



**JYOTI NIVAS COLLEGE AUTONOMOUS
BENGALURU - 560 095**

DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR 2023-24 BATCH AND THEREAFTER

Program: MSc Wellness Counselling

Introduction to the Program:

The Department of Psychology, Jyoti Nivas College Autonomous offers a two-year full-time M.Sc. Course with a specialization in Wellness Counselling as an advanced course aimed at skill and competence building among students to become professional counsellors from a holistic and interdisciplinary perspective. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of counselling specialisations that would help the student to be eligible to be employed as counsellors in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, trainer and as a facilitator in the organizational development process. Students would also be equipped to prepare and fare well in competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards, etc.

Programme Objectives and Outcomes: By the end of the programme students should be able to:

1. exhibit competency in counselling, apply counselling skills and theories in practice and analyse and evaluate aspects of social reality using the principles of the discipline;
2. learners would be able to understand and recognize a wide range of psychological issues, problems, and mental health disorders, and provide assessment, diagnosis and counselling for individuals, couples, families, and groups;
3. exhibit problem-solving skills, and reflective thinking, apply analytical and scientific thinking and demonstrate technical skills in terms of handling data, working with various research-related software, conceptualising, designing, and executing research project/s;
4. recognize and respect different value systems including one's own;
5. take cognizance of the moral implications of our decisions, and become a multiculturally competent and ethical counsellor.

Conditions for Admission:

Candidates who have passed the undergraduate degree examination with 50% aggregate marks from any recognized university in India or abroad recognized by UGC / AIU are eligible to apply. Students appearing for their final degree examinations in March-June 2023 are also eligible to apply (Applicants who are in the last year of their studies should have secured 50% or above aggregate in all the Semesters / Years of Undergraduate Examinations conducted so far).

Duration of the Course:

The course for the degree of Master of Science shall consist of two academic years.

MSc Wellness Counselling

Course and Paper Matrix for Semester I

Semester	Paper No	Title of Prescribed Paper	Course type	Credits	Instructions per week	End Semester Marks	Internal Marks	Total
I	1	Foundations of Psychology	Core	4	4	70	30	100
I	2	Theories and Models of Lifespan Development	Core	4	4	70	30	100
I	3	Foundations of Professional Counselling	Core	4	4	70	30	100
I	4	Behavioural Dysfunctions	Core	4	4	70	30	100
I	5	Health Psychology	Soft Core	2	3	70	30	100
I	1	Basic Skills in Counselling	Practicals 1	4	8	70	30	100
I	2	Assessment for Counselling	Practicals 2	4	8	70	30	100
		Total		26	35	490	210	700

MSc Wellness Counselling

Course and Paper Matrix for Semester II

Semester	Paper No	Title of Prescribed Paper	Course type	Credits	Instructions per week	End Semester Marks	Internal Marks	Total
II	6	Theoretical Foundations of Counselling	Core	4	4	70	30	100
II	7	Multicultural Counselling	Core	4	4	70	30	100
II	8	Quantitative Research Methods	Core	4	4	70	30	100
II	9	Qualitative Research Methods	Core	4	4	70	30	100
II	10	Alternative Healing Practices	Soft Core	2	3	70	30	100
II	3	Techniques of Individual Counselling	Practicals 3	4	8	70	30	100
II	4	Group Process Training	Practicals 4	4	8	70	30	100
			Total	26	35	490	210	700

MSc Wellness Counselling

Course and Paper Matrix for Semester III

Semester	Paper No	Title of Prescribed Paper	Course type	Credits	Instructions per week	End Semester Marks	Internal Marks	Total
III	11	Educational Counselling	Core	4	4	70	30	100
III	12	Applied Positive Psychology	Core	4	4	70	30	100
III	13	Psychological Interventions and Rehabilitation	Core	4	4	70	30	100
III	14	Addiction Counselling / Workplace Counselling	Open Elective	4	4	70	30	100
III	5	Supervised Practicum	Practicals 5	4	8	70	30	100
III	6	SPSS, Jamovi and Academic Writing	Practicals 6	4	8	70	30	100
			Total	24	32	420	180	600

MSc Wellness Counselling

Course and Paper Matrix for Semester IV

Semester	Paper No	Title of Prescribed Paper	Course type	Credits	Instructions per week	End Semester Marks	Internal Marks	Total
IV	15	Areas of Counselling	Core	4	4	70	30	100
IV	16	Strength-Based Counselling Processes	Core	4	4	70	30	100
IV	18	Internship	Practical 7	8	12	150	50	200
IV	19	Dissertation	Project Work	8	12	150	50	200
			Total	24	32	440	160	600

JYOTI NIVAS COLLEGE AUTONOMOUS
DEPARTMENT OF PSYCHOLOGY
SYLLABUS FOR 2022 BATCH AND THEREAFTER

Program: MSc in Counselling and Wellbeing

Semester: I

Core Paper – 1: FOUNDATIONS OF PSYCHOLOGY

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. learn the fundamental processes underlying behaviour such as biological foundations of behaviour, sensation, perception, states of consciousness, learning, memory, motivation, emotion, intelligence, and personality.
2. apply the principles of psychology in day-to-day life for better understanding of themselves and others.
3. understand the significance and the scientific basis of psychology concepts their scope in counselling.

UNIT I: Introduction

12 Hours

- a). Brief History and Perspectives of Psychology: Branching out of Philosophy, Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism, Humanism, Cognitive Approach;
- b). Methods in psychology: Survey, Case Study, Observation, Questionnaire, Experiment;
- c). Neuroscience and Behaviour: The Neuron (The Basic Unit of Communication) – Characteristics, Communication Within the Neuron (The Action Potential), Communication Between Neurons (Bridging the Gap), Neurotransmitters and Their Effects; The Nervous System and the Endocrine System (Communication Throughout the Body): The Central Nervous System, The Peripheral Nervous System, The Endocrine System; Specialization in the Cerebral Hemispheres: Language and the Left Hemisphere - The Early Work of Broca and Wernicke, Cutting the Corpus Callosum - The Split Brain.

