

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**



**Name of the Faculty: Social Science  
(Campus Structure)  
Syllabus M.A. – II - Applied Psychology  
(Semester III & IV)**

**Name of the Course  
Specialization-  
1.Clinical Psychology  
2.Counseling Psychology (C.B.C.S.)**

**With effect from June-2023 - 2024**

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**M.A.II Applied Psychology  
CBCS w.e.f. 2023 - 2024**

**Spl.- 1. Clinical Psychology**

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credit
			Theory	IA	Total				
Third									
Subject		Hard Core Compulsory Paper							
HCT	3.1	Clinical Psychology	80	20	100	4	0	0	4
HCT	3.2	Psychopathology	80	20	100	4	0	0	4
	DSC	DSC (Discipline Specific Elective) A( Any One) Optional							
DSE	3.1	Health Psychology	80	20	100	4	0	0	4
DSE	3.2	Community Psychology	80	20	100	4	0	0	4
		Generic Elective B (Any One)							
OET	3.1	Psychology in Everyday Life	80	20	100	4	0	0	4
OET	3.2	Science of Happiness	80	20	100	4	0	0	4
		Practical / Field Work							
HCP		Clinical Practicum (Clinical Assessment) - I	80	20	100	0	0	4	4
SCP		Clinical Practicum(Clinical Assessment)- II	80	20	100	0	0	4	4
		Study Tour	0	25	25	0	0	1	1
	Total		480	145	625	16	1	8	25
Fourth									
Subject		Hard Core Compulsory Paper							
HCT	4.1	Clinical Psycho-Diagnostics	80	20	100	4	1	0	5
HCT	4.2	Psychotherapy-System Strategies and Skills	80	20	100	4	1	0	5
HCT	4.3	Forensic Psychology	80	20	100			10	5
		DSC (Discipline Specific Elective) A( Any One) Optional							
DSE	4.1	Positive Psychology	80	20	100	4	1	0	5
DSE	4.2	Rehabilitation Psychology	80	20	100	4	1	0	5
		Practical / Field Work							
HCP	4.1	Clinical Practicum: Mental Status Examination, Assessment	80	20	100	4	1	0	5
SCP	4.2	Internship & Case Studies	80	20	100	4	1	0	5
	1	Library Work	0	25	25	0	0	1	1
		Total	480	145	625	16	1	8	25
		Grand Total	1920	580	2500	64	4	32	100
		Add on Course: Behavioral Modification : Semester IV							
		Behavioral Modification			Lecture + Project Report	Marks	CA Theor y	CA Proj ect	Credit
					60 Hrs	100	80 32	20 8	4

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**M.A.II Applied Psychology**  
**CBCS w.e.f. 2023 - 2024**

**Spl.- 2. Counseling Psychology**

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credit
			Theory	IA	Total				
Third									
Subject		Hard Core Compulsory Paper							
HCT	3.1	Counselling Psychology	80	20	100	4	0	0	4
HCT	3.2	Psychopathology	80	20	100	4	0	0	4
	DSC	DSC (Discipline Specific Elective) A( Any One) Optional							
DSE	3.1	Counselling Across Life Span	80	20	100	4	0	0	4
DSE	3.2	Community Psychology	80	20	100	4	0	0	4
		Generic Elective B (Any One)							
OET	3.1	Psychology in Everyday Life	80	20	100	4	0	0	4
OET	3.2	Science of Happiness	80	20	100	4	0	0	4
		Practical / Field Work							
HCP		Counselling Practicum – I (Psychological Assessment)	80	20	100			4	4
SCP		Counselling Practicum – II (Psychological Assessment)	80	20	100			4	4
		Study Tour	0	25	25			1	1
	Total		400						
Fourth									
Subject		Hard Core Compulsory Paper							
HCT	4.1	Interventions & Strategies in Counselling	80	20	100	4	1	0	5
HCT	4.2	Advanced and Applied Counselling Skills	80	20	100	4	1	0	5
HCT	4.3	Areas of Counseling	80	20	100			10	5
		DSC (Discipline Specific Elective) A( Any One) Optional							
DSE	4.1	Career Guidance & Counselling in School & Education	80	20	100	4	1	0	5
DSE	4.2	Rehabilitation Psychology	80	20	100	4	1	0	5
		Practical / Field Work							
HCP	4.1	Counselling Practicum Skills Development	80	20	100	4	1	0	5
SCP	4.2	Internship & Case Reports	80	20	100	4	1	0	5
	1	Library Work	0	25	25			1	1
		Total	480	145	625	16	1	8	25
		Grand Total	1920	580	2500	64	4	32	100
		Add on Course: Marital and Family Counselling Semester IV							
		Marital and Family Counselling			Lecture + Project Report	Marks	CA Theory	CA Project	Credit
					60 Hrs	100	80 32	20 08	4

**CBCS MA PART II SEMESTER III**

**HCT 3.1**

## **TITLE OF THE PAPER- Clinical Psychology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

### **Objectives -**

- 1) To provide the students introduction, history and recent development in clinical Psychology.
- 2) To familiarize students with different models of clinical Psychology.

### **Outcomes:**

- 1) To provide the students introduction, history and recent development in clinical Psychology.
- 2) To familiarize students with different models of clinical Psychology.

### **Module No 1 and Title: Introduction to Clinical Psychology**

- 1.1 Definitions, characteristics of clinical Psychology.
- 1.2 Approaches to clinical Psychology.
- 1.3 Activities and work settings of Clinical Psychologist.
- 1.4 Distinguishing clinical Psychology from related professions.
- 1.5 Training in clinical Psychology – undergraduate, Graduate and Post-doctoral training.
- 1.6 Ethics and development of clinical Psychologist.

### **Module No 2 and Title: History and Recent developments in Clinical Psychology.**

- 2.1 Ancient Roots
- 2.2 Eighteenth and Nineteenth century
- 2.3 The birth of Discipline – 1890-1910
- 2.4 Childhood – World War I through World War II
- 2.5 Adolescence – Post World War II
- 2.6 Adulthood – Milestones and growing pain.

### **Module No 3 and Title: Psychological Models Clinical Psychology.**

- 3.1 The Role of Theoretical Model
- 3.2 Psychoanalysis Model
- 3.3 Interpersonal Model

- 3.4 Humanism Model
- 3.5 Behavioural Model
- 3.6 The Cognitive Model.

**Module No 4 and Title: Biological Models in Clinical Psychology.**

- 4.1 Development
- 4.2 Key Assumption
- 4.3 Influence of clinical Psychology
- 4.4 Current Status
- 4.5 Future directions of clinical Psychology

**Reading Books:**

1) Jeffrey Hecker / Geoffrey Thrope – Introduction to clinical Psychology science practice and ethics

**Reference:**

- 1) Allen E. Ivey. Mary Bradford. Jvey, Lynn simekmorgan. “Counselling and Psychotherapy” (1997) Toranto, Allyan and Bacon.
- 2) Weiner, B (1983) clinical methods in Psychology  
John – Wiley and sons.
- 3) Neizal M.T. Bernstein (1995) : Introduction to clinical Psychology 2nd edn.
- 4) Wolman B.B. (e.d.) Handbook of clinical Psychology.
- 5) PoornimaBhatta (2006) Clinical Psychology – Gnosis Publishers of Education Books, Delhi.

**CBCS MA PART II SEMESTER III**  
**HCT 3.2**  
**TITLE OF THE PAPER - Psychopathology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

- 1) To impart students knowledge about Psychological disorders
- 2) To make students understand the types, casual factors preventions and treatments of various Psychopathological disorders.

**Outcomes**

- 1) To impart students knowledge about Psychological disorders
- 2) To make students understand the types, casual factors preventions and treatments of various Psychopathological disorders.

**Module No 1 and Title: Adjustment, Panic, anxiety disorders.**

- 1.1 Adjustment disorder
- 1.2 Post – traumatic stress-disorder a) Symptoms, b) Types – Truma of rape, Threat to personal safety and security, c) Casual factors d) Prevention and Treatment.
- 1.3 Phobias a) Specific Phobia b) Social Phobia c) Agrophobia – casual factors and Treatment.
- 1.4 Generalized anxiety disorder – General Characteristics, casual factors and treatments
- 1.5 Obsessive – compulsive disorder – Characteristics casual factor and Treatment

**Module No 2 and Title: Mood, Suicide, Somatoform and dissociative disorder**

- 2.1 Mood disorders –
  - a) Unipolar mood disorder – Types casual factors
  - b) Bipolar disorder – Types casual factors.
  - c) Treatment and outcomes.
- 2.2 Suicide
- 2.3 Somatoform disorders – Hypochondriassis, conversion, BDD.
- 2.4 Dissociative disorders – Depersonalized, Dissociative Amnesia and fugue. DID casual factors of DD Treatment and outcomes of DD

**Module No 3 and Title: Personality, Addictions, sexual abuse and sexual dysfunctions disorders.**

- 3.1 Categories of personality disorders.

- 3.2 Treatment and outcomes at Personality disorder.
- 3.3 Alcohol abuse and Dependences – Clinical picture, casual factors, Treatments.
- 3.4 Sexual variants – Theparaphilis, Gender identity disorders.
- 3.5 Sexual Abuse – Childhood sexual abuse, Pedophilia, Incest, Rape.
- 3.6 Sexual dysfunctions – Dysfunctions of sexual desire. Dysfunctions of sexual arousal, organism disorder, Dysfunctions involving sexual pain

**Module No 4 and Title: Schizophrenia, cognitive and childhood disorder**

- 4.1 Schizophrenia - Clinical picture, Subtypes, causes Treatment and clinical outcomes
- 4.2 Delirium,
- 4.3 Dementia Amnesic syndrome, TBI
- 4.4 Common disorders in childhood – ADHD, ODDCD, Autism
- 4.5 Learning disabilities and Mental retardation.

**Book For Reading:**

- 1) Carson, Butcher, Mineka Hooley (2008) Abnormal Psychology – 13th Ed Pearson Education.
- 2) R. Halgin and S.K. White bourne (2010) Abnormal Psychology – clinical perspectives on Psychological disorder 6th Ed Tata McGrow Hill Ed 2010.

**Book For References:**

- 1) Davison, Gereld C & Neale John M. (1970) ‘ Abnormal Psychology.’ Second edition.
- 2) Barlow and Durand (2007) – Abnormal Psychology An integrative approach – Wadsworth Thomson- 1st Indian Print 2007.
- 3) International statistical classification of diseases and related health problems tent Revision (ICD-10) World Health Organization General.
- 4) Diagnostic and StatistialMannual of Mental Disorders (DSM-IV-TR) Jaypal Brothers Medical Publishers (P) Ltd. New Delhi.
- 5) Coleman, James C. (1976): Abnormal Psychology & Modern Life, 5th edition, D.B. Taraporvala, Sons & Co.

**CBCS MA PART II SEMESTER III**  
**DSE 3.1**  
**TITLE OF THE PAPER- Health Psychology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives**

- 1) To acquaints the students with relation between Psychology and health.
- 2) To acquaints the students with various problems and preventions and controls of health problems.

**Outcomes**

- 1) To acquaints the students with relation between Psychology and health.
- 2) To acquaints the students with various problems and preventions and controls of health problems.

**Module No 1 and Title: Psychology and Health.**

- 1.1 What is Health
- 1.2 History – Psychology, Disease, process and the mind.
- 1.3 Psychology's Role in Health- Problems in Health care system. The person in Health and illness. How the role of Psychology emerged Progress in Health Psychology goals
- 1.4 Current perspectives on Health and Illness -The Biopsychosocial, Life span and Gender.
- 1.5 Relating Health Psychology to other science field, careers and training in health Psychology.

**Module No 2 and Title: Stress, Illness and coping.**

- 2.1 What is stress – Dimensions of stress.
- 2.2 Bio-Psychosocial aspects of stress
- 2.3 Sources of stress-The person, family community and Society.
- 2.4 Measuring Stress-Physiological arousal, Life events, daily Hassles, Chronic Stressor in specific domain
- 2.5 Psychosocial Modifiers-Social support the sense of control, personality as Resilience and Vaulnerbelim, type A behavior.
- 2.6 How stress affect Health-Psychophysiological, cardiovascular disorder and stress and cancer
- 2.7 Coping -Coping with stress, Reducing potentialsfor stress, stress management



**Module No 3 and Title: Life styles and Preventions, Pains management and control.**

- 3.1 Health and behaviour, Determinants of peoples Health behavior factors in Health, Programs for health.
- 3.2 Substance use and abuse-smoking tobacco, alcohol use and abuse, Reducing substance use and abuse
- 3.3 Nutrition. Weight control and diet, Exercise safety.
- 3.4 Pain – Theories, Biopsychosocial Aspects of pain, Assessing peoples pain.
- 3.5 Meaning and controlling pain-Medical treatment, Bahavioural and cognitive methods, Hypnosis and interpersonal therapy.

