

M. A. Part II
Introduced from June, 2020
SEMESTER – III (Paper-IX)

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

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.

4 Dealing with everyday problems in Older People

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.

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SEMESTER – III
Paper-X
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)

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 Clifts

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.

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SEMESTER-III (PAPER – XI)
PSYCHOTHERAPEUTIC TECHNIQUES FOR COUNSELLORS

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 Behavioural 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, Behaviour); 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, Behavioural, 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: Behaviour Therapy (BT)

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

b. Basic assumptions shared by Action-Focused Therapies

4.2. History of Behaviour Therapy:

Pavlov; Watson; Skinner; Dollard-Miller; Wolpe, Bandura

4.3. a. Goals of BT

b. Planning and Implementing Behaviour Change (8 Steps)

4.4. Cognitive-Behavioural Strategies and Interventions:

Stress Inoculation Training; Behavioural Activation Therapy; Habit Reversal Training; Exposure; Eye Movement Desensitization and Reprocessing; Problem Solving Therapy

- 4.5. Dialectical Behaviour Therapy (DBT):
 - a. Development; Dialectics; Worldview; Biopsychosocial view
 - b. DBT Treatment (Four Stages)

4.6. Evaluation of CBT:
Strengths, Contribution and Limitations

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 Counselling 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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**PROJECT
SEMESTER-III
(i) Paper :**

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 counselling 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.

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**SEMESTER – IV
Paper-XIII**

COUNSELING SKILLS FOR COUNSELLORS

Module 1. Nature of counseling

- 1.1. Definition and Significance
- 1.2. Counselling 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

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.

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**ASSESSMENT TECHNIQUES IN COUNSELLING PSYCHOLOGY
SEMESTER-IV (PAPER XIV)**

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

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

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INTRODUCTION TO BRIEF PSYCHOTHERAPIES SEMESTER-IV

(PAPER – XV)

Module 1: Cognitive Therapy

1) Cognitive Behaviour 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, Behavioural Experiments, Responding to Patients' Valid Thoughts, Weighing Advantages and Disadvantages, Coping Cards, Imagery Work, Graded Exposure, Response Prevention, Modification of Underlying Beliefs,

Module 2: Solution-Focused Brief Therapy (SFBT)

- 2.1. What Is Solution-Focused Brief Therapy (SFBT)? and distinctive elements of SFBT
- 2.2. Does SFBT Work? and degree of its effectiveness
- 2.3. The Practice of Solution-Focused Brief Therapy: Inquiry Into Pre-session Change, Use of the Miracle Question, Search for Exceptions to Problem Patterns, Use of Scaling Questions, Positive Feedback and Homework, Subsequent Sessions of Therapy

Module 3: Attachment and Play Therapy

- 3.1. Overview of Attachment Theory and Findings from Field Research
- 3.2. Attachment Theory and the Circle of Security (COS) Model
- 3.3. The Benefits of Secure Attachment: Supporting Evidence; Blocks of Secure Attachments 3.4. Circle of Security (COS) Model: Dimensions of the COS, the Importance of Observation, COS Cues and Miscues
- 3.5. Circle Of Security (COS) -informed intervention: The COS as a Roadmap for Play Therapy, The COS as a Roadmap for Filial Work and Parent Consultation

Module 4: Mindfulness and Well-Being (Open Focus and No-Focus Meditation)

- 4.1. Open Focus Meditation (OFM): Mindfulness
 - a. Introduction and brief history of mindfulness in context
 - b. Mindfulness research and Overview
- 4.2. 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
- 4.3. 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
- 4.4. No-Focus Meditation (NFM): Emptiness and Letting Be
 - a. Introduction
 - b. Neuroscience of No Focus
- 4.5. 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
- 4.6. Clearing the Mind (NFM): From Free Flow to Still Mind; Allowing Thoughts to Settle with an Image; Mirror Mind Meditation; Classic Zen Meditation

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;
2. Cathy A. Malchiodi and David A. Crenshaw (Ed.) (2014): Creative arts and Play therapy for attachment Problems; The Guilford Press, US; First Edition
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

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**PRACTICUM
SEMESTER-IV**

Paper : XVI

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.