

(Abstract)

M Sc Counselling Psychology Programme- Modified Scheme, Syllabus (III rd and IV th Semester) -under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges -with effect from 2023 Admission-Approved --Orders issued.

ACADEMIC C SECTION

ACAD C/ACAD C1/17933/2023

Dated: 24.09.2024

Read:-1. U O of even No. dated 08.09.2023

2. Minutes of the meeting of the BoS in Psychology cum workshop held on 22.06.2024
3. E mail dated 17.07.2024 from the Chairperson, BoS in Psychology(Cd)
4. Remarks from Dean, Faculty of Sciences dated 19.07.2024
5. Minutes of the meeting of the meeting of Standing Committee held on 30.08.2024
6. The Orders of the Vice Chancellor, dtd 23.09.2024

ORDER

1. The Scheme, First and Second semester Syllabus of the M.Sc. Counselling Psychology Programme under Choice Based Credit and Semester System (in OBE) in Affiliated Colleges under the University, was implemented w.e.f. 2023 admissions vide paper read (1) above.
2. Subsequently, vide paper read 3, the Chairperson, Board of Studies in Psychology submitted the modified Scheme and IIIrd and IVth Semester Syllabi of the M.Sc. Counselling Psychology programme, which was finalized during the meeting of the Board of Studies cum workshop held on 22.06.2024, for approval.
3. Subsequently, the Syllabi, along with the Remarks of the Board of Studies were forwarded to the Dean, Faculty of Science for verification and the Dean recommended to approve the Syllabi, vide paper read 4 above.
4. Considering the matter in detail, the Vice Chancellor ordered to place the modified Scheme and IIIrd and IVth Semesters Syllabi of the M.Sc. Counselling Psychology programme, before the Standing Committee of the Academic Council, for consideration.
5. The meeting of the Standing Committee of the Academic Council held on 30.08.2024 vide paper read 5, considered the matter and recommended to approve the Syllabi.
6. The Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic council, and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***approved the modified Scheme and third and fourth Semesters Syllabus of the M.Sc. Counselling Psychology programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) and accorded sanction to implement the same in Affiliated Colleges under the University w.e.f. 2023 admission, subject to reporting to the Academic Council.***
7. The modified Scheme and the Syllabi of the IIIrd and IVth Semesters of the M.Sc. Counselling Psychology programme under Choice Based Credit and Semester (in OBE-Outcome Based Education System) applicable in the Affiliated Colleges under the University w.e.f. 2023 admission, is appended with this U.O and uploaded on the University website.

Orders are issued accordingly.

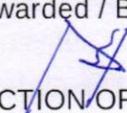
Sd/-

ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: 1. The Chairperson, BoS in Psychology(Cd)
2. Principals of affiliated Colleges offering M.Sc. Counselling Psychology programme

Copy To: 1. The Examination Branch (through PA to CE)
2. PS to VC/PA to Registrar
3. DR/AR Academic, EXCI, EP V Sections
4. The Computer Programmer
5. IT Cell (For uploading in the website)
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER





KANNUR UNIVERSITY



**CHOICE-BASED CREDIT AND SEMESTER SYSTEM
FOR POST GRADUATE PROGRAMME IN
AFFILIATED COLLEGES - 2023
(OBE: OUTCOME BASED EDUCATION – SYSTEM)
(KUCBCSSPG 2023)**

**MSC COUNSELLING PSYCHOLOGY PROGRAMME
CURRICULUM AND SYLLABI**

(2023 ADMISSIONS ONWARDS)

DETAILED COURSE CONTENT

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

3	MSCPS03C12	Positive Psychology	4	4	3	15	60	75
	MSCPS03C13	Community Psychology	4	4	3	15	60	75
		Elective 1	4	4	3	15	60	75
		Open Elective	4	4	3	15	60	75
	MSCPS03C14	Counselling Psychology Practical	-	6	To be continued in next semester			
	MSCPS03C15	Dissertation	-	3	To be continued in next semester			
		Total	16	25		60	240	300
4	MSCPS04C16	Counselling in Special Setting	4	4	3	15	60	75
	MSCPS04C17	Laws and Ethics in Counselling	4	4	3	15	60	75
		Elective 2	4	4	3	15	60	75
	MSCPS03C14	Counselling Psychology Practical	4	9	3	15	60	75
	MSCPS03C15	Dissertation	4	4	3	15	60	75
	MSCPS04C18	Viva Voce	2	-			75	75
		Total	22	25		75	375	450
		Total of the Programme	80	100				

ELECTIVE COURSES

‘A’ Group (Select one Elective from ‘A’ group for Semester 3)

Sl. No.	Course Code	Course Title
1	MSCPS03E01	Group Counselling
2	MSCPS03E02	Addiction Counselling
3	MSCPS03E03	School Counselling

‘B’ Group (Select one Elective from ‘B’ group for Semester 4)

Sl. No.	Course Code	Course Title
1	MSCPS04E04	Family Counselling
2	MSCPS04E05	Career Counselling
3	MSCPS04E06	Child and Adolescent Counselling

OPEN ELECTIVE COURSES

Sl. No.	Course Code	Course Title
1	MSCPS03O01	Stress Management
2	MSCPS03O02	Soft skill Development
3	MSCPS03O03	Communication Skill

SEMESTER III

CORE COURSES

Core Course			POSITIVE PSYCHOLOGY	
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03C12	4	4	3

Course Outcomes

CO1: Understand the foundations, theories, and applications of positive psychology.