**Module No 4 and Title: Chronic Health problems and managements and coping.**

- 4.1 Different chronic conditions.
- 4.2 psychosocial interventions with chronic conditions
- 4.3 Heart disease - Risk of heart disease, Medical treatment Rehabilitation, Psychosocial impact, Psychosocial intervention.
- 4.4 Cancer – Prevalence and types, sites, effect and causes. Diagnosing and treating cancer, Psychosocial impact and Psychosocial interventions.
- 4.5 AIDS - Risk factors, Effect and Treatment, Psychosocial impact, Psychosocial interventions.

**Books For Reading:**

- 1) Edward, P. Sarafino and Timothy W. Smith – (2012) Health Psychology – Biopsychosocial interaction. 7th Ed Wiley India Edition 2012.

**Books For Reference:**

- 1) Adler and stone – Health Psychology – Handbook – San Francisco – Jossey Bass
  - 2) Abrahmic and Mitchler’s (2005) Health Psychology,
  - 3) Burish T/Meyerwitz (1987) – handbook of Psychology and Health. New York.
  - 4) Taylor, S. E. (1991), Health Psychology. N.Y. McGraw Hill.
  - 5) Pitts, M., Phillis, K. (2003) The Psychology of Health. An Introduction E, Lib Taylor and Fransis.
  - 6) Hamilton – West, K. (2010), Psychobiological processes in Health and Illness” Sage Publication.
- Marks D.F. (2010) Health Psychology : Theory, Research & Practices (3rd Ed.) Sage Publication.

**CBCS MA PART II SEMESTER III**  
**DSE 3.2**  
**TITLE OF THE PAPER- Community Psychology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

1. To impart students' knowledge about Community Psychology.
2. To understand to students background of Community Psychology.
3. To impart students' knowledge about understanding inequality and its effects on health.
4. To impart knowledge about community psychology actions.

**Outcomes:**

1. To impart knowledge about Community Psychology.
2. To understand background of Community Psychology.
3. To impart understanding inequality and its effects on health.
4. To impart about community psychology actions.

**Module No 1 and Title: The Background To Community Psychology**

- 1.1. Challenging Psychology Over its Neglect of the Social
  - A) The individualism of psychology
  - B) The new public health psychology
  - C) Critical psychology
- 1.2. Community Psychology's Core Values:
  - A) Empowerment,
  - B) Liberation
  - C) Social Justice

**Module No 2 and Title: Understanding Inequality And Its Effects On Health**

2.1. Social Position and Inequalities in Health

- A) Social class': complexities and controversies
- B) Inequality of income distribution
- C) Psychosocial versus material explanations

2.2. Place and its Influence on Health and Well-being

2.3. Concepts for Understanding Inequalities by Position and Place

- A) Social capital
- B) Sense of community

**Module No 3 and Title: The Experience Of Disempowerment**

4.1. Disempowerment:

- A) War,
- B) Immigration,
- C) Unemployment

4.2. Groups of people adjusting to a new country

4.3. Disempowered Because of Income, Gender, or Sexual Orientation

- A) The poor and socially excluded
- B) Women
- C) Lesbian, gay, bisexual and transgendered people

**Module No 4 and Title: Community Psychology Action: From Support To Liberation**

4.1. Strengthening Social Support for Members of Disempowered Groups

- A) Social support for young people
- B) Social support interventions for women
- C) Support for those with illness or disability or for their families

## 4.2. Social Action and Innovation

A) Moving to collective social action

B) Experimental social innovation and dissemination (ESID)

## 4.3. Participation and Liberation

A) Participation in local action

B) Drawing on a diversity of world views

C) Towards liberation for the poor and oppressed

### **Books For Reading:**

1, Jim. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. Chippenham, WiltshireGreat Britain by Antony Rowe Ltd.

2. Stephanie M. Reich, Manuel Riemer, Isaac Prilleltensky, &, Maritza Montero. (2001). *International Community Psychology History and Theories*. New York. Springer Science+Business Media, LLC, Spring Street.

### **Books for Reference**

1. Campbell, C. (1999). *Social Capital and Health*. London: Health Education Authority.
2. Coleman, J. (1990). *The Foundation of Social Theory*, Cambridge, UK: Belknap (cited by Oakes and Rossi), 20.Hobfoll, S.E. (1998). *Stress, Culture, and Community: the Psychology and Philosophy of Stress*.
3. Keupp, H. & Stark, W. (2000). Germany. In J. Rappaport & E. Seidman (eds), *Handbook of Community Psychology* (p. 798). New York: Kluwer/Plenum.
4. Levine, M., Perkins, D.D. & Perkins, D.V. (2005). *Principles of Community Psychology: Perspectives and Applications* (3rd edition). Oxford: Oxford University Press.
5. Lewin, K. (1951). *Field Theory in Social Science*. New York: Harper.
6. Masson, J. (1989). *Against Therapy*. London: Harper Collins.New York: Plenum.
7. Orford, J. (1992). *Community Psychology: Theory and Practice*, Chichester, UK: John Wiley & Son.

**CBCS MA PART II SEMESTER III**

**OET 3.1**

**TITLE OF THE PAPER- Psychology in Everyday Life**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

- 1) To acquaint knowledge of psychology in every day adjustment
- 2) To understand Psychological insight about the adjustment growth and behavior

**Outcomes:**

- 1) To able understand knowledge about adjustment cointinue learning and growing their ownbehaviour
- 2) To critically evaluate Psychological insight about the adjustment growth and behavior

**Module No 1 and Title: Self Direction in changing world**

- 1.1 Social Change
- 1.2 The Challenges of Self Direction
- 1.3 Themes of Personal Growth

**Module No 2 and Title: : Seeking Selfhood**

- 2.1 What is self concept
- 2.2 The component of self
- 2.3 Core Characteristics of Self Concept
- 2.4 The self concept and personal growth

**Module No 3 and Title: Managing Motives and Emotions & Sexuality**

- 3.1 Understandings motivations
- 3.2 Understandings Emotions
- 3.3 Sexuality and Shared Partnership
- 3.4 Sexual Orientation.

**Module No 4 and Title: Making, Keeping Friends and Love**

- 4.1 Meeting People

4.2 Keeping Friends

4.3 Hard to make friends

4.4 Definition & Findings Love

### **Books For Readings**

- 1) Steve J Kirsh, Karn Grover Duffy Estwood Atwater Psychology for Living Adjustment Growth and Behavior Today (11th Edition) Pearson
- 2) Weiten and Lloyd (2007) "Psychology Applied to Modern Life" Thomson - Wadsworth, Indian Edition.

### **Books For Reference**

1. Anastasi Anne (1976) "Field of Applied Psychology" 2nd Edition. McGraw-Hill book Company New York.
2. Palasane M.N, Naware Savita (Ed) (1993) "Upsyojit Manasshastra," Wiely Extern Ltd. Publishers, Delhi
3. Patil Angha & Rajhans Manasi (1998) Jivanopyogi Manasshastra. Unmesh Prakashan, Pune
4. Tadasare & Tamke (2004) "Upsyojit Manasshastra" Phadke Prakashan, Kolhapur.
5. Pandit, Kulkarni & Gore (2000) "Upsyojit Manasshastra" Pimplapune and com.
6. Sontakke, Bhosale & Kulkarni (2008), "Upsyojit Manasshastra" Aksharlene Prakashan Solapur.
7. Sontakke, Jadhav, Bhosale, Kulkarni, (2014) "Adhunik Upsyogit Manasshastra" Sunrise Publication Solapur

**CBCS MA PART II SEMESTER III**  
**OET 3.2**  
**TITLE OF THE PAPER- Science of Happiness**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives :**

- Critically analyze basic and applied research on affective, cognitive, social, biological, and behavioral aspects and correlates of happiness.
- Consider and compare proposed pathways and barriers to happiness from empirical, theoretical, and philosophical perspectives.
- Engage in a proactive and thoughtful process of self-examination with regard to personal ideals, goals, and mechanisms of happiness.

**Outcomes:**

- Apply basic and applied research on affective, cognitive, social, biological, and behavioral aspects and correlates of happiness.
- Consider and compare proposed pathways and barriers to happiness from empirical, theoretical, and philosophical perspectives.
- Able to Engage in a proactive and thoughtful process of self-examination with regard to personal ideals, goals, and mechanisms of happiness.

**Module No 1 and Title:** Introduction, and Types of happiness

1.1 What is happiness? : Meaning according to the dictionary, scientists, Philosophers, modern leaders & Scriptural point of view Types of happiness The biology of happiness: Male female, tongue, digestive system, subtle consciousness - thinking feeling willing

1.2 The chemistry of happiness: Dopamine, oxytocin -- finally it's all a chemical game, C & delta fibers (pain Fibers)

1.3 The physics of happiness: Laws of karma /reap what u sow/the permanent bank account  
The Meta physics of happiness (happiness beyond the body - scriptural viewpoint, the Buddha in you, definition of happiness in Buddhism, chewing the chewed, East / West thought process, grades of happiness – karma, jnana, bhakthi ... definition of happiness in different mighty civilizations)

**Module No 2 and Title:** Need of Happiness

2.1 Natural phenomena: Anandamayo bhyasath, sat-cit-ananda it's intrinsic & we are entitled to it, Lust vs love. Artificially imposed happiness: The American Model (Lesson from America),

2.2 Substance abuse, fish-bait, moth-fire, meet your meat, real beauty, karma ghost.

2.3 Rules of the game: 4 levels – sensual, mental, intellectual, spiritual, traveler's story, why bad happens to good and good happens to bad. Lessons from history: In pursuit of happiness –

2.4 Dominance & supremacy at its peak, The epitome of renunciation, Setting up an example for modern kings, controlling the mind, Respecting women is a sign of advanced civilization, everything went wrong in his life, Meditation Getting down to Zero – Meditation – the Enlightened one, to integrate resolutions & Art of Mind Control & Self Management in the inspirational narratives

**Module No 3 and Title:** Ingredients of Happiness

3.1 Contemporary tools to seek happiness: Circle of influence vs circle of concern, attitude.

3.2 Being a player, Inner voice, Coach-ability, rackets, shreya vs preya, Deserve then desire, two sides of the coin, superstitions, power of context, power of conditioning, the story, 'OK' Corral, integrity, Happy New

Year.

3.3 Case study: Drona-Ashwathama, Drthrastra-Duryodana, PanduYudhistra, Dasaratha-Rama, Socrates.

**Module No 4 and Title:** Cultivate Happiness

4.1 Creating a Positive Mindset: Express gratitude —Gratitude and “weness”, three social functions of gratitude— Moral barometer, moral motive, moral reinforce.

4.2 Life about zero: absence of negative without the presence of positives is life about zero, Interconnection of the “Good” and the “Bad”, three types of life – A pleasant life, a engaged life, a meaningful life

4.3 Art of forgiveness and Resilience: hero of failure, Bolster belief, Growth through trauma

4.4 Cultivating Positivity: Flow experience, savoring, positive thinking.

**References:**

1. Baumgardner S R. & Crothers, M.K. (2009). Positive Psychology, Pearson Education: India
2. Csikszentmihalyi, M (2015), Flow and the Foundations of Positive Psychology. USA: Springer.
3. David Lykken, D..(1999). Happiness. New York: Golden Books,
4. Goleman, D. (1998).Working With Emotional Intelligence. New York: Bantam
5. Knoop, H.H.(2004). Positive Psychology. Denmark: Aarhus university.
6. Kumar, S. & Yadav, S.B. (2011). Positive Psychology. New Delhi: Global Vision 47
7. Mihaly, C.(1991). Flow. New York: Harper and Row
8. Myers, D.G. (1990). The Pursuit of Happiness. New York: Avon Books.
9. Seligman, M.(1991). Learned Optimism. New York: Pocket Books.
10. Snyder, C.R., Lopez Shane, L.J., &Pedrotti, J.T. (2014). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage



**CBCS MA PART II SEMESTER III  
HCP**

**TITLE OF THE PAPER- Clinical Practicum (Clinical Assessment) - I**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

1. To sensitize the students about the clinical assessment in laboratory setting and intervention.
2. To impart the skill of writing a research report as per the guidelines of APA.