UNIT II: Sensation and Perception and States of Consciousness

12 Hours

- a). Sensation and Perception: Sensing the World around us – Absolute Thresholds, Difference Thresholds, Sensory Adaptation; Perceptual Organization - The Gestalt Laws of Organization, Top-Down and Bottom-Up Processing, Depth Perception, Perceptual Constancy, Perceptual Illusions;
- b). States of Consciousness: Sleep and Dreams - The Stages of Sleep, REM Sleep: The Paradox of Sleep; The Function and Meaning of Dreaming, Sleep Disturbances - Slumbering Problems, Circadian Rhythms - Life Cycles, Daydreams: Dreams Without Sleep.

UNIT III: Learning and Human Memory

11 Hours

- a). Learning: Classical Conditioning (Pavlov), Operant Conditioning (Thorndike and Skinner), Observational learning (Bandura);

b). Memory: Foundations of Memory – Sensory Memory, Short-term Memory, Working Memory, Long-term Memory; Recalling Long-term Memories – Retrieval Cues, Levels of Processing, Explicit and Implicit Memory, Flashbulb Memories; Theories of Forgetting.

UNIT IV: Motivation and Emotion

10 Hours

- a). Approaches to Motivation: Instinct Approaches, Drive-Reduction Approaches, Arousal Approaches, Incentive Approaches, Cognitive Approaches, Maslow’s Hierarchy of Needs, Applying the Different Approaches to Motivation;
- b). Human Needs and Motivation: Physiological Motives – Hunger, Thirst, Sex; The Needs for Achievement, Affiliation, and Power;
- c). Understanding Emotional Experiences: The Functions of Emotions, Determining the Range of Emotions, The Roots of Emotions, The Early Theories of Emotions, Cognitive Theories;

UNIT V: Psychology of Individual Differences

13 Hours

- a). Intelligence: Theories of Intelligence - Spearman’s g Factor, Gardner’s Multiple Intelligence, Sternberg’s Triarchic Theory; Measuring Intelligence - Binet’s Mental Ability Test, Stanford-Binet and IQ, the Wechsler Tests; Individual Differences in Intelligence – Mental Retardation, Giftedness; Nature versus Nurture Controversy;
- b). Personality: Theories - Psychodynamic Perspectives (Freud), The Behavioral and Social Cognitive View of Personality (the Learning Theories), The Third Force: Humanism and Personality (Carl Rogers), Trait Theories (Allport and Cattell, The Big Five)

References

1. Hockenbury, S. E., & Nolan, S. A. (2018). *Psychology*. (8th Edn.). Macmillan Learning.
2. Feldman, R. S. (2015). *Essentials of Understanding Psychology*. (11th Edn.). McGraw Hill Education.
3. Baron, R. A. (2009). *Psychology*, (6th Edn.) Pearson Education.
4. Ciccarelli, S. K. & White, J. N. (2014). *Psychology*. Pearson Education.

Core Paper – 2: THEORIES AND MODELS OF LIFESPAN DEVELOPMENT

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. understand basic concepts, principal theories, and issues across the domains of childhood to old age.
2. grasp the role of genes and environment in human development.
3. impart knowledge about stages in prenatal development along with influential factors.
4. summarise and evaluate research findings relevant to developmental psychology.
5. have a better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the lifespan.
6. apply developmental concepts to situations occurring in everyday life.

UNIT I: Introduction

13 Hours

- a). Meaning of life-span development;
- b). Characteristics of life-span: lifelong, multidimensional, multidirectional, plastic, contextual;
- c). Aspects/Domains of development: biological, cognitive, and socioemotional;
- d). Issues related to lifespan development: heredity v/s environment, active v/s passive, continuous v/s stage-wise, stability and change
- e). Scope of lifespan development: Counselling psychologists, School counsellors, Marriage and family counsellor, Career counsellors, Drug counsellors, Rehabilitation counsellors, Clinical psychologists, Psychiatrists, Social workers, and Child welfare workers;
- f). Genetic foundations: genetic process (genes, chromosomes, mitosis, meiosis, fertilization), genetic principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance);
- g). Genetic and chromosomal abnormalities.

UNIT II: Physical Development

12 Hours

- a). Prenatal Development: meaning, stages and influential factors;
- b). Development in Infancy: Patterns of growth, Height and weight gains, reflexes;
- c). Development in Childhood: Patterns of growth, Height and weight gain, Major developmental milestones;
- d). Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain;
- e). Early Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality;
- f). Middle Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality;
- g). Late Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality.

UNIT III: Cognitive Development

11 Hours

- a). Infancy and Childhood: Piaget, Vygotsky;
- b). Adolescence: Piaget, Elkind;

- c). Adulthood: Postformal development;
- d). Ageing and cognitive skills, Successful ageing.