CO2: Utilize evidence-based positive psychology techniques to help oneself and others develop positive emotions, thoughts and behaviors.

CO3: Develop and implement strategies to promote positive environments in various settings, such as schools and communities.

CO4: Integrate positive psychology principles into professional counseling practices to enhance client well-being and positive functioning.

Module 1 : Introduction

Traditional psychology, positive Psychology- assumptions and goals of positive psychology. Eastern perspectives- confucianism, taoism, buddhism, hinduism and Western perspectives- athenian views, judo-christianity, islam. Collectivism- the psychology of we.

Module 2 Positive Emotional States

Positive emotions, defining emotional terms, distinguishing the positive and negative affect, Broaden and build theory. Happiness – meaning and measures, hedonic and eudaimonic approach to happiness, determinants of happiness. Happiness and wellbeing, cultivating positive emotion.

Module 3: Positive Cognitive States

Self-efficacy, hope and optimism. Two universal virtues- wisdom & courage, theories of wisdom, developing wisdom, theories and types of courage. Self-regulation and self-control: the value of self control, personal goals and self-regulation problems, everyday explanations for self-control failure, goal disengagement, In search of optimal experiences - Mindfulness, flow and spirituality.

Module 4 Prosocial Behavior & Positive Environment

Prosocial behavior : Altruism -Defining Altruism, Empathy-Altruism Hypothesis, Cultivating Altruism ; Gratitude - Defining Gratitude , Cultivating Gratitude ; Forgiveness-Defining Forgiveness , Cultivating Forgiveness. Positive relationships, positive self.

Positive environment : positive schooling- components, Positive behavior at workplace, positive organizational behavior. Positive psychotherapy.

References

Baumgardner, S., & Crothers, M. (2014). *Positive Psychology* . Pearson Education Limited.

Carr, A. (2011) *Positive psychology: The science of happiness and human strengths*. Routledge.

Snyder. C.R, & Lopez, S.J, (2007) *Positive Psychology: The Scientific & Practical exploration of human strengths*. Sage Publications.

Additional Readings

Kumar, U., Archana & Prakash, V. (2015) *Positive Psychology: Applications in Work, Health and Well-being*. Pearson.

Core Course		COMMUNITY PSYCHOLOGY		
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03C13	4	4	3

Course Outcomes

CO1: Understand the historical and philosophical background influencing the development of community psychology.

CO2: Evaluate the impact of information dissemination and public policy on community psychology

CO3: Analyse the Indian perspective on health and mental health models.

CO4: Identify various stress coping mechanisms and evaluate their effectiveness in different community contexts.

Module 1: Introduction

What is community? Types & levels of communities. Sense of community. Community psychology: A shift in perspective. First order and second order change. Seven core values in community psychology. Goals of community psychology in India. Historical and philosophical background. Beginnings of a psychology. Ecological levels of analysis in community psychology. Qualitative and quantitative methods of community psychology- Participant observation , qualitative Interviewing, focus groups, case studies, quantitative description ,experimental social innovation and dissemination , randomized field experiments ,non equivalent comparison group designs , interrupted time-series designs.

Module 2: Social change

Types, approaches, reason and issues of social change. Creating and sustaining social change- citizen participation, networking, professional change agents: consultants, the non professionals in community psychology, information dissemination, public policy. Key dimensions of human diversity. Individualism-collectivism spectrum of culture. Liberation and oppression. Identities and acculturation.

Module 3: Community Mental Health

Community mental health and community mental health centres. Concept of mental health in

India. Mental health models -behavioristic, organizational, ecological and social action model. Conceptualization of health: Indian perspective. Specific social issues and social changes- child maltreatment, Intimate partner violence, teen pregnancy, the elderly,homelessness,

Module 4: Prevention & promotion

Prevention and promotion: Caplan primary, secondary, and tertiary prevention. Bower's model- KISS, AID, ICE. The prevention equation. Stress coping and social support. Brief understanding of community psychology in education, delinquency , crime, legal setting organizational setting .

References

Dalton, J. H., Elias, M. J. & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities*. Thomson Wadsworth Publication.

Duffy, K.P., & Wong, F. Y. (2003). *Community Psychology* (3rd ed). Pearson Education , Inc.