**Outcomes:**

1. To understand the need of clinical assessment as diagnostic tools in laboratory research to develop new thinterven
2. To able write a research report as per the guidelines of APA.

A) Clinical assessment: 80 Marks

Administration & Interpretation of any five Psychological test from following groups and submit in duplicate for per usual.

Groups:

Intelligence Testing

3. Assessment of cognitive and neuropsychological functions:

a) Developmental Screening Test (DST), Vineland Social Maturity Scale(VSMS)

b) Raven's Progressive Matrices (RPM) (Standard Progressive Matrices(SPM) and Advanced Progressive Matrices (APM))

c) BinetKamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale(WAIS), Wechsler Intelligence Scale for Children (WISC)

d) Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD)

4. Assessment of personality and diagnostic indicators of different psychiatric disorders:

a) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)

b) Eysenck Personality Questionnaire (EPQ), Neo-Five Factor Inventory (NFFI), Minnesota Multiphasic Personality Inventory (MMPI), Millon's Clinical Multi-Axial Inventory (MCMI), Draw a Person Test (DAP)

c) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)

a) Assessment of Depression, Anxiety and Aggression

CA Exam: 20 Marks

Evaluation of Research Article

Students shall critically evaluate one research article published in journal or students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from journals & reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For literary work students try to find out Psychological Substances in it like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.

SEE Exam: 80 Marks

Psychological Assessment Report: 30 Marks

R.W. on Administration of Test: 30 Marks

Viva-Voce 20 Marks

**Evaluation of Practicum:**

1. The external examination of practicum will be conducted by one internal and two external examiner appointed by University.
2. Each batch of practical examination will be consisting of only 8 students during of the examination for the each batch will be for and half hours
3. Marks of the report writing, presentation of cases and viva will be given by internal and external examiner and average marks will be considered as final marks average marks of the candidate

**CBCS MA PART II SEMESTER III**

**HCP**

**TITLE OF THE PAPER- Clinical Practicum (Clinical Assessment) - II**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

1. To sensitize the students about the clinical assessment in laboratory setting. and intervention.
2. To impart the skill of writing a research report as per the guidelines

**Outcomes:**

1. To understand the need of clinical assessment as diagnostic tools in laboratory research to develop new thinterven
2. To able write a research report as per the guidelines of APA.

B) Clinical assessment: 80 Marks

Administration & Interpretation of any five Psychological test from following groups and submit in duplicate for per usual.

Groups:

Intelligence Testing

5. Assessment of cognitive and neuropsychological functions:

e) Developmental Screening Test (DST), Vineland Social Maturity Scale(VSMS)

f) Raven's Progressive Matrices (RPM) (Standard Progressive Matrices(SPM) and Advanced Progressive Matrices (APM))

g) BinetKamat Test of Intelligence (BKT), Wechsler Adult Intelligence Scale(WAIS), Wechsler Intelligence Scale for Children (WISC)

h) Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD)

6. Assessment of personality and diagnostic indicators of different psychiatric disorders:

b) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA), Development Psychopathology Checklist (DPCL)

c) Eysenck Personality Questionnaire (EPQ), Neo-Five Factor Inventory (NFFI), Minnesota Multiphasic Personality Inventory (MMPI), Millon's Clinical Multi-Axial Inventory (MCMI), Draw a Person Test (DAP)

d) Rorschach Test, Thematic Apperception Test (TAT), Children Apperception Test (CAT)

e) Assessment of Depression, Anxiety and Aggression

CA Exam: 20 Marks

Evaluation of Research Article

Students shall critically evaluate one research article published in journal or students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from journals & reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For literary work students try to find out Psychological Substances in it like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.

SEE Exam: 80 Marks

Psychological Assessment Report: 30 Marks

R.W. on Administration of Test: 30 Marks

Viva-Voce 20 Marks

**Evaluation of Practicum:**

1. The external examination of practicum will be conducted by one internal and two external examiner appointed by University.
2. Each batch of practical examination will be consisting of only 8 students during of the examination for the each batch will be for and half hours
3. Marks of the report writing, presentation of cases and viva will be given by internal and external examiner and average marks will be considered as final marks average marks of the candidate

**Study Tour**

**MODULE CREDIT 1**

**NO. OF CONTACT HOURS**

It is a part of practicum, Each student is necessary to take participation in field visit or Study Tour in relevant settings. Each Student take down the notes & submit a report in duplicate for CA Examination.

Internal Exam CA: 25 Marks

**CBCS MA PART II SEMESTER IV**  
**HCT 4.1**  
**TITLE OF THE PAPER- Clinical Psycho-Diagnostics**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

- 1) To acquaint the students for Psychodiagnosis and Psychological assessment.
- 2) To impart knowledge and skills required for psychological assessment diagnostic testing.

**Outcomes:**

- 1) To acquaint the students for Psychodiagnosis and Psychological assessment.
- 2) To impart knowledge and skills required for psychological assessment diagnostic testing.

**Module No 1 and Title: Assessment and classifications and Treatment.**

- 1.1 What is Psychological assessment?
- 1.2 The diagnostic and statistical manual of mental disorder
- 1.3 Diagnostic process
- 1.4 Treatment planning
- 1.5 Treatment implementation.
- 1.6 Guidelines for Human Assessment.

**Module No 2 and Title: Clinical Interview**

- 2.1 Types of clinical interview
- 2.2 Importance of Rapport
- 2.3 Classification Strategies
- 2.4 Diagnostic Interview
- 2.5 Structured of Interview
- 2.6 Interview with Children.
- 2.7 Mental status examination.

**Module No 3 and Title: Intellectual, Educational and Neuropsychological Assessment.**

- 3.1 Measurement of Intelligence
- 3.2 Interpretation of individually administered test of Intelligence.

- 3.3 Screening Measures
- 3.4 Educational Assessments
- 3.5 Neuropsychological assessment
  - A) Comprehensive Batteries of Neuropsychological assessment
  - B) Individualized Neuropsychological assessment

**Module No 4 and Title: Personality and Behavioral Assessment**

- 4.1 Projective Methods – Rorschach, Thematic Apperception Test Projective Drawing.
- 4.2 Objective Methods – MMPI/MMPI2/MMPIA, The millan Scale, NEO- Personalityinventory.
- 4.3 Traditional approaches to behavioral assessment
- 4.4 Defining futures of behavioural assessment
- 4.5 Functional analysis
- 4.6 Behavioural assessment methods
- 4.7 Assessment of dysfunctional cognition.

**Books For Readings**

- 1) Hecker/ Thorpe –Introduction to clinical Psychology science, Practice and ethicsparson Education-

**Books For References**

- 1) Davison, Gereld C & Neale John M. (1970) ‘ Abnormal Psychology.’ Second edition.
- 2) Barlow and Durand (2007) – Abnormal Psychology An integrative approach – Wadsworth Thomson- 1st Indian Print 2007.
- 3) International statistical classification of diseases and related health problems tentRevision (ICD-10) World Health Organization General.
- 4) Diagnostic and StatistialMannual of Mental Disorders (DSM-IV-TR) Jaypal BrothersMedical Publishers (P) Ltd. New
- 6) Kisker George W. (1972): The Disorganized personality’s second Edition, McGrow-Hill.
- 7) Weiner B. (1983) ‘Clinical methods in Psychology’ N. Y. John – Wiley and sons.
- 8) Lezak. M.D. (1995): ‘Neuropsychological assessment’N. Y. Oxford University, Press
- 9) Killerman, Hand Burry. A (1981): ‘Handbook of diagnostic testing: PersonalityAnalysis and Report Writing.’ N. Y. Grune&Str

**CBCS MA PART II SEMESTER IV**  
**HCT 4.2**  
**TITLE OF THE PAPER- Psychotherapy-System Strategies and Skills**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

- 1) To Understand to students different therapeutic process of psychotherapy.
- 2) To help student developed balanced views about various therapeutic techniques.

**Outcomes:**

- 1) To Understand to students different therapeutic process of psychotherapy.
- 2) To help student developed balanced views about various therapeutic techniques.

**Module No 1 and Title:: Background Focused Treatment System**

- 1.1 Sigmundfreuid and classical psychoanalysis
- 1.2 Alfred and & Individual Psychology
- 1.3 Carl Jung and analytical psychology

**Module No 2 and Title: Emotion Focus Treatment System**

- 2.1 Carl Rogers and Person Centered Conseling
- 2.2 Existential Therapy
- 2.3 Gestalt Psychology

**Module No 3 and Title: Thought & Action Focused Treatment System**

- 3.1 Albert Ellis and REBT
- 3.2 Aron Beck and Cognitive Therapy
- 3.3 Behaviour Therapy & CBT

**Module No 4 and Title: Other Treatment System**

- 4.1 Family System
- 4.2 Multimodal Therapy
- 4.3 TransTherotical Model: Hill's Three Stage Integrated Model, Common factor model

**Books For Readings**

- 1) Linda Seligman and Lourie W Rechenberg Theories of Counseling and Psychotherapy
- 2) Richard Nelson-Jones (2012 5th Edition)- Theory and practice – Counselling and Therapy,SAGE publication India Pvt.Ltd.(south Asia Edition 2012)

**Books For References**

1. Gerald corey (2012) - Counselling and Psychotherapy – theory and practice – Indian Edition, Third Indian Reprint 2012 cengage learning.

2. Allen E Ivey, Mary Ivey, Lynn – Morgan – Counselling and Psychotherapy – A Multicultural perspective –the Ed 4LLyn.
3. Robert Gibson and Marianne H. Mitchell – Introduction to Counselling and Guidance.Sixth Ed. Pearson Ed. 2006.
4. Corey, G. (2006) ‘ The Art of Integrative Counselling\ California: Books.
5. Gilliland B. Lichard, J. Bowmna, J. Theon’es& strategies in Counselling and Psychotherapy 2nd Ed. Ed. Allyn and Bacon Publishers.
6. Flangan J.S., Flagman R.S. (2004) Counselling and Psychotherapy theories in context and Practice. New Jersey: John Wiley and sons.
7. Shart R. S. (2000) Theories of Psychotherapy and Counselling – Singapur Books cole.



**CBCS MA PART II SEMESTER IV**  
**HCT 4.3**  
**TITLE OF THE PAPER- Forensic Psychology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

- 1) To understand student Forensic Psychology and Correlational Psychology
- 2) To adequate student Psychology and Law
- 3) To able to know Forensic Mental health and assessment

**Outcomes:**

- 1) To know Forensic Psychology and Correlational Psychology
- 2) To able to know Forensic Mental health and assessment & Psychology and Law.

**Module No 1 and Title: Introduction to Forensic Psychology**

- 1.1 The Forensic Psychology: An overview and ethical issues
- 1.2 Correctional Psychology
- 1.3 Role of Forensic and Correctional Psychologists

**Module No 2 and Title: Crime and Criminal Victimization**

- 2.1 Concept and definition of crime
- 2.2 Factors associated with crime and patterns of crime
- 2.3 Major theories of crime and criminality
- 2.4 Psychological effects of criminal victimizations

**Module No 3 and Title: Psychology and Law**

- 3.1 Relevant Policies and Acts
- 3.2 Legal issues in evidence - Consent, expert opinion, eyewitness recall
- 3.3 Legal rights of offenders and victims

**Module No 4 and Title: Forensic Mental Health and Assessment**

- 4.1 Assessing CR and Plea of Insanity

4.2 Forensic Mental Status Examination and assessment

4.3 Lie Detection and Imaging techniques

**Module No 5 and Title: Treatment and Rehabilitation in correctional facilities.**

5.1 Institutional Correction & Community supervision - probation, parole and aftercare

5.2 Therapy in correctional settings- Crisis Intervention, Individual and Family counselling

**Books For Readings:**

1. Arrigo B.A.(2000).Introduction to Forensic Psychology-Issues and Controversies in Crime and Justice.Academic Press, SanDiego.
2. Bartol,C.R.&Bartol,A.M.(2015)(Eds).Introduction to Forensic Psychology: Research and Applications .4 thed.Sage Publications, WashingtonDC.
3. Bartol,C.R.&Bartol,A.M.(2012).Current Perspectives in Forensic Psychology and Criminal Behaviour.3rd ed.Sage Publications, Washington DC.
4. Bose,S.(2000).Victimology.Indian Journal of Criminology and Criminalistics.Jan-March,1-21.