UNIT IV: Socio-Emotional Development: Part 1

12 Hours

- a). Lifespan Theories: Erikson, Levinson, Bronfenbrenner, Fowler;
- b). Attachment: Erikson's Theory, Bowlby, Ainsworth, attachment in adolescence; Love: Sternberg, dating and romantic relationships, intimacy relations, handling breakups; Parenting: parental roles, fathers as caregivers, parenting styles and discipline, parent-child/parent-adolescent relationships, working parents, divorce;

UNIT V: Socio-Emotional Development: Part 2

12 Hours

- a). Emotion: Regulation of emotions, emotional competence, Development of emotions; Temperament: Chess and Thomas classification, Kagan's behavioural inhibition, Rothbart and Bates' classification;
- b). Identity and Moral Development: Development of identity - Marcia's theory; Moral development: contexts of moral development: Kohlberg's theory;
- c). Patterns of grieving death and bereavement across the lifespan; Care of the dying: Curative, palliative, hospice;

References

1. Lally, M., & Valentine-French, S. (2017). *Lifespan Development: A Psychological Perspective*. California: College of Lake County.
2. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. (9th Edn.) New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
3. Sigelman, C. K. & Rider, E. A. (2018). *Life-Span Human Development*. (9th Edn.). Cengage Learning.
4. Sigelman, C.K. (1999). *Life-Span Human Development*. (3rd Edn.) New York: Brooks/Cole Publishing Company.
5. Shaffer, D.R., Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. (8th Edn.). Belmont, CA: Wadsworth, Cengage Learning.
6. Shaffer, D.R. (1996). *Developmental Psychology*. New York: Brooks/Cole Publishing Company.
7. Zanden, Vander. (1997). *Human Development*. (6thEdn.) New York: The McGraw-Hill Companies, Inc.

Core Paper – 3: FOUNDATIONS OF PROFESSIONAL COUNSELLING

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. demonstrate an understanding and appropriate application of basic counselling skills in order to develop a therapeutic relationship.
2. establish appropriate counselling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counsellor-client relationship.
3. exhibit self-awareness to promote therapeutic relationships and appropriate professional boundaries.
4. practice an application of ethical and legal considerations in professional counselling, and
5. demonstrate communications, conceptualisation, personalisation, and professional skills.

UNIT I: Introduction

12 Hours

- a). Definition of counselling;
- b). History of development of the profession - Influential Individuals: Frank Parsons, Carl Rogers, E.G Williamson, Donald G. Patterson, Donald E. Super.
- c). Major goals of counselling;
- d). Difference between guidance and counselling, counselling and psychotherapy, counselling settings;
- e). Types of counselling: mental health counselling, career counselling, rehabilitation counselling, relationship counselling;
- f). Major formats in counselling: In-person, group counselling, telephonic counselling, online counselling;
- g). Current trends in counselling;

UNIT II: Qualities of Counsellor and Professional Issues

12 Hours

- a). Personal and professional characteristics of an effective counsellor, multicultural competency, difference between effective and ineffective counsellors;
- b). Role and functions of a counsellor: definition of role, generic roles, organizing roles and functions;
- c). Values of the counsellor;
- d). Counsellor Competence: Beyond micro skills (Ivey);
- e). Concerns and challenges faced by counsellors, importance of personal therapy during training, significance of supervision, experience of stress, burn out, ways of coping.

UNIT III: Ethics in Counselling

12 Hours

- a). Definition of ethics, Ethics and counselling;
- b). Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors;
- c). Ethical considerations: referrals, informed consent, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting and other ethical considerations;
- d). Ethical issues in multicultural perspective: focusing on individual and environmental factors, dual and multiple relationships in counselling practice;

- e). Strategies to maintain ethical standards, limitations of ethical codes.
- f). Ethical practice for phone and online counselling, ACA and RCI guidelines, Skills for online and telephonic counselling.

UNIT IV: Models and Processes of Counselling

12 Hours

- a). Carl Rogers, Truax and Carkhuff: historical development and evaluation;
- b). Eagan, Ivey and Cormier: historical development and evaluation.
- c). Counselling process: stages of counselling interview (Ivey's Model);
- d). Pre-counselling considerations: assessment (standardised and non-standardized measures), setting goals, contracting, informed consent, formulation, conceptualization;
- e). Termination of Counselling relationships: Function of termination, Timing of termination, Issues of termination, Resistance to termination, Premature termination, Counsellor-initiated termination, Ending on a positive date, Follow-up and Referral.

UNIT V: Basic Skills in Counselling

12 Hours

- a). Micro skills: attending behaviour, questioning, observation skills, reflection of content, reflection of feeling, key skills of active listening - encouraging, paraphrasing, summarising, integrating listening skills;
- b). Macro skills: introduction, review, confrontation skills, focusing the interview - exploring story from multiple perspectives, reflection of meaning, influencing skills, positive assets search.

References

1. Ivey, A.E., & Ivey, M.B. (2007). *Intentional Interviewing and Counselling*. Thomson: Brooks/Cole.
2. Corey, G. (2008). *Theory and Practice of Counselling and Psychotherapy* (8th ed.) Canada: Brookes/Cole.
3. Corey, G. (2008). *Student manual for Theory and Practice of Counselling and Psychotherapy* (8th ed.). CA:.
4. Felthman, C., & Horton, I. (2000) (Ed), *Handbook of Counselling and Psychotherapy*, New Delhi: Sage
5. Robert, G. L., & Marianne, M.H. (2003), *Introduction to Counselling and Guidance*, Pearson education, Inc.
6. Gibson L Robert and Mitchel H Marianne (2003), *Introduction to Counselling and Guidance*, Pearson education, Inc.
7. Carkhuff. Robert, R., (2000) *The Art of Helping in the 21st Century*. (8th Ed.) New York: HRD Press.
8. Sharma, R. N., & Sharma, R. (2004), *Guidance and Counselling in India*.
9. George, T.S & Pothan, P. (2013), *Professionalism amidst changing times*. In Moodley, R., Gielen, U. P., & Rosa Wu, *Handbook of Counselling and Psychotherapy in an International Context*, Routledge, New York.
10. George, T. S., & Thomas, E. (2014) *Awakening the Indian Psyche, Counselling Today*, BACP, UK.
11. Gladding, Samuel T. (2009): *Counselling - A Comprehensive Profession*, Sixth Edition, Pearson Education

Core Paper – 4: BEHAVIOURAL DYSFUNCTIONS

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. describe psychological abnormality, different models of abnormality and clinical assessments.
2. have an in-depth knowledge of psychopathological conditions as defined in the DSM and ICD.
3. discuss the causes and clinical features of anxiety, stress-related, mood, schizophrenia, delusional, neurodevelopmental, eating and personality disorders.