Reich, S. M., Riemer, M., Prilleltensky, I., & Montero, M. (2007). *International community Psychology: History and theories*. Springer Science , Business Media.

Additional Readings

Nelson, G., & Prilleltensky, I. (2005). *Community psychology- in pursuit of liberation and well being*. Palgrave Macmillan.

Shanmugam, T.E. (1988). *Community Psychology*. UTSAV

Core Course		COUNSELLING PSYCHOLOGY PRACTICAL 1		
Semester	Course Code	Hours / Week	Credits	Exam duration
3 & 4	MSCPS03C14	6 & 9	4	3

Course Outcomes

CO1: To extent the practical knowledge of application of psychological theories and concepts to solve real world problems.

CO2: To develop counselling skills and experiences in different counselling setting.

CO3: To enhance skill in case history and MSE taking

CO4: To build strong knowledge in psychological test and assessments in real life settings

1. Case study & MSE

Students are required to take case history and MSE of three different cases and submit a report to the concerned faculty.

2. Community Counselling

Students should conduct one community counselling program which promote mental health and community mobilization in any of the following field

- Schools
- Anganawadi
- Ayalkoottam/ Kudumbasree
- Old age home
- Destitute homes
- NGO / CBO

The program should be an interactive session of minimum 1 hour with minimum 25 participants. A faculty member should be present to ensure the criteria's are met. A report on the same should be submitted.

3. Counselling practice

Students should take two different counselling cases, one in each semester with the guidance of faculty or any other supervisor. The follow-up sessions should be taken until termination and a verbatim report should be submitted to the concerned faculty. The report should comprises of detailed case history, MSE, diagnosis, assessment (if any), type of counselling, session wise verbatim report. Session wise details have to be reported in the following format.

Subject: Counselor/Counselee	Verbatim Report	Technique/Skills	Phase of counseling

End Semester Assessment (External)

The practical training will be evaluated by the external appointed by the university. The distribution of marks as follows

Sl No	Criteria	Mark	Total
1	Conducting session	30	60
2	Report	15	
3	Viva	15	

It is expected that a case should be presented to the student for evaluation and suggest measures to address the issue. The student has to justify the rationale behind the strategies selected for addressing the issues. Marks will be allotted for each stages of counseling and based on the application of counseling skills in assessing and managing the case. Skill, commitment, temperamental qualities etc should also be considered in evaluation

Continues Assessment (Internal)

The practical training will be evaluated by the supervisor specialised in counselling. Marks will be allotted for each stage of counselling and based on the application of counselling

skills in assessing and managing the case. Skill, Commitment, Temperamental qualities etc should be considered in evaluation.

Core Course				DISSERTATION
Semester	Course Code	Hours / Week	Credits	Exam duration
3 & 4	MSCPS03C15	3 & 4	4	3

Course Outcomes

CO1: Understand the need of psychological research

CO2: Demonstrate competence in conducting original research work on their own

CO3: Develop skills in psychological research

CO4: Formulate coherent and original conclusions, and propose recommendations for future research or practice.

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each student is expected to conduct a research project on various issues in relation to psychology. The project work shall be initiated in third semester and expected to complete in fourth semester which will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA 7 guidelines) by the end of the fourth semester. The dissertation should be structured in five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references. The report should be limited to a maximum of 120 pages, (Time New Roman , font size 12, line spacing 2).

End Semester Assessment

The ESA will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature and consolidating the findings, contribution of the researcher in

summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques , procedure, using appropriate statistics with its rationale, presenting the results, implications etc. The distribution of marks shall be as per the following pattern.

Sl. No	Content	Mark
1	Introduction	8
2	Need and significance	5
3	Review of literature	7
4	Methodology	15
5	Result & Discussion	15
6	Summary, Conclusion and references	10
	Total	60

Continuous Assessment

The supervising faculty will allot marks out of 15 for the research aptitude, interest and commitment in the research work the student has undertaken. A copy of the research thesis should be submitted to the supervising teacher

ELECTIVE COURSES

Elective		GROUP COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03E01	4	4	3

Course Outcomes

CO1: To understand the basics and types of group counseling

CO2: To develop leadership skills and cultural awareness for leading groups

CO3: Apply different counseling techniques in group settings to help clients

CO4: To equip knowledge regarding ethics in group counselling

Module 1: Introduction

Groups: Definition, Types of Groups. T-Groups, Sensitivity Groups, Encounter Groups, Task Group, Psycho education Groups. The need for group counseling, Nature of group counseling, Stages of group counseling, Ethical issues in group counselling.

Module 2: Group Therapist's Tasks and Skills

Group Leader: Personal characteristics of effective leader, Functions of leader, Approaches to leadership styles, Leadership skills for culturally diverse groups.