**Books For References:**

1. Daniel,G.(1992).Handbook ofCriminology.RandMc.Nally College PublishingCo.Chicago.
2. Davis,R.C.etal.(1997).Victims of Crime.Sage Publication.
3. Gudjonsson,G.H.&Haward,L.R.C.(1998).Forensic Psychology:Aguideto practice.Routledge,London.
4. Heilbrun,K.,Marczyk,G.R.andDematteo,D.(2002).Forensic Mental Health Assessment:Acasebook,Oxford University Press.
5. Mc.Guire,M.,Margar,R.&Reiwer,R(Eds.)(2012).The Oxford Handbook of Criminology. Oxford University Press.
6. Russell,E.W.(2012).The Scientific Foundation of Neuropsychological Assessment.Elsevier.London.
7. Saferstein,R.(1998).Criminalistics:An Introduction to ForensicScience.6th Edition,PrenticeHall
8. Soothill,K.,Rogers,P.&Dolan,M(Eds.)(2008).Handbook of Forensic Mental Health. William Publishing, USA.

**CBCS MA PART II SEMESTER IV**  
**HCT 4.1**  
**TITLE OF THE PAPER- Positive Psychology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

1. To acquaint the students with nature, perspectives, classification and measures of human strength in positive psychology.
2. To understand students the importance of positive emotional states, cognitive state and comprehension of human behavior.

**Outcomes:**

1. To understand nature, perspectives, classification and measures of human strength in positive psychology.
2. To know importance of positive emotional states, cognitive state and comprehension of human behavior.

**Module No 1 and Title: Perspectives of Positive Psychology.**

- 1.1 Positive Psychology - Assumptions, Goals and definition.
- 1.2 Welcome to Positive Psychology- Going from Negative to Positive, Positive Psychology seeks a Balanced, more complete human functioning, where we are now and what we will ask.
- 1.3 Western Perspectives - Greek, Mythology, History of Hope in Western civilizations. The Pre-renaissance, Period, The Renaissance period: The Enlightenment, Industrial revolution
- 1.4 Eastern Perspectives - Confucianism, Taoism, Buddhism, Hinduism
- 1.5 Classifications and Measures of Human Strength – Ctallup's Clifton strength finder, VIA Classifications of Strength, the search Institutes 40 developmental assets, Dimensions of Well-being.

**Module No 2 and Title: Positive Emotional States and Process.**

- 2.1 Positive Affect and Emotions - Definitions of emotional term, Distinguishing positive and Negative, Positive emotions – expanding pleasure.
- 2.2 Happiness and subjective Well-being – Age old definition, determinants of 21st century definition, complete mental Health, Increasing Happiness in life
- 2.3 Emotional Experience - Emotional -Focused coping, Emotional Intelligence Socio- emotional selectivity, emotional story-telling, Emotion to Bring out positive changes
- 2.4 Resilience - What is Resistance, Resilience in childhood, Resources positive youth development.

**Module No 3 and Title: Positive Cognitive states and Pro-social Behaviour**

- 3.1 Self efficacy - Definitions Childhood, Antecedents, Neurology, Measures, Influence, collective self efficacy.
- 3.2 Hope - Definition, Childhood Antecedents, Neurology, measures, predicts, collective Hope.
- 3.3 Altruism -Definition, Egotism motive, forms of Egotism, motivated, Altruism, Empathy motive and empathy – Altruism hypothesis Genetic and Neural foundations, Cultivating Altruism.
- 3.4 Gratitude -Definitions, cultivating, measures. Psychophysiological underpinning. Gratitude makes house

cali.

3.5 Forgiveness - Definition, cultivating, Measures, Evolutionary and Neurobiology base.

3.6 Societal Implication of Altruism Gratitude and Forgiveness.

**Module No 4 and Title: Understanding and changing behaviour**

4.1 Mental health and behavior - Balanced conceptualization. Fascination with abnormal behavior Neglect the environment and of the positive – The four fornt approach.

Normalizing negative to positive behavior.

4.2 Flourishing relationship - Building mindful relationship connections, capitalizing on positive events. Neurobiology of interpersonal connection More flourishing relationship.

4.3 Preventions - a) Primary Preventions – Definition, components, primary preventions for ethics group, children, elderly. b) Secondary preventions, Definition, Components, secondary preventions for adults, ethnic group, minorities, children and elderly.

4.4 Enhancement- a) Primary Enhancement : Psychological health, primary enhancement

4.5 Physical Health b) Secondary enhancement –Psychological health, secondary enhancement- physical health.

**Books For Reading:**

1. Snyder C. R. and Lopez S. J. (2008) Positive Psychology – The scientific and practical explorations of Human strength, New Delhi. Sage Publication.
2. Baum garderSteave and Crothers Marie (2009) –Positive Psychology- during kind erseley (Indian) Pvt. Ltd. Pearson Education South Asia.

**Books For References:**

1. Seligman Martin A.P. (2007)Authentic Happiness – London Nicholas Brealer Publishing
2. Drifte, C. (2008) Encouraging Positive Behavior in the early years. Sage Publications.

## DSE 4.2

### TITLE OF THE PAPER- Rehabilitation Psychology

MODULE CREDIT 4

NO. OF CONTACT HOURS 60

#### Objectives:

1. To help the students develop understanding of theoretical understanding of the community based rehabilitation.
2. To impart knowledge about applications of community based rehabilitation with different population.
3. To make students aware about the current changes in the field of rehabilitation.

#### Outcomes:

1. To learn theoretical understanding of the community based rehabilitation.
2. To use knowledge about applications of community based rehabilitation with different population.
3. To aware about the current changes in the field of rehabilitation.

#### Module No and Title:1 Introduction To Disability And Rehabilitation

- 1.1 What Is Community-Based Clinical Practice? Traditions and Transformations
- 1.2 Exploring the assumptions underpinning rehabilitation
- 1.3 Normality and the classification of difference
- 1.4 Theoretical models of disability

#### Module No and Title:2 Explorations Of Challenges In Rehabilitation

- 2.1 Disability, Rehabilitation and liminality
- 2.2 Rehabilitation fundamentals
- 2.3 Client-centered philosophy: exploring privilege and power
- 2.4 Contesting assumptions; challenging practice

#### Module No and Title:3 Community Based Rehabilitation With Children

- 3.1 Family of Friends: Creating a Supportive Day Care Community to Prevent Child Abuse and Neglect
- 3.2 Children and HIV: A Model of Home-Based Mental Health Treatment
- 3.3 School-Based Clinical Practice and School Reform: Application of Clinical Social Work to the School Development Program
- 3.4 Working with High-Risk Children and Families in Their Own Homes: An Integrative Approach to the Treatment of Vulnerable Children

#### Module No and Title:4 Community Based Rehabilitation With Adult

- 4.1 Recovery Guides: An Emerging Model of Community-Based Care for Adults with Psychiatric Disabilities
- 4.2 Open Dialogue Integrates Individual and Systemic Approaches in Serious Psychiatric Crises
- 4.3 Police–Mental Health Collaboration on Behalf of Children Exposed to Violence: The Child Development–Community Policing Program Model
- 4.4 The Neighborhood Place: An Alternative Mental Health Program

#### Books For Readings:

- 1) Hammell. K. W. (1998). Perspective on Disability and rehabilitation: Contesting Assumptions,

Challenging Practices New York: Elsevier Limited.

2) Lightburn, A., Sessions P. (2006). Handbook of Community Based Clinical Practice. Oxford University Press. New York

3) R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association

5) Murphy John W. (2014), Community-Based Interventions Philosophy and Action, Springer New York Heidelberg Dordrecht London

**Books For References:**

1) Rohe, D. E. (1998). Psychological aspects of rehabilitation.

2) Singh, R., Yadava, A. & Sharma, N. R. (Eds) (2005). Health Psychology. New Delhi: Global Vision Publishing House.

3) Goreczny, A. J. (Ed) (1995). Handbook of Health and Rehabilitation Psychology. New York: Plenum Press.

4) Snyder, C. R. (1999). Coping: The Psychology of What Works. London: Oxford Press

5) Ph.D. Orto Arthur E. Dell, Paul W. Power (2007), The Psychological and Social Impact of Illness and Disability: 5th Edition Springer Series on Rehabilitation

**TITLE OF THE PAPER- Clinical Practicum: Mental Status Examination, Assessment**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

**Objectives:**

1. To familiarize students with hands on work in the field of clinical psychology
2. To acquaint students with knowledge and skills required for Case History and Mental

**Outcomes:**

- 1) To explain and apply use the skills and competencies required to work in Clinical Psychology settings.
- 2) To take Three Mental Status Examination of the Client with Psychological Disorders.
- 3) To administer, score and write a report based on standardized diagnostic tests for psycho-diagnostic perspective while answering referral question
- 4) To do come up with differential diagnosis and provisional diagnosis and they can able to communicate the same to the client and their relatives
- 5) To plan and implement a treatment under supervision and write the report of the session for monitoring the progress. Mental Status Examination and Assessment.
- 6) Plan and Implementation of Treatment report based on

- **Interview In Clinical Settings**

- 1.1. Case History taking
- 1.2 Behavioral observation
- 1.3 Mental status examination and MMSE
- 1.4 Syntheses of information from different sources

- **Identification of Psychopathological Conditions**

- 2.1 Schizophrenia Spectrum & Other Psychotic disorders
- 2.2 Mood disorders - Bipolar & Related, Depressive Disorder
- 2.3 Anxiety Disorders, OCD & related disorders

2.4 Trauma & Stress Related Disorders

2.5 Somatic symptom and related disorder

2.6 Neurocognitive disorders, Neurodevelopmental Disorders and Personality Disorders

2.7 Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria

- **Test Administration In Clinical Settings**

3.1 Ability assessment: Clinical profiling based on WISC, WAPIS, and MISIC

3.2 Personality assessment: MMPI, MCMI, Rorschach, TAT

3.3 Neuropsychological assessment: BGT and BGT- II, NIMHANS battery

3.4 Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS, CBCL

- **Integration Of Findings And Helping Behavior**

4.1 Test profile generation and integration, Integration with observation and interview findings

4.2 Differential diagnosis and diagnosis: DSM and ICD, combining tests, MSE, and Interview findings, Communication of diagnosis to patients and family members, suggested management plan.

4.3 Prognosis

4.4 Contracting of therapy sessions.

4.5 Writing session report of each case: Planning intervention, process and Termination

Internal Exam: 20 Marks

MSE Presentation



## **TITLE OF THE PAPER- Clinical Practicum: Internship & Case Studies**

### **a) Internship: 40 Marks**

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a Clinic/Institute)

#### **Objective:**

The objective of this course is

- 1) To get a hand on experience in counselling clients who are facing multiple issues interpersonal workplace academy diets and groups.
- 2) The students will apply all the previously learn theories and techniques to work with client to help them overcome their issues this would provide an opportunity.
- 3) To the students to learn from there on experience in working with clients review and debrief 4) Intervention plans for individual and groups and ensure best practice standards

#### **learning outcomes:**

after the course student will develop

- 1) A broader perspective when interacting with client and get confidence in dealing with clients
- 2) Their future and understand what kind of counselor they are and which area there strength lies

**Duration of internship:** 60 to 80 hours

**Schedule:** 3 days in a week accounting for 25 to 35 hours in a week

**Type of Organization:** Students can visit schools healthcare, private and Government Hospitals and center counselling centers, rehabilitation centers de addiction centers NGOs

Areas of Clinical student choice to work or intern family, marital, academy, child adolescence clinics, substance abuse addiction, sexual minorities, supportive mental health for care giver.

Evaluation criteria Internal Assessment marks by internship batch supervisor training 10 marks  
Semester and examination report evaluation and viva 70 marks

In order to achieve these objectives, each student will maintain and submit a file (Internship File) and a report (Internship Report).

### **INTERNSHIP FILE : 15 Marks**

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of continuous

#### **Evaluation of the project.**

The File will include five sections in the order described below.

1. The Title Page – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.
2. Table of Content – An outline of the contents of the file by topics and subtopics with the page number

and location of each section.

3. Introduction – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.

4. Main Body – Should include a brief summary/ executive summary of the Internship Project Report that the student has worked on, an analysis of the company/organization in which the student is working, a personal review of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.