UNIT I: Introduction

12 Hours

- a). Meaning and definition of normality and abnormality;
- b). Causality: precipitating, predisposing factors, necessary, contributory and sufficient causes; Psychosocial risk factors: role of early deprivation, trauma, inadequate parenting, marital discord and maladaptive peer relationships;
- c). Models for understanding causes of behaviour dysfunction: psychoanalytic, humanistic-existential, cognitive-behavioural, transpersonal;
- d). Need for and types of classification of mental disorders, DSM-5 and ICD-10 systems of classification.

UNIT II: Anxiety and Stress-related Disorders

12 Hours

- a). Anxiety disorders: psychosocial causes, types and clinical features - GAD, panic, phobic disorders, obsessive-compulsive disorders;
- b). Stress-related disorders: psychosocial causes, types and clinical features of acute and PTSD;
- c). Adjustment disorders, dissociative disorders, somatization disorders: psychosocial causes, types and clinical features.

UNIT III: Mood, Schizophrenic and Delusional Disorders

12 Hours

- a). Mood disorders: psychosocial causes, types and clinical features - manic, depressive, bipolar mood disorders;
- b). Schizophrenic disorders: psychosocial causes, types and clinical features - paranoid, hebephrenic and catatonic;
- c). Delusional disorders: psychosocial causes, types and clinical features - erotomanic, grandiose, jealous, persecutory, somatic, mixed.

UNIT IV: Personality Disorders and Sexual Dysfunctions

12 Hours

Personality disorders; psychosocial causes, types and clinical features - paranoid, schizoid and schizotypal personality disorders, histrionic, borderline, narcissistic and antisocial personality disorders, avoidant, dependent, and obsessive-compulsive personality disorders.

- b). Sexual Dysfunctions: Erectile Disorder, Female Orgasmic Disorder, Delayed Ejaculation, Early Ejaculation, Female Sexual Interest, Arousal Disorder, Male Hypoactive Sexual Desire Disorder, Genito-Pelvic Pain, Penetration Disorder.

UNIT V: Neurodevelopmental and Eating Disorders in Children and Adolescents

12 Hours

- a). Neurodevelopmental Disorders: Intellectual Disability (Intellectual Developmental Disorder, IDD), Autism Spectrum Disorder (ASD), Specific Learning Disabilities (SLD), Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, ODD - psychosocial causes, types and clinical features;
- b). Eating Disorders: Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder - psychosocial causes, types and clinical features.

References

1. Comer, R. J. (2013). *Abnormal Psychology*. (8th ed). Worth Publishers.
2. Kring, A. M., Johnson, S. L., Davison, G., & Neale, J. (2014). *Abnormal Psychology*. (12th ed.). Wiley.
3. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). *Abnormal Psychology* (16th ed.). Pearson Education India.
4. Morrison, J. (2017). *DSM-5 made easy: The clinician's guide to diagnosis*. Guilford Publications.
5. Sarason., & Sarason. (2005). *Abnormal Psychology*. (11th ed.). Pearson Education.
6. Mukherjee, A. (2015). *A Text Book of Abnormal Psychology*. New Delhi: Rajat Publication.
7. Bennett, P. (2010). *Abnormal and Clinical Psychology: An Introductory Textbook*. Tata McGraw Hill Education pvt. Ltd.
8. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*. 5th edition Text Revision. Washington, DC.
9. World Health Organisation (WHO). (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organisation.

Soft Core Paper – 5: HEALTH PSYCHOLOGY

Number of Hours: 45

Credits: 2

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. have an understanding of the concepts of health and illness and the major theories of health psychology.
2. appreciate health-enhancing behaviours and promote venues for health-habit modifications.
3. master understanding and management of stress and chronic illnesses.
4. describe the importance of health promotion and health-enhancing behaviours.
5. discuss and apply different health models to life situations.
6. practice and promote well-being and health in self and others.

UNIT I: Introduction

9 Hours

- a). Health and behaviors, Illness-wellness continuum;
- b). The promotion and maintenance of health, the body-mind relationship;
- c). Aims of health psychology;
- d). Cognitive-behavior approaches to health habit modification: self-monitoring, stimulation control, the self-control of behaviour, social skills and relaxation training, motivational interviewing, relapse prevention,
- e). Venues for health-habit modification: the practitioner's office, the family, self-help groups, schools, workplace interventions, community-based interventions, the mass media, cellular phones and landlines, the internet.

UNIT II: Models in Health Psychology

8 Hours

- a). Health belief model, stages of change, theory of planned behavior, protection-motivation model.

UNIT III: Stress and Chronic Illnesses Management

11 Hours

- a). Stress management: meaning of stress and stressor, physiology of stress, assessing stress, sources of chronic stress, stress and illness, coping with stress - personality and coping, psychosocial resources, resilience, coping style, problem-focused and emotion-focused coping, management of stress.
- b). Chronic illnesses: meaning, types - heart diseases, stroke, cancer, AIDS, psychological factors in the onset, maintenance, exacerbation of diseases, causes, impact and psychosocial interventions.

UNIT IV: Health Promotion

8 Hours

- a). Health promotion: meaning, a focus on those at risk, prevention, a focus on older adults, refocusing health promotion efforts, promoting resilience, health promotion and medical practice, health disparities, health promotion strategies: psycho education, counselling, lifestyle modification, techniques of relaxation – biofeedback.