Module 3: Theories of Group Counselling

Counselling Theories in Groups: Cognitive Behavioural Therapy - Rational Emotive Behaviour Therapy - Reality Therapy - Adlerian Therapy - Transactional Analysis - Gestalt Therapy

Module 4: Ethics And Values in Group Counselling

Ethical issues in group membership: Informed consent, involuntary membership, freedom to withdraw from a group. Psychological risks for members, confidentiality of minors in group.

The role of the leaders values in the group: ethical aspects of working with values, dealing with conflicts of values, values and working with diversity.

REFERENCE

- Berg, R. C., Landreth, G. L., & Fall, K. A. (2013). *Group Counseling*. Routledge.
- Corey, G. (2016). *Theory and Practice of Group Counseling* (9th ed.). Cengage Learning.
- Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
- Jacobs, E. E. et. al (2012). *Group counselling strategies and skills* (7th ed.). Brooks/Cole,
Cengage learning

Elective		ADDICTION COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03E02	4	4	3

Course Outcomes

CO1: Understand the Neurobiology of Addiction

CO2: Identify and Differentiate Types of Chemical and Behavioural Addictions

CO3: Apply Theoretical Frameworks to Addiction Counselling

CO4: Develop and Implement Effective Intervention Strategies

Module 1: Introduction to addiction and its neurobiology

Introduction, addiction and addictive effects, stages of addiction, lapse and relapse, types of addiction, Human motivational system, internal and external source of influence, type of craving. Addiction and society. Deconstructing addiction, Neuro biology of addiction.

Module 2: Addiction to chemical substance

Stimulants drugs, category, its addictive features, Depressants drugs, category, and its addictive features, Opioid drugs, category and its addictive features, Hallucinogens drugs, category, and its addictive features.

Module 3: Addiction to behavior

Pornography, internet, gaming, and gambling, smartphone addiction in children and adolescence, Sexting, Parental mental health, and internet addiction in adolescents.

Module 4: Theories and interventions

Theories of counselling related to addiction; psychoanalytic person- centred control theory, behavior theory and cognitive theory. MET – MI, CBT, AND SUBSTANCE ABUSE, Crisis intervention, short term counselling, common addiction recovery crisis, individual counselling- genuine counselling, treatment plans. Group counselling- types of groups, stages of group development, group leader techniques, specific issues. AA, TC, Family therapy- types of addictive families, basic concepts and techniques, co-dependency; self-help groups and relapse prevention.

References

Browne-Miller, A. (2009). *Brain Science and Psychological Disorder*. In The Praeger International Collection on Addiction. Praeger

Coombs, R.H. (2005). *Addiction Counseling Review-Preparing for Comprehensive, Certification and Licensing Examinations*. Lawrence Erlbaum Associates

Rassool, G. H. (2011). *Understanding Addiction Behaviours: Theoretical and Clinical Practice in Health and Social Care*. Palgrave MacMillan.

Wilson, S. J. (2018). *Addiction – Psychology and Treatment*. Wiley.

Additional Readings

Kraly, F. S. (2006). *Brain Science and Psychological Disorder*. W. W. Norton & Company.

Velleman, R. (2011). *Counseling for Alcohol Problems*. (3rd ed.). Sage Publications

Elective		SCHOOL COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03E03	4	4	3

Course Outcomes

CO1: To understand foundation to School Counselling

CO2: Find out the common Problems in School setting

CO3: To analyse about school-based issues

CO4: Discuss the legal aspects in school setting

Module 1: History and Introduction

What is school counseling, History of school counseling, Role and functions of a school counsellor. School counsellors at various levels (Elementary school counselling, Middle school counselling and secondary school counselling)

Module 2: Issues addressed by School Counsellor

Diagnosis and treatment of attention deficit hyperactivity disorder, differentiate between learning disability and learning disorder, Specific Learning Disability, Intellectual Deficiency.

Abuse and neglect: Defining abuse and neglect, risk factor for child abuse and neglect, abuse addiction disability and counselling, reporting maltreatment.

Aggression in school: subtypes of aggression, etiology of aggression, long-term effect and prevention of aggression.

Bullying and victimization: Definition and prevalence of bullying, challenges to school-based bullying. school based interventions and preventions.

Module 3: Assessment And Interventions

Assessments: Adaptive behaviour assessment, career assessment, neurological assessment and performance-based assessment.

Interventions: evidence-based interventions, reading interventions and strategies, spelling intervention strategies, writing interventions, behavioural interventions.

Module 4: Challenges, Ethics and Legal Concerns in School Counselling

Challenges faced by an emerging school counsellor, Ethical concerns in school setting,

Legal aspects: No child left behind act 2001, Juvenile justice act (care and protection of children) 2015, POCSO act 2012, The rights of persons with Disabilities act 2016, The National Trust act 1999.