5. Appendices – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

### **INTERNSHIP REPORT : 15 Marks**

The Internship Report is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

#### **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

#### **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

#### **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

#### **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

#### **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

#### **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). **Methodology** should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

#### **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or 28

captions. All major equations should also be numbered and unless it is really necessary, do not write in "point" form. While presenting the results, write at length about the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

### **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly.

Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?
- Implications for Future Research

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

### **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

### **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Assessment: 10 Marks

SEE Assessment: 30 Marks

(based on Internship File and the observations of the faculty guide/ supervisor)

Feedback from Hospital/Clinics: 15 Marks

Final Evaluation:

(Based on Internship Report, Viva/ Presentation) 15Marks

### **b) Clinical Case Report: 40 Marks**

Clinical Case report are based on an visits in duration of semester 4 at a centre approved bythe Departmental. At the end of the visit, the students should produce a certified record of the work done during the period, duly signed by the officer in charge of the institution where the visits (internship) is done. Each student should visit to hospital, school, old age,homes, clinics, NGO's Mental Hospitals, Psychiatric departments to foster insight into working its setting.

In the case of Clinical setting, a minimum of 3 worked out cases should be produced, a detailed report.

It is a part of practicum, Each student is necessary to take down the notes & submit a report in duplicate based on field visit.

Internal Exam CA: 10 Marks (Hospital Visits)

SEE Exam:

Case Study Report File: 10 Marks

Solution of Hypothetical Case: 10 Marks

Viva (Any One): 10 Marks

### **Evaluation of Practicum:**

1. The external examination of practicum will be conducted by one internal and two external examiner appointed by University.
2. Each batch of practical examination will be consisting of only 8 students during of the examination for the each batch will be for and half hours
3. Hypothetical cases will be prepared by external examiner and they should consider the specific fields of clinical while preparing hypothetical cases.
4. Assessment of analysis of hypothetical cases will do by external examiner only
5. Marks of the report writing, presentation of cases and viva will be given by internal and external examiner and average marks will be considered as final marks average marks of the candidate

### **Books For Readings:**

1. Anastasi, A. (1 988). Psychological Testing. 6th ed. NY. Macmillan.
2. Atkinson, R. (1 998). The Life Story Interview. Sage.
3. Bellak, L. (1 986). The TAT, CAT and SAT in Clinical Use. 4th Edition. NY. Grune&Stratton.
4. Cassy, P. and Kelly, B. (2015). Fish's Clinical Psychopathology, 3rd Edition. RCPsych Publications.
5. Exner, J.E. (1 982). The Rorschach: A Comprehensive System. Wiley
6. Exner, J.E. (1 983). Rorschach Assessment. Wiley& Sons.
7. Eysenck, H.J. (ed.). (1 960). Experiments in Personality, Psychodiagnostics and Psychodynamics. Kegan Paul.

8. Goodenough, F. (1926). Measurement of Intelligence by Drawings. NY. World Book.
9. Grath- Marnat, G. (1990). Handbook of Psychological Assessment. 2nd ed. NY. Wiley.
10. Hamilton, M. (1976). Fish's Clinical Psychopathology. Year Book Medical Publishers, Incorporated.
11. Hersen, M. & Thomas, J.C. (ed.) (2007). Handbook of Clinical Interviewing with Children. Sage.
12. Holt, R.R. (1978). Methods in Clinical Psychology. Plenum Press.
13. Kevin, W. (1994). Neuropsychology: A Clinical Approach. Churchill Livingstone.
14. Lezak, M.D. (1983). Neuropsychological Assessment. NY. Oxford Univ. Press.
15. Mishra, R. et al. (1996). Rorschach Test. Sage.
16. Murray, H.A. (1971). The Thematic Apperception Test Manual. NY. Harvard Univ. Press.
17. Rapaport, D., Gill, M. & Schaffer, (1970). Diagnostic Psychological Testing. London Univ. of London Press.
18. Sadock, B.J. & Sadock, V.A. (2000), Kaplan and Sadock's Comprehensive Textbook of Psychiatry. Williams & Wilkins.
19. Strub, R.L. and Black, L.W. (2003). The Mental Status Examination in Neurology, 4th edition. F.A. Davis Company

**Books For References:**

1. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment: Intellectual and neuropsychological assessment (Vol. 1); Personality assessment (Vol. 2); Behavioral assessment (Vol. 3). NY: Wiley.
2. Goldstein, L.H. & McNeil, J.E. (2013). Clinical Neuropsychology: A Practical Guide to Assessment & Management for Clinicians (2nd Ed). UK: Wiley-Blackwell.
3. Flanagan J.S. and Flanagan, R.S. (2012). Clinical interviewing (4th Ed.) New Jersey: John Wiley and Co.
4. Flanagan J.S. and Flanagan, R.S. (2012). Counseling & Psychotherapy Theories in Context & Practice (2nd Ed.) New Jersey: John Wiley and Co.
5. Fontes, L. A. (2008). Interviewing clients across cultures: A practitioners' guide. NY: The Guilford Press.
6. Lezak, M., Howieson, D.B., Bigler, E. & Trandl, D. (2012). Neuropsychological assessment (5th ed.). London: OUP.

<b>MODULE CREDIT</b>	<b>Library Work</b>	<b>NO. OF CONTACT HOURS</b>
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Students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For library work students try to find out Psychological Substances in it like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.

**Add on Course: Name of The Add on course : Semester IV**

**Sem IV, SEC (skills enhancement Course)**

(Credits Four Contact Hours 60)

**Behavioral Modification**

**Objective:**

- 1) To understand the concept of behaviour modification
- 2) To Acquaint techniques of behavior modifications

**Outcome**

- 1) Student learn concept of behaviour modification
- 2) Student understand techniques of behavior modifications

Unit 1: Introduction of Behavior

(Credit 2)

- 1.1 What is behavior
- 1.2 Behavior modification.
- 1.3 Individual Behavior
- 1.4 Discipline Behavior
- 1.5 Problematic Behavior

Unit 2: Behavior Therapy and Modification

(Credit 2)

- 2.1 Exposure Therapy, Response Prevention
- 2.2 Flooding , Habit Reversal training
- 2.3 Systematic Desensitization
- 2.4 Relaxation Techniques
- 2.5 Behavioral principles and procedures-
  - a) Getting a behavior to occur more often with positive reinforcement,
  - b.) Developing and maintaining behavior with conditioned reinforcement,
  - c.) Decreasing a behavior with extinction, Shaping,

**Readings Book:**

Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L. (1975). Introduction to Psychology, 6th Ed. Oxford IBH Publishing.

Luthans, F. (2005). Organizational Behaviour, 10th Edition. McGraw Hill

Miltenberger, R.G.(May 12th 2011) Behaviour Modification: Principles and Procedures. Wadsworth Publishing Company OR SEC-A-01:

Deepa Sharma (2019) Behavioral Psychology RBSA Publishers Jaipur.

**\*Counseling Psychology\***

**CBCS MA PART II SEMESTER III**

### SCT 3.1

#### TITLE OF THE PAPER- Counselling Psychology

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

#### **Objectives**

- 1) To develop and understanding of Counselling for children, adolescents and Mild Psychological Problems
- 2) To acquaint students Counselling and Guidance process.

#### **Outcomes**

- 1) To able and understand of Counselling for children, adolescents and Mild Psychological Problems
- 2) To learn Counselling and Guidance process.

#### **Module No1 and Title:- Counselling Psychology**

- 1.1 Definition, Nature and Scope
- 1.2 Historical development current status
- 1.3 Basic principles and skills in Counselling
- 1.4 Professional and ethical issues in Counselling

#### **Module No2 and Title: Career Counselling and Guidance**

- 2.1 Definition, Nature and Scope
- 2.2 Guidance Movement in India

#### **Module No 3 and Title: Counselling Children and Adolescent and Their Families**

- 3.1 Identification of emotionally disturbed
- 3.2 Learning disabled
- 3.3 Underachiever
- 3.4 Socially disadvantaged
- 3.5 Talented children and Counselling (Preventive and remedial)

#### **Module No 4 and Title: Counselling for Alcoholics and Attempted Suicides**

- 4.1 Identification
- 4.2 Intervention
- 4.3 Prevention

#### **Books For Readings**

1. Jones, R (2001): "Theory and Practice of Counselling and therapy", 3rd ed. Continuum, London (Tower Building, 11, York Rd. London)
2. Herr, E.L. & Carmer, S.H. (1987): "Career Guidance and Counselling through the life span, Systematic Approach", 3rd ed. Scoot, Foresman and Company, London
3. Gothard, B., Mignot, P., Offer M & Ruff, M (2011) : "Careers Guidance in Context", Sage Publication, London New Delhi.

#### **Books For Reference**

1. Donelson, E. & Gillanhan, J.C.: "Women : |A Psychological Perspective". John Wile / & Sons, London.
2. Geldand, K & Geldand, D. (2004): "Counselling Adolescents", Palgrave Macmillan, New York.
3. Sharry. J. (2004): "Counselling Children adolescents and Families", Palgrave Macmillan New York.
4. Milner, J & O Byrne, Patrick (2004): "Assessment in Counselling", Palgrave Macmillan, New York.

### **CBCS MA PART II SEMESTER III**

### **SCT 3.2**

## **TITLE OF THE PAPER- Psychopathology**

**MODULE CREDIT 4**

**NO. OF CONTACT HOURS 60**

### **Objectives:**

1. To impart students knowledge about Psychological disorders
2. To make students understand the types, casual factors preventions and treatments of various Psychopathological disorders.

### **Outcomes**

1. To impart students knowledge about Psychological disorders
2. To make students understand the types, casual factors preventions and treatments of various Psychopathological disorders.

### **Module No 1 and Title: Adjustment, Panic, anxiety disorders.**

- 1.1 Adjustment disorder
- 1.2 Post – traumatic stress-disorder a) Symptoms, b) Types – Truma of rape, Threat to personal safety and security, c) Casual factors d) Prevention and Treatment.
- 1.3 Phobias a) Specific Phobia b) Social Phobia c) Agrophobia – casual factors and Treatment.
- 1.4 Generalized anxiety disorder – General Characteristics, casual factors and treatments
- 1.5 Obsessive – compulsive disorder – Characteristics casual factor and Treatment

### **Module No 2 and Title: Mood, Suicide, Somatoform and dissociative disorder**

- 2.1 Mood disorders
  - a) Unipolar mood disorder – Types casual factors
  - b) Bipolar disorder – Types casual factors.
  - c) Treatment and outcomes.
- 2.2 Suicide
- 2.3 Somatoform disorders – Hypochondriassis, conversion, BDD.
- 2.4 Dissociative disorders – Depersonalized, Dissociative Amnesia and fugue. DID casual factors of DD Treatment and outcomes of DD

### **Module No 3 and Title: Personality, Addictions, sexual abuse and sexual dysfunctions disorders.**

- 3.1 Categories of personality disorders.
- 3.2 Treatment and outcomes at Personality disorder.
- 3.3 Alcohol abuse and Dependences – Clinical picture, casual factors, Treatments.
- 3.4 Sexual variants – Theparaphilis, Gender identity disorders.
- 3.5 Sexual Abuse – Childhood sexual abuse, Pedophilia, Incest, Rape.
- 3.6 Sexual dysfunctions – Dysfunctions of sexual desire. Dysfunctions of sexual arousal, organism disorder, Dysfunctions involving sexual pain

### **Module No 4 and Title: Schizophrenia, cognitive and childhood disorder**

- 4.1 Schizophrenia - Clinical picture, Subtypes, causes Treatment and clinical outcomes
- 4.2 Delirium,
- 4.3 Dementia Amnesic syndrome, TBI
- 4.4 Common disorders in childhood – ADHD, ODDCD, Autism



#### 4.5 Learning disabilities and Mental retardation.

##### **Book For Reading:**

1. Carson, Butcher, Mineka Hooley (2008) Abnormal Psychology – 13th Ed Pearson Education.
2. R. Halgin and S.K. White bourne (2010) Abnormal Psychology – clinical perspectives on Psychological disorder 6th Ed Tata McGrow Hill Ed 2010.