UNIT V: Wellbeing

9 Hours

- a). Well-being: concept and definition, constructs of well-being: hedonic, eudemonic, subjective, sociological, theories of well-being: Value fulfilment theory, Tripartite model of subjective well-

being, PERMA theory, Mccallum and Price's model of holistic wellbeing, A comprehensive model of health and well-being.

References:

1. Sarafino, E. P. (2016). *Health Psychology: Biopsychosocial Interactions* (9th Ed.). John Wiley & Sons, New York.
2. Ogden. J. (2017). *Health Psychology* (4th. Ed.). McGraw-Hill Education.
3. Morrison and Bennet. (2016). *Introduction to Health Psychology* (4th Ed.). Pearson.
4. Shelly E. Taylor. (2018). *Health Psychology*. (10th Ed.) McGraw Hill Education.
5. Hariharan, M. (2020). *Health Psychology: Theory, Practice and Research*. Sage Publishing.
6. Ghosh. M (2014). *Health Psychology: Concepts in Health and Wellbeing*. Pearson Education India.
7. Rawat, D. (2005). *Health psychology*, Sublime Publications, Jaipur

Paper – 1: PRACTICAL 1: BASIC SKILLS IN COUNSELLING

Number of Hours: 120

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to display mastery in the following counselling skills.

A. Knowledge of Micro skills

- Introduction
- Basic Communication Skills
- Attending Behavior
- Questioning
- Observation Skills
- Reflection of Content
- Reflection of Feeling
- Integrating Listening Skills

B. Knowledge of Macro skills

- Introduction
- Review
- Confrontation Skills
- Focusing the Interview
- Reflection of Meaning
- Influencing Skills
- Positive asset search

C. Skill Integration; Integrating Micro skills with Theory

D. Determining Personal Style & Future Theoretical/ Practical Integration.

References

1. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counseling*. Thomson: Brooks/Cole.
2. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E. (2008).
3. *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.
4. Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

Paper – 2: PRACTICAL 2: ASSESSMENT FOR COUNSELLING

Number of Hours: 120

Credits: 4

Any 10 from the following tests

A. Assessment of Cognitive Abilities

· ***Intelligence***

1. Bhatia' s Battery of Intelligence
2. Raven's Progressive Matrices

Attention and Concentration

3. Attention Control Scale

Learning and Memory

4. Wechsler Memory Scale
5. Post Graduate Institute Memory Scale
6. Learning Style Inventory

B. Assessment of Aptitude and Interest

Aptitude

7. David's Battery of Differential Aptitude
8. General Aptitude Test Battery

Interest and Vocational Assessment

9. Comprehensive interest schedule
10. RIASEC
11. Career Preference Record

C. Personality Assessment

Self-Report

12. Neo Five-Factor Inventory
13. 16 Personality Factors

Projective methods

14. Draw a Person test
15. Children's Apperception Test

JYOTI NIVAS COLLEGE AUTONOMOUS
DEPARTMENT OF PSYCHOLOGY
SYLLABUS FOR 2022 BATCH AND THEREAFTER

Program: MSc in Counselling and Wellbeing

Semester: II

Core Paper – 6: THEORETICAL FOUNDATIONS OF COUNSELLING

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. display an understanding of various approaches to counselling and their applicability,
2. show their understanding of how an individual's thoughts affect behaviour and also lead to behaviour modification,
3. choose appropriate techniques from the theories for a particular case.
4. use the counselling skills and techniques with the experimental groups.

UNIT I: Psychoanalytic and Adlerian Therapies

13 Hours

- a). Freudian Psychoanalysis: Key Concepts, therapeutic process, techniques and procedure;
- b). Carl Jung: Key Concepts, therapeutic process, techniques and procedure;
- c). Adlerian Therapy - Brief Psychodynamic Therapy: Key Concepts, therapeutic process, techniques and procedure;
- d). Contemporary Trends: Object-Relations Theory, Self-Psychology and Relational Psychoanalysis; Psychoanalytic Therapy from a Multicultural Perspective.

UNIT II: Humanistic and Existential, Gestalt Therapies

12 Hours

- a). Carl Rogers' Person-Centred Therapy - Key Concepts, therapeutic process, techniques and procedure.
- b). Gestalt Therapy-Key Concepts, therapeutic process, techniques and procedure.
- c). Existential Therapy - Key Concepts, therapeutic process, techniques and procedure. d. Humanistic and Existential, Gestalt Therapies from Multicultural perspectives.

UNIT III: Behavioural and Cognitive Behavioural Therapies

12 Hours

- a). Behavioural Therapy: Key Concepts, therapeutic process, techniques and procedure.
- b). Cognitive Behaviour Therapies (CBT): CT (Beck) REBT (Ellis), CBM (Meichenbaum): Key concepts, therapeutic process, techniques and procedure.
- c). BT and CBT from a multicultural perspective.

UNIT IV: Postmodern Therapies

11 Hours

- a). Postmodern approach: Theories (Steve de Shazer, Insoo Kim Berg & Micheal White and David Epston) and its historical development;
- b). Solution-Focused Brief Therapy (SFBT): Key concepts, therapeutic process, Techniques and procedure;

- c. Narrative Therapy: Key concepts, therapeutic process, techniques and procedure;
- d. Postmodern therapies from a multicultural perspective.

UNIT V: Stages of the Group Process

12 Hours

- a). Definitions of groups; goals of groups; types of groups; differences between group guidance, group counselling and group psychotherapy; ethical and professional issues in group counselling;
- b). Pre-group issues; Initial Stage characteristics of this stage, group leader functions and skills; Transition stage-resistance, conflict, problem members;
- c). Working stage-productivity, therapeutic factors, leader functions;
- d). Final Stage-consolidation and termination; Post group issues and evaluation.