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
- Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
- Lee, S. W. (Ed.). (2005). *Encyclopedia of school counseling*. Sage Publications.
- Satyarthi, K. (2023). *Summary of child protection laws in India*. Kailash Satyarthi children's foundation.
- National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities. (n.d.). Home. <https://thenationaltrust.gov.in/content/>

Additional reading

- Simon, D. J. (2016). *School-based interventions: The tools you need to succeed*. Routledge.
- Thompson, R.A (2012). *Professional School Counseling* (3rd ed.). Routledge Publishers.

OPEN ELECTIVE COURSES

Open Elective			STRESS MANAGEMENT	
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03O01	4	4	3

Course outcomes

CO1: To understand the concept of stress

CO2: To apply stress coping strategies in managing daily life stressors

CO3: To Analyse the impact of stress on different aspects of life

CO4: To evaluate the effectiveness of different stress management strategies for personal needs

Module 1: Understanding stress

Stress- definition, types of stress – acute stress, eustress, and chronic stress, balancing the stress, symptoms of stress, theories of stress- Selye’s law, Lazarus view, Multi modal transactional model of stress, sources of stress, measurement of stress.

Module 2: Physiology of stress

Effect of stress on: nervous system, endocrine system and the HPA axis; physiology of stress response, responses to stress- behavioural, affective, Sensation, Imaginary Images, interpersonal, biological, stress and illness- cardiovascular disease, hypertension, and others. Obesity and stress, stress in anxiety and depression; sleep disorders

Module 3: Coping with stress

Coping- definition, coping styles; determinants of coping- personal and situational factors; resilience, social support and health; personality factors in stress and coping

Module 4: Interventions in managing stress

Relaxation and meditation techniques- breathing, biofeedback, mindfulness, Autogenic Relaxation Technique, guided imagery; yoga- Asanas and Pranayama.

References

- Brannaon, L. E., Updegraff, J. A., & Feist, J. (2021). *Health Psychology: an introduction to behaviour and health (10th ed.)*. Cengage Learning.
- Contrada, R., & Baum, A. (Eds.). (2010). *The handbook of stress science: Biology, psychology, and health*. Springer Publishing Company.
- Dimatteo, M. R., & Martin, L. R.(2002). *Health Psychology*. Allyn &Bacon.
- Harrington, R. (2012). *Stress, Health, and Well-being thriving in the 21st century (7th ed.)*. Wadsworth Cengage Learning.
- Ogden, J. (2023). *Health Psychology (7th ed.)*. McGraw Hill.
- Taylor, S. E., & Sirois, F. M. (2012). *Health psychology*. Access and Diversity, Crane Library, University of British Columbia.
- Weinman, J., Johnston, M., & Molloy, G.(2006). *Health Psychology*. Sage Publications.

Open Elective		SOFT SKILL DEVELOPMENT		
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03O02	4	4	3

Course Outcomes:

CO1: Understand and promote life skill education

CO2: Build abilities for adaptive and positive behavior

CO3: Improve self-confidence and self-esteem

Module 1: Introduction

Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.

Module 2: Self awareness, Empathy and Problem solving

Self awareness: concept, importance of self awareness, skills to become self aware and benefits of self awareness in real life. Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems

Module 3: Survival Skills, Effective communication and Negotiating skills

Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations Effective communication: listening skills, verbal and non verbal communications. Negotiating skills: decision making-importance of effective decision making in real life, career decision making

Module 4: Life skill in different area

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth)

References

Hurlock, B.E. (2007). *Developmental Psychology*. Tata MC Grew Hill Publishing

Co.Ltd

Nelson – Jones, R. (2007). *Life Counseling Skills*. Sage Publishers

Rajasenan ,U. (2010). *Life skills,Personality and Leadership*.RGNIYD

UNESCO and Indian National Commission for Cooperation .(2001). *Life skills in Non formal*

Education;A Review. <http://www.unesco.org>

Wadker,A.(2016).Life skills for success. Sage Publications

WHO (1999) *Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter –*

Agency Meeting, Geneva. <http://www.who.int/en/>

Open Elective			COMMUNICATION SKILL	
Semester	Course Code	Hours / Week	Credits	Exam duration
3	MSCPS03O03	4	4	3

Course Outcomes:

CO1: Understand the principles and importance of effective communication and active listening

CO2: Evaluate and apply key components of verbal and non-verbal communication.

CO3: Apply the key elements of an effective presentation.

CO4: Remember and apply the principles behind various interview techniques.

Module 1: Introduction to Communication skill and Listening Skills

Define communication. Communication and communication cycle. Modes of communication. Barriers to communication and effective communication. Distortion through the stages of communication. Steps in active listening.

Module 2: Verbal and Non-verbal communication

Vocal variety: using the voice channel: components of vocal variety: Pronunciation and articulation, emphasis, pace, pitch, volume, pause. Improving effectiveness of vocal communication.

