Strategies and Skills; Pearson India; 4th Edition (ISBN: 9789332557895)
4. Gilliland, B., James, R. and Bowman, J. (1989). Theories and Strategies in Counseling and Psychotherapy, 2nd Edition, USA: Allyn and Becon Inc.
5. Kaslow, H.W. (Ed.) (2002). Comprehensive Handbook of Psychotherapy (Vol. I, II, III, IV), USA: John Wiley and Sons, USA
6. Prochaska, J. and Norcross, J. (2003). Systems of Psychotherapy – A Transtheoretical Analysis, 5th Edition, Thomson Brooke/Cole Inc., USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Any 2 assignments/activities of 10 marks each.

- Seminar
- Therapy Video Viewing and Analysis
- Movie/Book review (based on psychology)
- Any other relevant exercises as decided by teacher

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

ELECTIVE PAPER

PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY

SEMESTER-IV

Paper Code-NPSY-ELE4

Credit-4

Title of Paper: ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY

Learning Objectives: This paper has following learning objectives. Upon successful completion of the course students:

1. Will apply different tests for different purposes such as: identification, intervention and prevention.
2. Will apply various psychological assessment techniques.

No. of Credits-4

Module 1: Assessment of Personality

Module 2: Projective Techniques

Module 3: Individual Tests

Module 4: Computerized Test Administration & Interpretation

(v) Recommended Reading:

1. Anastasy, A. & Urbina, Susana (2005). Psychological Testing, 7th ed, Fifth Indian reprint, New Delhi: Pearson Education
2. Murphy, K. R. & Davidshofer, C. O. (2005). Psychological Testing – Principles and Applications, 6th ed, New Jersey: Pearson Prentice Hall Inc.
3. Walsh, W. B. & Betz, N. E. (1997). Tests and Assessment, 3rd ed., New Jersey: Prentice Hall Inc., Englewood Clifts

Books for Reference:

1. Climinero, A. R. (1986). Handbook of Behavioural Assessment, New York: John Wiley & Sons,
2. Cronbach, C. J. (1984). Essentials of Psychological Testing, 4th ed., Harper and Row
3. Freeman, F. (1998). Psychological Testing; Theory and Practice, 3rd ed, New Delhi: Oxford & TBH Pub.

M.A. (Part - II) COUNSELLING PSYCHOLOGY

NEP 2020

(Introduced from June, 2024 onwards)

ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY

SEMESTER-IV

NPSY-ELE4

Module 1. Assessment of Personality

- 1.1 Types of personality assessment
- 1.2 Historical background of personality testing
- 1.3 Cattell's Personality Questionnaires
 - a) CPQ
 - b) HSPQ
 - c) 16 PF
- 1.4 EPQ – R
- 1.5 NEO – PI-R

Module 2. Projective Techniques

- 2.1 Nature of Projective Techniques
- 2.2 Rosenzweig Picture- Frustration Study (RPFS)
- 2.3 Indian adaption of projective tests
 - a) CAT
 - b) TAT
- 2.4 Rotter's Sentence Completion Test (RSCT)

Module 3. Individual Tests

- 3.1 Kaufman Assessment Battery for Children (K-ABC)
- 3.2 Kaufman Adolescent and Adult Intelligence Test (KAIT)
- 3.3 Kaufman Brief Intelligence Test (K-BIT)
- 3.4 Draw a Man Test

Module 4. Computerized Test Administration & Interpretation

- 4.1 Use of computers in Testing
- 4.2 Computerized Test Administration
- 4.3 Computerized Adaptive Testing

4.4 Computer based Test Interpretation

Paper: Research Project

For Research Project Paper

(6 Credits)

Module 1. Training Programme

(Hours - 45, Credit - 03)

Every student must design his/her own Training Programme (Minimum 6 Hours) to solve psychological problems of society/community and execute it on the target group (Minimum 10).

The detail report of the Training Programme should be written and submitted as per the standard format given below.

- A. The conceptual framework of selected problem/area
- B. Review of theories, researches and previous training programmes carried out
- C. Demographic characteristics of Target Group/Participants
- D. Conductance of Need Analysis
- E. Design of Components of Training Programme
- F. Use of Methods, Techniques, Tools, Tests and their description
- G. Time Schedule of Programme
- H. Procedure of conductance
- I. Feedback from Participants about the Training Programme
- J. Outcome Analysis of the Training Programme
- K. Trainer's Learning from the Whole Exercise
- L. Limitation of the Training Programme
- M. Suggestions for Improvement
- N. References
- O. Appendices