References:

1. Corey, Gerald. (2017). *Theory and Practice of Counselling and Psychotherapy* (10th Edition). Cengage Learning.
2. Seligman. (2015). *Theories of Counselling and Psychotherapy, System Strategies and Skills* (4th Edition), Pearson.
3. Kottler, J. A. & Brown R. W. (2000). *Introduction to therapeutic Counselling*. Australia: Brooks/Cole
4. Krumboltz. J. D., & Thoresen, C. E. (1976). *Counselling methods*. New York: Holt Rinehart.
5. Axelson, J. A. (1998). *Counselling and development in multicultural society*. Pacific Group: Brooks.
6. Ellis A. & Dryden N. (1977). *The practice of Rational Emotional Behavior Therapy* (Rev. Ed.) New York: Springer
7. Ellis A. & MacLaren C. (1998). *Rational Emotional Behavior therapy: A Therapist's Guide*. CA: Impact Kazdin. A. E. (2001). *Behavior Modification*. Belmont: Wadsworth
8. Meichenbaum. D. (1977). *Cognitive Behavior Modification: An integrative approach*. New York: Plenum Speigler,
9. M. D., & Guevremont, D. C. (1998). *Contemporary Behavior Therapy*. Albany: Brooks/Cole.
10. Corey, M. S., & Corey, G. (2017). *Groups: Process and Practice* (10th ed.). Cengage Learning.

Core Paper – 7: MULTICULTURAL COUNSELLING

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. demonstrate understanding of the impact of cultural and social aspects in counselling and counselling relationships.
2. display multicultural competency and incorporate multicultural counselling practices in their practice.

UNIT I: INTRODUCTION

12 Hours

- a). Meaning and definition- intentionality, cultural intentionality, multiculturalism and multicultural counselling;
- b). Historical background: Western and Eastern societies;
- c). Importance of multicultural counselling practice;
- d). Basic assumptions of multicultural counselling;
- e). RESPECTFUL Model of multicultural counselling;
- f). Multicultural counselling and cultural bias: Focus on the individual, verbal expression of emotions, openness and intimacy, insight, competition versus cooperation, linear-static time emphasis, nuclear versus extended family, locus of responsibility, scientific empiricism;
- g). Ethical Consideration in Multicultural counselling.

UNIT II: DEVELOPING AS A MULTICULTURAL COUNSELLOR

12 Hours

- a). Role of a multicultural counsellor;
- b). Understanding the cultural and historical trauma of the client; Privilege as a multicultural counselling issue;
- c). Skills and Action to Cope with the Results of Discrimination and Build Cultural Health;
- d). Awareness of the counsellor- Being Aware of Your Own Assumptions, Values, and Biases;
- e). Knowledge: Understanding the Worldview of the Culturally Different Client.

UNIT III: GENDER, SEXISM, SEXUAL ORIENTATION AND HETEROSEXISM

12 Hours

- a). Understanding gender, sexism and related constructs, Gender and Counselling considerations;
- b). Consequences of sexism: physical, mental and social consequences, Addressing sexism in counselling;
- c). Understanding sexual orientation and heterosexism, Current attitudes toward individuals who are LGBTQI;
- d). Consequences of Heterosexism: physical, mental and social, Addressing heterosexism in counselling.

UNIT IV: SOCIAL CLASS, CLASSISM, DISABILITY ABLEISM AND AGEISM

11 Hours

- a). Social class and Classism: Definition of Socioeconomic Status and Classicism, poverty and mental health, addressing Classism in Counselling;
- b). Disability: Definition of disability and ableism, types of disability, Counselling individuals with disability;
- c). Ageism: Definition, Age, ageism and counselling process.

UNIT V: MULTICULTURAL COUNSELLING AND THERAPY

13 Hours

- a) Understanding Multicultural Counselling and Therapy (MCT);
- b) Propositions of Multicultural Counselling and Therapy;
- c) Types- Empowerment Therapy, Relational Cultural Therapy.

References

1. Cormier, L., Nurius, P., & Osborn, C. (2009). *Interviewing and change strategies for helpers* (6th ed.). Cengage Learning.
2. Hays, D., & Erford, B. (Eds.). (2018). *Developing Multicultural Counseling Competence: A Systems Approach* (3rd ed.). Pearson.
3. Ivey, A., Ivey, M., & Zalaquett, C. (2018). *Intentional interviewing and counseling: facilitating client development in a multicultural society* (9th ed.). Cengage Learning.
4. Sue, D. W., Sue, D., Neville, H., & Smith, L. (2019). *Counseling the culturally different: Theory and practice*. (8th Edition). Toronto, Canada: John Wiley & Sons, Inc.

Core Paper – 8: QUANTITATIVE RESEARCH METHODS

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. demonstrate skills on designing quantitative research,
2. demonstrate skills on collecting quantitative data using various methods,
3. appreciate the importance of scientific research,
4. conceptualise a research problem,
5. understand ethical issues in research.
6. understand the types of research, designs and the ways and means of analysing the data.

UNIT I: Research Process

12 Hours

- a). Definitions of research, science and scientific methods, limitations of scientific research, Ethical issues for research;
- b). Steps involved in the research process: Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing;
- c). Research problem: Source, selection criteria, defining;
- d). Review of Literature, sources, criteria;
- e). Variables: Meaning, types - IV, DV, control and extraneous variables.

UNIT II: Probability and Hypothesis Testing

14 Hours

- a). Hypothesis: Definition, characteristics, types; Hypothesis testing
- b). Concept of Probability, Normal probability curve, Characteristics of the curve;
- c). Probabilistic estimation and limitations (type I & type II errors).
- d). Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction.