Body language: Posture, use of hands, eye contact, gestures, facial expression, personal space, touch, paralanguage

Module 3: Presentation skills

Presentation skills: How to prepare PowerPoint Presentations, Do's and Don'ts of PowerPoint Presentations, Openings and Endings of presentations, Handling nerves (Dealing with nervousness), Managing audience.

Visual aids: Types of visual aids, PowerPoint components, High tech tools, low tech tools.

Module 4: Interview skills

Basic premises about interviews, Typical selection process, Before the interview, the interviewer's perspective.

References

Ramesh,G & Ramesh,M. (2010). *The Ace of soft skills- Attitude, communication and Etiquette for success*. Pearson.

Theobald, T. (2019). *Develop your Presentation Skills*. Kogan Page Ltd,

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). *Psychology applied to modern life: Adjustment in the 21st Century*. Cengage Learning.

Additional Readings

Muniz- Velazquez, J. A., & Pulido, C. M. (2019). *The Routledge Handbook of Positive Communication*. Taylor and Francis

McKay, M., Davis, M.,& Fanning, P. (2018). *Messages: The communication skills book*. New Harbinger

SEMESTER IV

CORE COURSES

Core Course		COUNSELLING IN SPECIAL SETTING		
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04C16	4	4	3

Course Outcomes

CO1: Understand the unique psychological, emotional, and social needs of diverse special populations

CO2: Develop ethical decision-making skills and cultural competence necessary for providing effective counselling in special settings, respecting the rights, values, and diversity of clients

CO3: Apply specialized counselling techniques tailored to the needs of clients in special settings

CO4: Critically evaluate and apply current research and evidence-based practices in counselling to inform their interventions and improve outcomes for clients in special settings.

Module 1: Counselling in workplace

Relevance of counselling psychology to workplace issues, Counselling facilities and the workplace setting: an overview, The effectiveness of workplace counselling, Issues and challenges in the provision of workplace counselling facilities.

Module 2: HIV/AIDS Counselling

Psychological interventions in HIV, Client specific strategies, Counter-transference, Interventions, Ethical questions in HIV work, Boundary modification in HIV, Issues in late-stage HIV, Psychological management.

Module 3: Abuse, Addiction and Disability Counselling

Abuse- Interpersonal abuse, Preventing and treating interpersonal abuse, Intrapersonal abuse and addiction; Process Addictions- Compulsive gambling, Work addiction (Workaholism) and internet addiction; Counselling people with disabilities- The Nature of disabilities, working with people with disabilities, Strategies used while working with clients with specific disabilities, Counsellors in rehabilitation.

Module 4: Counselling in gender and sexuality

Counselling the rape victims, acid attack victims, victims of physical abuse, Counselling women with infertility problems, Counselling during Pregnancy, Counselling for miscarriage and termination, Counselling for premenstrual tension and menopausal problems, Addressing sexuality in professional counselling.

References

- Feltham, C., & Horton, I. (2006). *The Sage Handbook of Counselling and Psychotherapy* (2nd ed.). Sage Publications.
- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). Dorling Kindersely (India) Pvt. Ltd.
- Murray, C., Pope, A., & Willis, B. (2017). *Sexuality counseling: Theory, research, and practice*. Sage Publications, Inc.
- Nystul, M.S (2011). *Introduction to Counselling- An Art and Science Perspective* (4th ed.). Pearson Education.
- Woolfe, R., Dryden, W., Strawbridge, S. (2003). *Handbook of Counselling Psychology*. Cormwell Press Ltd.
- Welfel, R.E., & Patterson, L.E (2011). *Counselling Process* (6th ed.). Cengage Learning Ltd.

Core Course		LAWS AND ETHICS IN COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04C17	4	4	3

Course Outcomes

CO1: Define key terms and explain the fundamental concepts of ethics, the nature of ethics, and the relationship between ethics and law in counselling.

CO2: Apply the ethical principles of autonomy, beneficence, non-maleficence, justice, and fidelity to various counselling scenarios, demonstrating the ability to make ethical decisions in specific situations.

CO3: Analyze the ethical standards set by the American Psychological Association (APA)

CO4: Evaluate complex ethical dilemmas and legal issues in counselling practice, using professional ethical codes and legal guidelines to justify their decisions and actions in resolving these dilemmas.