##### **Book For References:**

1. Davison, Gereld C & Neale John M. (1970) ‘ Abnormal Psychology.’ Second edition.
2. Barlow and Durand (2007) – Abnormal Psychology An integrative approach – Wadsworth Thomson- 1st Indian Print 2007.
3. International statistical classification of diseases and related health problems tent Revision (ICD-10) World Health Organization General.
4. Diagnostic and StatistialMannual of Mental Disorders (DSM-IV-TR) Jaypal Brothers Medical Publishers (P) Ltd. New Delhi.
5. Coleman, James C. (1976): Abnormal Psychology & Modern Life, 5th edition, D.B. Taraporvala, Sons & Co.

## **DSE 3.1**

### **TITLE OF THE PAPER- Counselling Across Life Span**

#### **Objectives:**

- 1) To develop counseling with children special field
- 2) To achieve Counseling School Adult & Family

#### **Outcomes:**

- 1) To apply counseling with children special field
- 2) To execute Counseling School Adult & Family

#### **Module No 1 and Title: Counselling Children with Special Concern**

- 1.1 Child Abuse
- 1.2 Children of Single or Divorced Parents
- 1.3 Children in Alcoholic Family,
- 1.4 Homeless Children

#### **Module No 2 and Title: Counselling in Schools**

- 2.1 Poor Self Concept, Cheating
- 2.2 Under Achievement
- 2.3 Shyness

#### **Module No 3 and Title: Counselling the Adults**

- 3.1 Marriage Counselling
- 3.2 Family Counselling
- 3.3 Counselling the old

#### **Books For Reading**

1. Counselling A Comprehensive Profession (2009), Gladding, S. T. Pearson.
2. Counselling Older Clients (2003), Orbach, A. Sage.

## OET 3.1

### TITLE OF THE PAPER- Psychology in Everyday Life

#### Objectives:

- To orient non-Psychology students about the need of Psychology in everyday life
- To help the students understand and manage themselves better

#### Module No 1 and Title: Introduction to Psychology, Self Management

Introduction: Meaning, definition, origin & Branches of Psychology.

Self management: Meaning, and techniques

#### Module No 2 and Title: Stress Management

Stress - Meaning,

Types of stress,

Sources of stress,

Stress Management

#### Module No 3 and Title: Anger Management

Anger management: meaning,

Need of anger management

Techniques of anger management

#### Module No 4 and Title: Addiction Management

Meaning of Addiction,

Causes/Sources of Addiction,

Addiction Management Techniques

#### Reference:

1. Nataraj, P., (1994). Psychology for the beginners, Mysore: Srinivas printers
2. Santrock, J.W.(2003) Psychology, 7 th Ed., New York, McGraw Hill
3. Jessalyn Woodruff , Anger Management best practice handbook.
4. Butcher et. al (16th ed), Abnormal Psychology. New York: Pearson
5. Self Management by NCRET <https://ncert.nic.in/vocational/pdf/kees102.pdf>

## SCT 3.2

### TITLE OF THE PAPER- Science of Happiness

#### Objectives :

- Critically analyze basic and applied research on affective, cognitive, social, biological, and behavioral aspects and correlates of happiness.
- Consider and compare proposed pathways and barriers to happiness from empirical, theoretical, and philosophical perspectives.
- Engage in a proactive and thoughtful process of self-examination with regard to personal ideals, goals, and mechanisms of happiness.

#### Outcomes:

- Apply basic and applied research on affective, cognitive, social, biological, and behavioral aspects and correlates of happiness.
- Consider and compare proposed pathways and barriers to happiness from empirical, theoretical, and philosophical perspectives.
- Able to Engage in a proactive and thoughtful process of self-examination with regard to personal ideals, goals, and mechanisms of happiness.

#### Module No 1 and Title: Introduction, and Types of happiness

1.1 What is happiness? : Meaning according to the dictionary, scientists, Philosophers, modern leaders & Scriptural point of view Types of happiness The biology of happiness: Male female, tongue, digestive system, subtle consciousness - thinking feeling willing

1.2 The chemistry of happiness: Dopamine, oxytocin -- finally it's all a chemical game, C & delta fibers (pain Fibers)

1.3 The physics of happiness: Laws of karma /reap what u sow/the permanent bank account

1.4 The Meta physics of happiness (happiness beyond the body - scriptural viewpoint, the Buddha in you, definition of happiness in Buddhism, chewing the chewed, East / West thought process, grades of happiness – karma, jnana, bhakthi ... definition of happiness in different mighty civilizations)

#### Module No 2 and Title: Need of Happiness

2.1 Natural phenomena: Anandamayo bhyasath, sat-cit-ananda it's intrinsic & we are entitled to it, Lust vs love. Artificially imposed happiness: The American Model (Lesson from America), Substance abuse, fish-bait, moth-fire, meet your meat, real beauty, karma ghost.

2.2 Rules of the game: 4 levels – sensual, mental, intellectual, spiritual, traveler's story, why bad happens to good and good happens to bad.

2.3 Lessons from history: In pursuit of happiness – Dominance & supremacy at its peak, The epitome of renunciation, Setting up an example for modern kings, controlling the mind, Respecting women is a sign of advanced civilization, everything went wrong in his life, Meditation Getting down to Zero – Meditation – the Enlightened one, to integrate resolutions & Art of Mind Control & Self Management in the inspirational narratives

#### Module No 3 and Title: Ingredients of Happiness

3.1 Contemporary tools to seek happiness: Circle of influence vs circle of concern, attitude. Being a player, Inner voice, Coach-ability, rackets, shreya vs preya, Deserve then desire, two sides of the coin, superstitions,

3.2 power of context, power of conditioning, the story, 'OK' Corral, integrity, Happy New Year.

3.3 Case study: Drona-Ashwathama, Drthrastra-Duryodana, PanduYudhishtra, Dasaratha-Rama, Socrates.

## **Module No 4 and Title: Cultivate Happiness**

- 4.1 Creating a Positive Mindset: Express gratitude —Gratitude and “weness”, three social functions of gratitude— Moral barometer, moral motive, moral reinforce.
- 4.2 Life about zero: absence of negative without the presence of positives is life about zero, Interconnection of the “Good” and the “Bad”, three types of life – A pleasant life, a engaged life, a meaningful life
- 4.3 Art of forgiveness and Resilience: hero of failure, Bolster belief, Growth through trauma
- 4.4 Cultivating Positivity: Flow experience, savoring, positive thinking.

### **References:**

1. Baumgardner S R. & Crothers, M.K. (2009). Positive Psychology, Pearson Education: India
2. Csikszentmihalyi, M (2015), Flow and the Foundations of Positive Psychology. USA: Springer.
3. David Lykken, D..(1999). Happiness. New York: Golden Books,
4. Goleman, D. (1998). Working With Emotional Intelligence. New York: Bantam
5. Knoop, H.H.(2004). Positive Psychology. Denmark: Aarhus university.
6. Kumar, S. & Yadav, S.B. (2011). Positive Psychology. New Delhi: Global Vision 47
7. Mihaly, C.(1991). Flow. New York: Harper and Row
8. Myers, D.G. (1990). The Pursuit of Happiness. New York: Avon Books.
9. Seligman, M.(1991). Learned Optimism. New York: Pocket Books.
10. Snyder, C.R., Lopez Shane, L.J., &Pedrotti, J.T. (2014). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage

## CBCS MA PART II SEMESTER III

### HCP

#### TITLE OF THE PAPER- Counselling Practicum – I (Psychological Assessment)

##### **Objectives:**

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

##### **Outcome:**

1. Student able to practical experience to the students in administering and scoring psychological tests and interpreting the scores.
  2. Student learns the basic procedure and design of psychological assessment.
  3. Student understand the general concepts of counselling through testing
- A) Administered interpreted and reported any Five test among the following Test [80 Marks]

##### **Test:**

1. Adjustment Inventory
2. Non Language Preference Record from 962
3. Differential Aptitude Test (DAT)
4. Scientific Aptitude Test (SAT)
5. Vocational Interest Test
6. Psychological Counselling Need Scale
7. Kamat Binet Test of Intelligence
8. Wechsler Intelligence Scale For Children/Adult
9. Bhatia's Performance Test For Intelligence
10. Mental Health / Well Being

CA Exam: 20 Marks

Evaluation of Research Article

Students shall critically evaluate one research article published in journal or students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from journals & reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For literary work students try to find out Psychological Substances in it

like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.

SEE Exam: 80 Marks

Psychological Assessment Report: 30 Marks

R.W. on Administration of Test: 30 Marks

Viva-Voce 20 Marks

**Examination:**

1) The practical examination will be conducted at the end of semester.

2) The student is required to complete practical the containing five testing reports, two case history reports, visit report and evaluation of research article in duplicate submit the same for practical examination.

3) The maximum marks for practical examination marks for practical examination

will be as per the following scheme of distribution of marks.

1. Psychological assessment report -10 Marks

2. Case Report -15Marks

3. Evaluation of Research Article, review book , tutorials (Anytwo)[CA]15marks each -30 Marks

1. R W on administration Test and Solution one hypothetical case -25 Marks

2.Viva Voce -20 Marks

Total - 100 Marks

**CBCS MA PART II SEMESTER III  
SCP**

**TITLE OF THE PAPER- Counselling Practicum – II (Psychological Assessment)**

**Objectives:**

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To apply the general concepts of psychology through experimentation and testing

**Outcome:**

1. Student able to practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. Student learns the basic procedure and design of psychological assessment.
3. Student understand the general concepts of counselling through testing

Administered interpreted and reported any Five test among the following Test [80 Marks]

**Test:**

1. The vineland social maturity scale
2. Developmental Screeing Test
3. Seguine form board, Draw a Man
4. High School Personality Questionaier
5. 16 PF
6. , Verbal Projective Test Sentance Completion Test (SCT), Free Association  
Non-Verbal Projective Test :Children Apperception Test (CAT),Rosenweig Picture Frustration Test (Children and Adult) ,House Tree Personality (HTP),Thematic Aperception Test (TAT)
7. Reven's Progressive Matrices
8. FIRO - B
9. Behavioural Problem Checklist
10. Behavioral Quuestionnary

CA Exam: 20 Marks

Evaluation of Research Article

Students shall critically evaluate one research article published in journal or students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from journals & reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For literary work students try to find out Psychological Substances in it like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.



SEE Exam: 80 Marks

Psychological Assessment Report: 30 Marks

R.W. on Administration of Test: 30 Marks

Viva-Voce 20 Marks

**Examination:**

The practical examination will be conducted at the end of semester. The student is required to complete practical the containing Five testing reports, and evaluation of research article in duplicate submit the same for practical examination.

<b>MODULE CREDIT 1</b>	<b>Study Tour</b>	<b>NO. OF CONTACT HOURS</b>
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It is a part of practicum, Each student is necessary to take participation in field visit or Study Tour in relevant settings. Each Student take down the notes & submit a report in duplicate for CA Examination.

Internal Exam CA: 25 Marks

## **CBCS MA PART II SEMESTER III**

### **HCT 4.1**

#### **TITLE OF THE PAPER- Interventions & Strategies in Counselling**

##### **Objectives:**

- 1) To provide students to study relation between Psychotherapy and Counselling.
- 2) To help students to understanding Psychodynamic, Humanistic, gestalt, therapy.
- 3) To import knowledge about behavioral, Cognitive and Rational & motivate therapy
- 4) To understand therapy and coping strategies in stress management.

##### **Outcomes:**

- 1) To explore study relation between Psychotherapy and Counselling.
- 2) To plan understanding Psychodynamic, Humanistic, gestalt, therapy.
- 3) To develop knowledge about behavioral, Cognitive and Rational & motivate therapy
- 4) To assess therapy and coping strategies in stress management.

##### **Module No 1 and Title: Psychodynamic & Humanistic Counselling Approaches**

- 1.1 Sigmund Freud,
- 1.2 Alfred Adler
- 1.3 Karl Jung
- 1.4 Person-centered approach: a)Carle Roger’s Basic Concepts, b)Procedures, c)Techniques
- 1.5 Application of PCT of problems of: a) Child b)Adolescent c) Adult, d)Aged

##### **Module No 2 and Title: Behavior, Cognitive**

- 2.1 Basic concepts, Techniques of BT
- 2.2 Procedures & Application of BT a) Child b) Adolescent c) Adult d) Aged e) Social skills training  
f)Relaxation and meditation
- 2.3 Basic concepts in cognitive therapy of Beck
- 2.4 Mechanbaum’s cognitive behavior modification
- 2.5 Application to CBT: a) Child b) Adolescent c) Adult d) Aged

##### **Module No 3 and Title: REBT & Transactional Analysis**

- 3.1 Eric Bern’s theory of personality: a)Basic Concepts b)Techniques and skills
- 3.2 Application of T.A. a) Children b) Adolescents, c) Adults d) Aged
- 3.2 Basic concepts and Techniques of R.E.B.T.
- 3.3 Procedure of R.E.B.T
- 3.4 Application to R.E.B.T. a) Child b) Adolescent c) Adult d) Aged

##### **Module No 4 and Title: Family Therapy**

- 4.1 Major theoretical approaches to family and couples
- 4.2 Basic Concepts
- 4.3 Assumptions
- 4.4 Techniques systems theory
- 4.5 Structural approaches to F.T. by Minuchin.