UNIT III: Sampling and Data Collection

10 Hours

- a). Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size;
- b). Data collection methods: Observation: naturalistic, laboratory, participant and non- participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

UNIT IV: Research Designs

16 Hours

- a). Part A: Experimental Designs: True Experimental (Between group, within groups, factorial);
- b). Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes);
- c). Part C: Non-experimental (Observational, survey, correlational);
- d). Other ways of classifying Research Designs: Designs based on the purpose of the study – Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research

designs; Designs indicating the effects of time-Cross sectional research designs, Longitudinal research designs.

UNIT V: Psychology Report Writing

8 Hours

- a). Introduction to Academic writing; Need for report writing; Ethical & Legal Standards in Publishing; Types of Academic Writing;
- b). Report Writing in APA format: The Mechanics of Style, Displaying Results, Crediting Sources; References in APA format; different types of citations-in-text and reference section; Avoiding plagiarism, Organizing information, Publication Process and guidelines.

References:

1. Best, J. W. & Kahn, J. V (2005). Research in education. (9th ed, EEE). Prentice-Hall of India.
2. Bordens, K. S. & Abbot, B. B. (2002). Research designs and methods: A process approach. (5th Edn). McGraw Hill.
3. Cozby, P. C. (1997). Methods in behavioral research. (6th Edn.). Mayfield Publishing Company.
4. Creswell, J.W. (2007). Qualitative inquiry & research design: Choosing among five approaches (2nd Edn.). Thousand Oaks, CA: Sage Publications.
5. Heppner, P. P, Wampold, B. E. & Kivilighan, D. M. (2008). Counseling Research. Brooks-Cole.
6. Kothari, C. R. (2003) Research methodology: Methods and techniques. (2nd Edn.). Wishwa Prakashan.
7. McBurney, D. H. (2001) Research methods. (5th Edn.). Thomson Wadsworth.
8. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Core Paper – 9: QUALITATIVE RESEARCH METHODS

Number of Hours: 60

Credits: 4

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. understand various traditions of qualitative research methodologies in psychology,
2. demonstrate skills on designing qualitative research,
3. collect qualitative data using various methods,
4. appreciate the importance of interdisciplinary research,
5. develop skills on analyzing qualitative data manually and using software,
6. develop skills on proposal writing and reporting qualitative research.

UNIT I: Introduction

12 Hours

- a). The history and philosophy of qualitative research; Characteristics and Process of qualitative research; The main steps in qualitative research;
- b). Reliability and Validity in Qualitative Research; Critique and Scope of Qualitative Research. Application of qualitative research methodology to research in Psychology; Ethical considerations in qualitative research.

UNIT II: Paradigms of Qualitative Research

12 Hours

- a). Need and importance of Paradigms;
- b). Different Paradigms- ethnography, Narrative analysis, phenomenology, grounded theory, case study, Interpretive phenomenological analysis (IPA), Symbolic interactionism, constructionism and Participative action research.

UNIT III: Designing and Sampling in Qualitative Research

12 Hours

- a). Defining research questions; Choosing data collection method; Primary and secondary sources of data;
- b). Sampling- Types of sampling- Generic purposive sampling, theoretical sampling, Snowball sampling; Decisions regarding sample size and sources.

UNIT IV: Techniques of Qualitative Research

12 Hours

- a). Participant Observation; Interview Method; Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document-based methods; Protocol Analysis;
- b). Forms of Data- Interviews/ observations; Recording procedures, Field issues and Storing Data.

UNIT V: Data Analysis and Report Writing

12 Hours

- a). Steps in qualitative data analysis – Coding, Within-case Analysis, Cross-case analysis, Thematic Analysis; Matrix displays; Triangulation;
- b). Techniques of qualitative data analysis- Narrative analysis and representation, Interpretative Phenomenological analysis (IPA) and representation, Grounded theory analysis and representation, Ethnographic analysis and representation, Case study analysis and representation;

c). Writing a Qualitative Research Study: Presentation of data based on approaches: Format of Writing Structure; Computers in qualitative data analysis – Overview of NVIVO, ATLAS; Ethical issues in Analysis.

References

1. Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
2. Ritchie, J. & Lewis, J. (eds.). (2003). *Qualitative Research Practice: A guide for social science students and researchers*, New Delhi, Sage.
3. Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
4. Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, Calif: Sage Publications.
5. David Silverman. (2013). *Doing Qualitative Research: A Practical Handbook*. Sage Publications.

Soft Core Paper – 10: ALTERNATIVE HEALING TECHNIQUES

Number of Hours: 45

Credits: 2

LEARNING OBJECTIVES AND OUTCOMES:

By the end of the course, students will be able to:

1. to acquaint with the main theorists and their theories regarding transpersonal psychology,
2. to sensitize the learners to the possibilities and availability of alternate methods of healing, especially those that have originated in India,
3. to focus on indigenous and culturally accepted/practised therapeutic methods. Students will become aware of the need for, and techniques of healing holistically.

UNIT I: INTRODUCTION

9 Hours

- a. Meaning of Indigenous & Indian Psychology, Philosophical basis and fundamental assumptions of Indian Psychology, emergence of indigenous and non-western perspective of Psychology;
- b. Concept of healing and alternative healing techniques, types;
- c. Complementary and Alternative Medicine (CAM) - Origin, types and relevance, Ayurveda – Basic concepts, the body matrix, panchamahabhutas, diagnosis and treatment of health & illness.