Module 1: Ethics in Counselling

Definition: Ethics. Nature of Ethics. Relationship between Ethics and law. Ethical principles:- Autonomy, Beneficence, Non-maleficence, Justice and fidelity. ACA: Development of Codes of Ethics for Counsellors. Making Ethical Decisions and Promotion. Criteria for Acting Ethically. Ethics in Specific Counselling Situations

Module 2: APA Code of Ethics

Ethical standards of APA: Resolving ethical issues, competence, human relations, privacy and confidentiality, advertising and other public statements, record keeping and fees, education and training, research and publication, assessment, therapy

Module 3: Law and Counselling

Definition: Law. Legal Recognition of Counselling. Legal concerns of Counsellors: Confidentiality, Competence and Malpractice, Counsellors as Expert Witnesses, Third Party Payments. Legal aspects of Counselling Relationship. Civil and Criminal Liability. Minimizing legal liability. Legal Issues of Counselling minors. Client Rights and Records. RCI Act (1992) Chapter 1 & Amendment (2000). Mental Healthcare Act, 2017

Module 4: Ethical and Legal Issues

Unethical behaviours in counselling. Common Ethical Violations, Ethical Dilemmas. Limitations of Ethical codes, Conflicts within and among Ethical code

References

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code>
- Centre for Mental Health Law & Policy. (2022). The Mental Health Care Act, 2017. <https://cmhlp.org/wp-content/uploads/2022/05/Visual-Summary-Resource-on-Indias-Mental-Health-for-Youth-Participants.pdf>
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance* (7th ed.). PHI Learning Private Limited.
- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). Dorling Kindersely Pvt. Ltd.
- Hutchinson, D. (2015). *The essential counselor: Process, skills, and techniques* (3rd ed.). Sage Publications, Inc.
- Rao, N. S. (2013). *Counselling and guidance* (3rd ed.). Tata McGraw-Hill.
- Rehabilitation Council of India. (1992). *The Rehabilitation Council of India Act, 1992*. <https://rehabcouncil.nic.in/sites/default/files/rciact.pdf>

Additional Reading

- Hough, M. (2010) *Counselling Skills and Theory* (3rd ed). Hodder Education.
- Ministry of Women and Child Development, Government of India. (2012). The Protection of

Children from Sexual Offences Act, 2012.

<https://wcd.nic.in/sites/default/files/POCSO%20Act%2C%202012.pdf>

Ministry of Law and Justice, Government of India. (2005). *The Protection of Women from Domestic Violence Act, 2005*.

https://www.indiacode.nic.in/bitstream/123456789/15436/1/protection_of_women_from_domestic_violence_act%2C_2005.pdf

Nelson-Jones, R. (2005). *Practical counselling and helping skills: Text and activities for the life skills counselling model* (5th ed.). Sage Publications Ltd.

Patterson, L. E., & Welfel, E. R. (1994). *The counseling process* (5th ed.). Thomson Brooks/Cole Publishing Co.

Core Course				VIVA VOCE
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04C18		2	

There will be a viva-voce as part of the end semester assessment. Two experts appointed by the University shall conduct the viva voce examination. There can be questions from any theoretical paper (core and elective) practical, practicum, and dissertation. Out of the total 75 marks, 20 marks each shall be allotted for theoretical knowledge, dissertation, and Specific counselling skills, and the remaining 15 for the overall performance, presentation skills, communication skills etc. There will not be any continuous assessment for viva voce examination.

ELECTIVE COURSES

Elective		FAMILY COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04E04	4	4	3

Course Outcomes:

CO1: To discuss a comprehensive understanding of family and Couple structures, roles, communication patterns, and developmental stages.

CO2: To Examine and compare different theoretical approaches in family therapy. Evaluate their strengths, weaknesses, and applicability to diverse family dynamics and issues such as communication breakdowns or developmental challenges.

CO3: To Apply assessment techniques to marital relationships. Identify strengths, challenges, and underlying factors contributing to relational distress using case studies or simulated scenarios.

CO4: To identify personal biases, values, and assumptions that may affect therapeutic work with families. Reflect on how these factors can influence professional practice and develop strategies for ongoing professional growth and self-care to mitigate their impact.

Module 1: Introduction to Family and Couple Counseling

The Beginnings of Couple and Family Counseling, The Art and Science of Marriage and Family Counseling , Family Life and the Family Life cycle , Overview of Couple and Family Counseling , The Process of Couple and Family Counseling

Module 2: Counseling for Family and Marriage

The Changing forms of life, Family Group Consultation , Counseling with Families Concerning Children , Counseling with parents , Marriage Counseling , Premarital Counseling , Skills Based Marriage Counseling , Marital Assessment

Module 3: Theoretical Foundations in Family Counseling

System Theory , The Family Life Cycle , Psychodynamic Family Counseling , Experiential family Counseling , Structural Family Counseling , Strategic family Counseling , Adlerian Family Counseling , Postmodern / Social Constructionist Perspectives in Family Counseling : The Reflecting Team , The Linguistic approach , The Narrative Approach , Solution Oriented Therapy , Feminist Psychotherapy

Module 4: The Counseling Process

Goals of Counseling and Psychotherapy , The Process of Change , Traditional Intervention Strategies , Brief Intervention strategies and Current Practices , Clients with Serious Mental Health Issues , Ethical Process in Legal Issues , The Counselor in Process: Understanding Our Client's Family, Understanding Our Family

References

- Gladding, S. T., & Batra, P. (2007). *Counseling : a comprehensive profession*. Pearson Education India.
- Rao, S. N. (2013). *Counseling and guidance*. Tata McGraw-Hill Education
- Nystul, M. S. (2015). *Introduction to counseling: An Art and Science Perspective*. SAGE Publications.
- Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and Interventions*. John Wiley & Sons.
- Neukrug, E. (2007). *The world of the counselor: An Introduction to the Counseling Profession*. Cengage Learning.