##### **Books for Reading**

1. Linda Seligman Lourie W Rechenberg (2019): Theories of Counseling And Psychotherapy" Pearson
2. Barlow, H.W. (Ed.) (2002): "Comprehensive Handbook of Psychotherapy (Vol. I,II,III,IV) John Wiley & Sons.
3. Woolfe& Dryden, W. (1996): "Handbook of Counselling Psychology", New Delhi, Sage.

### **Books for References**

1. Nelson – Jones, R. (2002): “ Essential Counselling Therapy Skills”, The Skilled Client Mode Sage, London.
2. Gelso, C. & Fretz B. (1995): “Counselling Psychology”, A Prism Indian Edition.
3. Weiss & Weiss (1993): “Effects of Psychotherapy with Children and Adolescents”
4. Jacobsan, N.S. & Ghurman, A.S. (1995): “Clinical Handbook of Couple Therapy”, Guilford Press, New York.
5. Stewart, I. (2000): “Transactional Analysis Counselling In Action”, London, Sage
6. Beck, I.S. (1995): “Cognitive Therapy: Basics and Beyond”, Guilford Press, New York.

**CBCS MA PART II SEMESTER III**

**HCT 4.2**

**TITLE OF THE PAPER- Advanced and Applied Counselling Skills**

**Objectives:**

- 1) To Acquire basic counseling process.
- 2) To Acquaint effective methods dealing with counseling process

**Outcomes:**

- 1) To Conceptualize basic cognitive process.
- 2) To design effective methods dealing with counseling process

**Module No 1 and Title: 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 No 2 and Title: 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 No 3 and Title: 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 No 4 and Title: 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:**

1. Feltham, C. & Dryden, W. (2006). Brief Counseling: A Practical, Integrative Approach, UK: Open University Press,
2. Kottler, J. & Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India
3. Nelson-Jones, R. (2012). Basic Counseling Skills: A Helper's Manual, Third Edition, Sage South Asia Pub.,
4. Noonan, Ellen (1983, 2000). Counseling Young People, Tavistock/Routledge, London, First edition.

## CBCS MA PART II SEMESTER III

### HCT 4.3

#### TITLE OF THE PAPER- Areas of Counseling

##### Objectives:

1. To sensitize students about the special counseling needs or concerns in different stages of life –span.
2. To provide an opportunity to understand the applications of Counseling to Handle special concerns of Counseling in different area of life.
3. To focus on career, personal and vocational counseling
4. To learn to organize Counseling programs to handle special concerns in Different settings viz., School, college, community and so on.

##### Outcomes

1. Understood how to handle the client with various problems and hailing into different age groups.
2. Learned how to handle the clients with specific problems
3. To attained what is career, personal, vocational and other applied areas of counseling
4. Gained how to organize Counseling programs to handle special concerns in Different social settings.

##### Module No 1 and Title: Counselling children and adolescent:

- 1.1 Emotionally disturbed, under achievers,
- 1.2 slow learners,
- 1.3 socially disadvantaged.

##### Module No 2 and Title: Counselling marital, sexual and role related problems

- 2.1 Premarital counselling,
- 2.2 Marital counselling,
- 2.3 Identification of sex related problems,
- 2.4 Role conflict and counselling.

##### Module No 3 and Title: Counselling for drug addicts,

- 3.1 Alcoholic and attempted suicides:
- 3.2 Identification of psychological problems and counselling.

##### Module No 4 and Title: Counselling the physically and mentally handicapped

- 4.1 Psychological and vocational evaluation and rehabilitation.
- 4.2 Counselling for terminal diseases and chronic illness : cancer , HIV,AIDS etc;
- 4.3 Evaluation and counselling.
- 4.4 Counselling the aged : identification of psychological problems and counselling.

##### Books for Reading:

1. Nugent, Frank A.(1995): An Introduction to the profession of counselling ,Maxwell Macmillan Canada, Inc. Toronto.
2. Gibson, R.L. and Marianne, H.M.(2008):Introduction to counselling and Guidance,7<sup>th</sup> edition, Prentice Hall of India, New Delhi.
3. Narayan Rao S.:(1991) A counselling psychology: Tata McGraw Hill Book company, New Delhi.
4. Arulmani, G. Arulmani, S.N. (2004). Career Counselling; A Handbook. New Delhi: Tata McGraw Hill
5. Crow & Crow. (1962). An Introduction to Guidance. New Delhi: Eurasia Publishing House
6. McLean & Holan. (1955). Counselling Psychology. London: Tata McGraw Hill
7. Brian, B. (1982). Vocational Adjustment of Disabled Persons. Paper Text Ed. Pro. Ed. 106
8. Crites, J.O. (1981). Career counselling – Models Methods and Materials. N.Y.: McGraw Hill

9. De Board, R. (1981). Career development for college students (5th Ed.). Carrell Press
10. Loughary, J.W. & Ripley, T.M. Career and Life Planning Guide (Revised Ed.). Cambridge: B.K.

**Books for References:**

1. Osipow, S.H. (1983). Theories of Career Development. New Jersey: Prentice Hall: Ince.,
2. Kottler, J.A. and Brown, R.W. (2000). Introduction to Therapeutic Counseling. New York: Brooks – Cole.,
3. Gorge, R.L, & Christian, T.S (2000). Counseling: Theory & Practice. New Delhi: Jersey: Prentice Hall.
4. Street, E. (1994). Counseling for Family Problems. London: Sage Publications.
5. Thomas, R.Murray (1990). Counseling and Life Span Development. New Delhi: Sage Publications India Pvt. Ltd.

## CBCS MA PART II SEMESTER III

### DSE 4.1

#### TITLE OF THE PAPER- Career Guidance & Counselling in School & Education

MODULE CREDIT 4

NO. OF CONTACT HOURS 60

#### Objectives:

- 1) Understand Basic concept of Guidance
- 2) Understand Perceptive of Career Guidance & Counselling
- 3) To acquaint Carrier Guidance in Different School and Organization.

#### Outcomes:

- 1) Able to Understand Basic concept of Guidance
- 2) Able to Understand Perceptive of Career Guidance & Counselling
- 3) To learn Carrier Guidance in Different School and Organization.

#### Module No 1 and Title: Educational Guidance

- 1.1 What is education?
- 1.2 Relationship between Education and Guidance.
- 1.3 Educational Guidance.
- 1.4 Importance of Guidance at various stages of Education Career Masters

#### Module No 2 and Title: Perspectives on career guidance and counselling

- 2.1 Vocational guidance, comprehensive
- 2.2 Career guidance, perspectives on counselor's role in career guidance
- 2.3 Preschool career guidance, career guidance techniques in the preschool age.

#### Module No 3 and Title: Career guidance in the elementary school

- 3.1 Organization of Guidance program in the
- 3.2 Elementary school, objectives, functions of elementary career guidance, career
- 3.3 Counselor and his role, career guidance techniques.

#### Module No 4 and Title: Career guidance in senior high school:

- 4.1 Organization of Guidance Program, Objectives,
- 4.2 Functions and career Guidance Techniques.
- 4.3 Information in career Guidance and counselling: types of delivery system.
- 4.4 Career development and choice behavior, influencing factors: theories of career development and choice.

#### Books recommended

1. Kinra, A. K. (2008). Guidance and counselling. Dorling Kinderseley (India) pvt. Ltd. Pearson Longman
2. Narayan Rao S.:(1991) A counselling psychology: Tata McGraw Hill Book company, New Delhi.
3. Greenhaus, J.H., Callanan, G.A., Godshaik, V. M.(2010). Career Management (4th Ed.). Sage Pub. @ www.sagepublications.com
4. Herr, E.L. & Cramer, S.H. (1987). Career Guidance and Counselling through the life span, Systematic approach (3rd Ed.). London: Scoot, Oresman & Co.
5. Drummond, R.J. & Ryan, C.W. (1995). Career Counselling ;A developmental approach. New Delhi: Prentice Hall India
6. Noonam, E. (1983). Counselling Your People. N.Y.: Methuen Inc.Betz, N.E., Fit Garald, L.E. (1987). The Career Psychology of Women. N.Y.: Academic Press
7. Subesh, D. (2010). Managing people at work; Employment relations in Globalizing India. Sage Pub. @ www.sagepublications.com
8. Arulmani, G. Arulmani, S.N. (2004). Career Counselling; A Handbook. New Delhi: Tata McGraw Hill
9. Crow & Crow. (1962). An Introduction to Guidance. New Delhi: Eurasia Publishing House
10. McLean & Holan. (1955). Counselling Psychology. London: Tata McGraw Hil

## **CBCS MA PART II SEMESTER III**

### **DSE 4.2**

#### **TITLE OF THE PAPER- Rehabilitation Psychology**

##### **Objectives:**

1. To help the students develop understanding of theoretical understanding of the community based rehabilitation.
2. To impart knowledge about applications of community based rehabilitation with different population.
3. To make students aware about the current changes in the field of rehabilitation.

##### **Outcomes:**

1. To learn theoretical understanding of the community based rehabilitation.
2. To use knowledge about applications of community based rehabilitation with different population.
3. To aware about the current changes in the field of rehabilitation.

##### **Module No 1 and Title: Introduction To Disability And Rehabilitation**

- 1.1 What Is Community-Based Clinical Practice? Traditions and Transformations
- 1.2 Exploring the assumptions underpinning rehabilitation
- 1.3 Normality and the classification of difference
- 1.4 Theoretical models of disability

##### **Module No 2 and Title: Explorations Of Challenges In Rehabilitation**

- 2.1 Disability, rehabilitation and liminality
- 2.2 Rehabilitation fundamentals
- 2.3 Client-centered philosophy: exploring privilege and power
- 2.4 Contesting assumptions; challenging practice

##### **Module No 3 and Title: Community Based Rehabilitation With Children**

- 3.1 Family of Friends: Creating a Supportive Day Care Community to Prevent Child Abuse and Neglect
- 3.2 Children and HIV: A Model of Home-Based Mental Health Treatment
- 3.3 School-Based Clinical Practice and School Reform: Application of Clinical Social Work to the School Development Program
- 3.4 Working with High-Risk Children and Families in Their Own Homes: An Integrative Approach to the Treatment of Vulnerable Children

##### **Module No 4 and Title: Community Based Rehabilitation With Adult**

- 4.1 Recovery Guides: An Emerging Model of Community-Based Care for Adults with Psychiatric Disabilities
- 4.2 Open Dialogue Integrates Individual and Systemic Approaches in Serious Psychiatric Crises
- 4.3 Police–Mental Health Collaboration on Behalf of Children Exposed to Violence: The Child Development–Community Policing Program Model
- 4.4 The Neighborhood Place: An Alternative Mental Health Program

##### **Books For Readings:**

- 1) Hammell. K. W. (1998). Perspective on Disability and rehabilitation: Contesting Assumptions, Challenging Practices New York: Elsevier Limited.
- 2) Lightburn. A., Sessions P. (2006). Handbook of Community Based Clinical Practice. Oxford University Press. New York
- 3) Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), Handbook of Rehabilitation Psychology. Washington, D.C.: American Psychological Association
- 4) Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of Reference, SLACK,



Incorporated, 2001

5) Murphy John W. (2014), Community-Based Interventions Philosophy and Action, Springer New York Heidelberg Dordrecht London

**Books For References:**

1) Rohe, D. E. (1998). Psychological aspects of rehabilitation. In J. A. DeLisa & B. Gans (Eds.)

2) Singh, R., Yadava, A. & Sharma, N. R. (Eds) (2005). Health Psychology. New Delhi: Global Vision Publishing House.

3) Goreczny, A. J. (Ed) (1995). Handbook of Health and Rehabilitation Psychology. New York: Plenum Press.