UNIT II: AYUSH System of Healing

11 Hours

- a. AYUSH - Ayurveda, Yoga, Unani, Siddha, Homeopathy- Basic concepts, applications and role in psychological wellbeing
- b. Meaning and aims of Yoga Patanjali's Yoga Sutra, Astangayoga - stages of yoga, nadis and chakras, asanas, concept of Pranayama. Psychophysiological effects of asanas and pranayama.
- c. Yoga and stress. Yoga for treating different systemic disorders (Digestive, circulatory). Yoga for personality development and well-being.

UNIT III: Reiki and Pranic Healing

9 Hours

- a. Reiki: History of Reiki. Principles and functioning of Reiki, Distance healing, Reiki symbols, Application of Reiki in different conditions;
- b. Pranic healing: History of Pranic Healing, Principles and functioning of Pranic Healing.
- c. Similarities and differences between Reiki and Pranic healing.

UNIT IV: Acupuncture and Acupressure

8 hours

- a. Acupressure - Critical points, relief points. Acupressure for treating different conditions/ailments, and for maintaining health.
- b. Acupuncture - Basic principles, Acupuncture for treating different conditions/ailments, and for maintaining health.

UNIT V: Meditation and Hypnosis

8 Hours

- a. Meditation: Basic concepts and principles, Types (Vipasana, Zen, Transcendental Meditation and mindfulness meditation); Meditation as a therapeutic method;
- b. Hypnosis: Theoretical approach, Techniques used in Hypnosis, Hypnotherapy, Benefits of Hypnosis.

References:

1. Scotton, B. W., Chinen, A. B., & Battista, J. R. (1996). *Textbook of transpersonal psychiatry and psychology*. Perseus (for Hbg).
2. Tart, C. T. (1975). *Transpersonal psychologies*. Harper & Row.
3. Baginski, B.,J., & Sharaman, S. (1997). *Reiki, Universal life energy*. B Jain Publishers
4. Choa, K.S. (1990). *The Ancient Science and Out of Pranic Healing. Health Accessory for All*.
5. Furnham, A. (2005). *Complementary and alternative medicine: shopping for health in postmodern times*. In P. White. (Ed.). *Biopsychosocial medicine: an integrated approach to understanding illness*. Oxford: Oxford University Press
6. Huss, C (1990). *The Banyan Tree. Action Research in Holistic Healing*. Pune: Medical Mission sisters
7. Iyengar, BKS, (2002). *Yoga the path to holistic*. London, Dorling Kindersley Book.
8. Iyengar, BKS (2001) *Light on Pranayama*. New Delhi. Harper Collins Pub. India.
9. Kuppuswamy, B. (2001). *Elements of Ancient Indian Psychology*. New Delhi. Konark Pub. (Reprint)
10. Lele, R. D. (1986) *Ayurveda and Modern Medicine*. Bharatiya Vidya Bhavan, Bombay India.
11. Pandit Usharbudh Arya (1981). *Mantra and meditation*. Himalayan International Institute of Yoga Science and Philosophy, USA.
12. Sanderson, C. A. (2004). *Health psychology*. NJ: John Wiley & Sons, Inc.
13. Shakti Gawain (1993). *Living in the light: A guide to personal and planetary transformation*. Bantam New Age Books.
14. Silva Jose and Philip Miele (2001). *Silva mind control method*

Paper – 3: PRACTICAL 3: TECHNIQUES OF INDIVIDUAL COUNSELLING

Number of Hours: 120

Credits: 4

Pre-Training Self-awareness:

For enhancing self-understanding, self-awareness and personal growth- Assessment of belief, attitude, personality and personal issues, the interpersonal orientation of feelings, behaviour and value to be undertaken. Each student must undergo Personal therapy with a qualified counsellor for a minimum of 10 hours.

A. COGNITIVE BEHAVIOURAL APPROACHES

- Socratic Questioning
- Thought Diary
- Thought Distraction
- Thought Stopping

B. RATIONAL EMOTIVE BEHAVIOUR THERAPY (REBT)

- ABCDE Analysis

C. SELF-INSTRUCTION TRAINING

D. BEHAVIORAL APPROACHES-FOR ADULTS AND CHILDREN

- Behavioural Performa
- Systematic Desensitization
- JPMR, Biofeedback
- Token Economy
- Shaping
- Habit Reversal
- Assertiveness Training
- Roleplaying and role reversal

E. POSTMODERN APPROACH

- Solution-Focused Brief Therapy (SFBT)

Paper – 4: PRACTICAL 4: PROCESS OF GROUP COUNSELLING

Number of Hours: 120

Credits: 4

This paper aims at introducing micro-and macro counselling skills through laboratory training and field experience. The teaching and learning strategies employ the acquisition of all the skills independently and integrating the same progressively and final practising intentional counselling interviews. The verbatim recording, analysis evaluation and critique are necessarily considered in the laboratory settings. The learners have to follow the laboratory ‘counselling skills training methodology’ and maintain the record of learning from each session and the verbatim record and summary report of counselling interviews as part of the course requirement.

A). Pre-Training Assessment:

Assessment of Belief, attitude and value to enhance self-understanding, self-awareness and personal growth. Self-exploratory assessments of personality and personal issues, the interpersonal orientation of feelings and behaviour.

B). Developing Generic Skills:

Establishing contacts with clients, Ensuring structured settings, Developing relationships, Monitoring intentions/ covert behaviour.

C). Developing Micro-and Macro-Skills:

Listening/Identifying/experiencing/Eliciting/exercising and responding. Employing the following skills: Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequence, interpreting and feedback, Summarization, Focusing, Reflective meaning, self-disclosure, and confrontation.

D). Group Counselling Approaches and Techniques

1. Cognitive Behaviour Therapy
2. Transactional Analysis
3. Gestalt
4. Rational emotive behaviour therapy
5. Psychodrama
6. Post modern approaches
 - a. Solution focused Brief Therapy
 - b. Narrative Therapy