Additional Readings

- Rivett, M., & Street, E. (2003). *Family therapy in focus*. SAGE.
- Barnes, G. G. (2017). *Family therapy in changing times*. Bloomsbury Publishing.

Elective		CAREER COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04E05	4	4	3

Course Outcomes

CO1: Recall basic theories and models in Career Counseling

CO2: Understands various Assessment and Testing in the field of Career Counseling

CO3: Evaluate career decision-making processes and their impact on individuals.

CO4: Create a comprehensive career development program for a specific demographic group.

Module 1: Introduction to Career Counseling

Evolution of Career counseling, Importance of Career counseling, Scope of Career counselling, Career information, Vocational guidance, The Theory and Practice of Career Construction, Personal Counseling versus Career Counseling

Module 2: Career development theories of Counseling

Trait and factor theory, Developmental theories: Super's theory, Holland's theory, Roe's theory; Social Cognitive Career theory, Constructivist Career theory, Life span theory of

Career, Social-Learning theory, Cognitive-Dissonance theory, Multiple Career decision making theory.

Module 3: Assessment, Process of Career counselling and Occupational information

Assessment instruments, Assessment of needs and values, Assessment of interests, Ability and Aptitude assessment in Career Counseling, assessing other important Career constructs affecting Career choice and development

The process of Career Counseling

Occupational classification, The structures, sources and uses of occupational information.

Module 4: Special issues in Career Counseling

Career Counseling with Children, Career Counseling with Adolescents, Career Counseling with College students, Career Counseling with Adults, Counseling for Choice implementation, Career Counselling with Lesbian, Gay, Bisexual and Transgender individuals, Counseling for Transition, Counseling with Women and Ethnic minorities, Computer assisted Career Counseling

References

- Brown, S.D., & Lent, R.W (2005). *Career development and Counselling*. John Wiley & Sons.
- Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6th ed.). Dorling Kindersely(India) Pvt. Ltd.
- Nystul, M.S (2011). *Introduction to Counselling- An Art and Science perspective* (4th ed.). Pearson Education.
- Sharma, S. P (2005). *Career guidance and Counseling Principles and Techniques*. Kanishka Publishers.

Elective		CHILD AND ADOLESCENT COUNSELLING		
Semester	Course Code	Hours / Week	Credits	Exam duration
4	MSCPS04E06	4	4	3

Course Outcomes

CO1: To understand the foundation and discuss the various issues in child and adolescent counselling

CO 2: To elaborate various disorders in childhood

CO3: To discuss various issues in adolescent health

CO4: To analyse different intervention strategies in child and adolescent counselling.

Module 1: An Introduction

Art and science of child and adolescent counseling, child and adolescents from a historical perspective, developmental theories, treatment issues, guidelines for child and adolescent counseling, diversity and post-modern issues in child and adolescent counseling.

Module 2: Counselling Children

Childhood; Children's mental health; what causes children's problem; indicators of wellbeing. Effective parenting, family structures and influence on

child development, Parenting styles. Disorders: Childhood anxiety disorders, ODD, CD, ADHD, Autism, Intellectual Disability.

Module 3: Adolescent Counselling

Need of adolescent counselling, Types of counselling: Individual, family and group counselling. Substance use, eating disorders, behavior problems, anxiety disorders, depression and suicide. Sexuality and related issues; scholastic problems and relationship issues, stress among adolescents.

Module 4: Interventions

Prevention practices: family focused interventions; school practices and programs; media campaigns, affect of policies;

Interventions: coping with stress, Interventions for delinquency and anti-social behavior, tobacco use cessation; community level intervention programs.

Counselling process, counseling theories and approaches-psychoanalytic, person centered, gestalt, behavioral, choice theory, brief counseling, cognitive behavioral approach.

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing.

Gladding, S. T. (2018). Counseling: A comprehensive profession (8th ed.). Pearson.

Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill.

Nystul, M.S. (2011). *Introduction to Counseling- an art & science*

perspective (4th ed.). New Delhi: Pearson

Additional Readings

Handerson, D.A & Thompson, C.L. (2011). *Counselling children (8th ed.).*

Cengage Learning

- Rutter, M. (1995). *Psychosocial disturbances in young people challenges for prevention*. Cambridge University Press
- Bahve, S.Y. (2011). *Adolescent Health- case scenarios*. Byword books
- Woolfe, R. Dryden, W & Strawbridge, S. (2003). *Handbook of Counseling Psychology (2nd ed.)*. London: Sage Publications.