4) Snyder, C. R. (1999). Coping: The Psychology of What Works. London: Oxford Press

5) Ph.D. Orto Arthur E. Dell, Paul W. Power (2007), The Psychological and Social Impact of Illness and Disability: 5th Edition Springer Series on Rehabilitation

## MA PART II SEMESTER III HCP

### 4.1

#### TITLE OF THE PAPER- Counselling Practicum Skills Development

##### Objectives:

1. Student understand Skill, Training and Experience for effectiveness counselling
2. Student acquaint with cases and interconnection about group and individual exercises

##### Outcomes:

1. Students able Skill, Training and Experience for effectiveness counselling
2. Students learn with cases and interconnection about group and individual exercises

##### Practicum Counselling Skills

Questioning and Interviewing Skills

A) Example & Exercise

Analyzing the counter transference and Use of counter transference

A) Example & Exercise

Analyzing Earliest Recollections

A) Case & Exercise

Interpretation Skill

A) Case & Exercise

Identifying a Focal concern

A) Case & Exercise

Empathic Responding

A) Case & Exercise

Values Clarification

A) Case & Exercise

Gestalt Chair work

A) Case & Exercise

Mapping

A) Case & Exercise

Rational Emotive Imagery

A) Case & Exercise

Analyzing and Modifying Cognition

A) Case & Exercise

Exposure - Based CBT for Hoarding

A) Case & Exercise

Caring Confrontation

A) Case & Exercise

Genogram

A) Case & Exercise

Termination of Counselling

A) Case & Exercise

1. Student should neatly type report of in the standard format and should be included bound copy of minimum 8 Counselling Skills report to the Department duly signed by In-charge Teacher and HOD.

CA (20 Marks)

Present Any One Full Counselling Skills

SEE Exam: (80 Marks)

Psychological Assessment Report: 30 Marks

R.W. on Administration of Test: 30 Marks

Viva-Voce 20 Marks

**Evaluation of Practicum:**

1. The external examination of practicum will be conducted by one internal and two external examiner appointed by University.
2. Each batch of practical examination will be consisting of only 8 students during of the examination for the each batch will be for and half hours
3. Marks of the report writing, presentation of cases and viva will be given by internal and external examiner and average marks will be considered as final marks average marks of the candidate

## CBCS MA PART II SEMESTER III

### SCP 4.2

#### TITLE OF THE PAPER- Internship & Case Reports

##### **a) Internship: 40 Marks**

(These guidelines will be useful for undertaking an internship programme during the summer or at any other time wherein the student/ researcher works full time with a Clinic/Institute)

##### **Objective:**

The objective of this course is

- 1) To get a hand on experience in counselling clients who are facing multiple issues interpersonal workplace academy diets and groups.
- 2) The students will apply all the previously learn theories and techniques to work with client to help them overcome their issues this would provide an opportunity.
- 3) To the students to learn from there on experience in working with clients review and debrief 4) Intervention plans for individual and groups and ensure best practice standards

##### **Outcomes:**

after the course student will develop

- 1) A broader perspective when interacting with client and get confidence in dealing with clients
- 2) Their future and understand what kind of counselor they are and which area there strength lies

**Duration of internship:** 60 to 80 hours

**Schedule:** 3 days in a week accounting for 25 to 35 hours in a week

**Type of Organization:** Students can visit schools healthcare, private and Government Hospitals and center counselling centers, rehabilitation centers de addiction centers NGOs

Areas of Clinical student choice to work or intern family, marital, academy, child adolescence clinics, substance abuse addiction, sexual minorities, supportive mental health for care giver.

Evaluation criteria Internal Assessment marks by internship batch supervisor training 10 marks  
Semester and examination report evaluation and viva 70 marks

In order to achieve these objectives, each student will maintain and submit a file (Internship File) and a report (Internship Report).

##### **INTERNSHIP FILE : 10 Marks**

The Internship File aims to encourage students to keep a personal record of their learning and achievements throughout the Programme. It can be used as the basis for lifelong learning and for job applications. Items can be drawn from activities completed in the course modules and from the workplace to demonstrate learning and personal development.

The File will assess the student's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organization, its needs and his/her own personal contribution to the organization.

The File is essentially a comprehensive documentation of how one proceeds while working on the assignment and should be regularly checked by the faculty guide/ supervisor, issues discussed with the students, doubts if any clarified and signed as having done so. This will form the basis of continuous

##### **Evaluation of the project.**

The File will include five sections in the order described below.

1. The Title Page – An Internship Experience Report For (Your Name), name of internship organization, name of the Supervisor/Guide and his/her designation, date started and completed, and number of credits for which the report is submitted.

2. Table of Content – An outline of the contents of the file by topics and subtopics with the page number and location of each section.
3. Introduction – Short, but should include how and why you obtained the internship experience position and the relationship it has to your academic/professional and career goals.
4. Main Body – Should include a brief summary/ executive summary of the Internship Project Report that the student has worked on, an analysis of the company/organization in which the student is working, a personal review of the student's management skills and how they have been developed through the programme, the daily tasks performed, major projects contributed to, dates and hours spent on a task, observations and feelings, meetings attended and their purposes, listing of tools and materials and their suppliers, and photographs if possible of projects, buildings and co-workers.
5. Appendices – Include pamphlets, forms, charts, brochures, technical and descriptive literature, graphs and other information related to your Internship experience.

### **INTERNSHIP REPORT : 10 Marks**

The Internship Report is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribed by the organization wherein the student undertakes the Internship. In case, there is no layout prescribed by the organization the following components should be included in the report:

#### **Title or Cover Page.**

The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.

#### **Acknowledgements**

Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.

#### **Abstract**

A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.

#### **Table of Contents**

Titles and subtitles are to correspond exactly with those in the text.

#### **Introduction**

Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.

#### **Materials and Methods**

This section should aim at experimental designs, materials used (wherever applicable). **Methodology** should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.

#### **Results and Discussion**

Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter

could be included to aid in smooth flow.

Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in “point” form. While presenting the results, write at length about the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample.

Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

### **Conclusion(s) & Recommendations**

A conclusion should be the final section in which the outcome of the work is mentioned briefly.

Check that your work answers the following questions:

- Did the research project meet its aims (check back to introduction for stated aims)?
- What are the main findings of the research?
- Are there any recommendations?
- Do you have any conclusion on the research process itself?
- Implications for Future Research

This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

### **Appendices**

The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.

### **References**

References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

The Layout Guidelines for the Internship File & Internship Report:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Assessment Scheme:

Continuous Assessment: 10 Marks

SEE Assessment: 30 Marks

(Based on Internship File and the observations of the faculty guide/ supervisor)

Feedback from Hospital/Clinics: 10 Marks

Any 2 Presentation Internship Report: 10 Marks

Viva- Voce: 10 Marks

### **b) Counselling Case Studies: 40 Marks**

Counselling Case report are based on an visits in duration of semester 4 at a centre approved by the Departmental. At the end of the visit, the students should produce a certified record of the work done during the period, duly signed by the officer in charge of the institution where the visits (internship) is

done. Each student should visit to Counselling Centers, hospital, school, old age,homes, clinics, NGO's Mental Hospitals, Psychiatric departments to foster insight into working its setting.

In the case of Counselling setting, a minimum of 3 worked out cases should be produced, a detailed report. The report should cover the Following points

1. Case History of Genogram of the Client
2. Identification of Problem
3. Diagnosis of the problem
4. Prognosis
5. Session Plan
6. Therapeutic Intervention used and its justification
7. Verbatim report of all session
8. Summary and Outcomes

It is a part of practicum, Each student is necessary to take down the notes & submit a report in duplicate based on field visit.

Internal Exam CA: 10 Marks (Counselling Center Visits)

SEE Exam:

Case Study Report File: 10 Marks

Solution of Hypothetical Case: 10 Marks

Viva (Any One): 10 Marks

**Evaluation of Practicum:**

1. The external examination of practicum will be conducted by one internal and two external examiner appointed by University.
2. Each batch of practical examination will be consisting of only 8 students during of the examination for the each batch will be for and half hours
3. Hypothetical cases will be prepared by external examiner and they should consider the specific fields of counselling while preparing hypothetical cases.
4. Assessment of analysis of hypothetical cases will do by external examiner only
5. Marks of the report writing, presentation of cases and viva will be given by internal and external examiner and average marks will be considered as final marks average marks of the candidate

**Books For Readings:**

- 1 .Anastasi, A. (1 988).Psychological Testing.6th ed. NY. Macmillan.
10. Atkinson, R. (1 998). The Life Story Interview.Sage.
11. Bellak, L. (1 986). The TAT, CAT and SAT in Clinical Use. 4th Edition. NY. Grune&Stratton.
12. Cassy, P. and Kelly, B. (2015). Fish's Clinical Psychopathology, 3rd Edition. RCPsych Publications.
13. Exner, J.E. (1 982). The Rorschach: A Comprehensive System. Wiley
14. Exner, J.E. (1 983). Rorschach Assessment.Wiley& Sons.
15. Eysenck, H.J. (ed.). (1 960).Experiments in Personality, Psychodiagnostics and Psychodynamics.Kegan Paul.
16. Goodenough, F. (1 926). Measurement of Intelligence by Drawings. NY. World Book.
17. Grath- Marnat, G. (1 990).Handbook of Psychological Assessment.2nd ed. NY.Wiley.
- 1 0.Hamilton, M. (1 976).Fish's Clinical Psychopathology. Year Book Medical Publishers,Incorporated.
- 1 1 .Hersen, M. & Thomas, J.C. (ed.) (2007).Handbook of Clinical Interviewing withChildren.Sage.
- 1 2.Holt, R.R. (1 978).Methods in Clinical Psychology.Plenum Press.
- 1 3.Kevin, W. (1 994). Neuropsychology: A Clinical Approach. Churchill Livingstone.1 4.Lezak, M.D. (1 983).Neuropsychological Assessment. NY. Oxford Univ. Press.
- 1 5.Mishra, R. et al. (1 996). Rorschach Test. Sage.
- 1 6. Murray, H.A. (1 971 ). The Thematic Apperception Test Manual. NY. Harvard Univ.Press.
- 1 7.Rapaport, D., Gill, M. & Schaffer, (1 970).Diagnostic Psychological Testing.LondonUniv. of London Press.
- 1 8.Sadock, B.J. &Sadock, V.A. (2000), Kaplan and Sadock’s Comprehensive Textbook of Psychiatry.Williams& Wilkins

**Library Work**

**MODULE CREDIT**

**NO. OF CONTACT HOURS**

Students shall critically evaluate literature in creative writing like novel, story, book, poem and film. The article from reviews it with emphasis on methodology, purpose, plan, variables, sampling, procedures, instruments used & constructed statistical analysis. For library work students try to find out Psychological Substances in it like moods, emotions, anxieties, conflicts, stress, disorder and Submit in duplicate neatly typed on bond paper.



**Add on Course: Name of The Add on course : Semester IV  
Sem IV, SEC (skills enhancement Course)**

(Credits Four Contact Hours 60)

**Marital and Family Counselling**

**Objectives:**

1. To impart training to students in family issues
2. To understand the need and importance of family counseling.
3. To understand how to use tools in counseling
4. To acquire skills to handle family issues.

**Outcomes**

1. Understand the need and importance of family counseling.
2. Improved how to handle the family issues
3. To maximized use of tools in counseling
4. Learned the specific skills to handle family issues

Unit 1: Premarital and Unmarital Counselling

1.1 Essential of Premarital Counselling

1.2 Selecting a mate

1.3 Marriage Counselling

i) Marriage and Couple Counselling

ii) Inter spouse Relationship and Adjustment

iii) Adjustment with spouse, sexual , economical adjustment , in law adjustment, adjustment with parenting

1.4 Factor in Good Marital adjustment

Unit 2: Family and Old age Counselling

2.1 Family Counselling

i) Family and systematic therapy

ii) Family Interactions Dynamics

iii) Intergenerational Issues, couple counseling – areas of family counseling - Martial Relationships.

2.2 Old age Counselling

i) Counselling for old age adult

**References:**

Brammer, L.H. & Schostorn (1968). EL Therapeutic Psychology (2nd Edition), New Delhi: Prentice Hall.

McGowan & Lyle D Schmidt. (1962). Counseling Readings in Theory and Practice. New York: Holt & Reinhart.

Street, E. (2014). Counseling for Family Problems. London: Sage Publications.

Thomas, R. & Murray (2008). Counseling and Life Span Development. New Delhi: Sage Publications India Pvt. Ltd.