

TAMIL NADU OPEN UNIVERSITY
Regulations and Overview for
M.Sc., Counselling & Psychotherapy
(Semester) in Distance Mode

[W.e.f Academic Year 2020-2021]



Department of Psychology
School of Social Sciences
Tamil Nadu Open University
Chennai- 600 015

MASTER OF SCIENCE IN COUNSELLING & PSYCHOTHERAPY

REGULATIONS

Introduction

The recent developments in Psychology, has been included in the enriched M.Sc., (Counselling & Psychotherapy) Syllabus to meet out the present day needs of academic and Research, and Institutions. To be able to locate, evaluate, and apply psychological information.

1. PROGRAMME OBJECTIVES

The major objective of this programme is to:

PO1: Provide students an overview of Counselling and Psychotherapy, its major theories, approaches, practices and enrich the students with the contemporary issues in human life and to arrive at plausible explanation for the human behaviour related life span, social, cognitive aspects .

PO2: Address the individual issues, development / and transitions throughout the ~~span~~

PO3: Equip students with the techniques of Psychological Assessment and the technology in Career Counselling.

PO4: Provide insights on issues related to Counselling with multi-cultural / diverse / special population.

PO5: Provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society as well as articulate the role of a Counsellor as a professional in various applied settings.

PO6: develop research skills and scientific techniques for conducting research and sensitize the students to the ethics of counselling and Psychotherapy.

2. PROGRAMME OUTCOMES

The major outcomes of the programme are to:

PLO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and

decisions (intellectual, organizational, and personal) from different perspectives.

PLO 2: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PLO 3: Effective Citizenship: Demonstrate empathetic social concern and equity- centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PLO 4: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PLO 5: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

3. PROGRAMME SPECIFIC OUTCOMES

The major outcomes of this counselling & psychotherapy programme are to:

PSO 1 Develop a committed and academically engaged learner community with the scientific acumen to study the issues related to social, developmental, personality aspects, health areas.

PSO 2 Develop a strong theoretical foundation of psychological knowledge in the applied areas of psychopathology and therapy, cognition, learning disability, and clinical issues like, etc.

PSO 3 Manage scientific information from various sources and conduct psychological tests for appropriate clinical requirements, behavioural training and effective interventions.

PSO 4 Prepare a student to deliver quality mental health service and counselling in the areas of career, special settings, school, family and marital issues by observing the professional and ethical standards.

PSO 5 Integrate psychological knowledge for developing a student with adaptability, feasibility and self-regulation and conduct research projects in response to emerging needs of the community

PSO 6 Apply the skills gained during the course of study at clinical / industrial areas and analyze the causes behind the major psychological issues seen with people in the society today

PSO 7 Relate empathetically to people of diverse groups to ensure equity in providing psychological services.

4. Eligibility

A candidate who has passed a Degree in Psychology or having studied Two Courses/Papers in Psychology in an examination of some other university accepted by the syndicate as equivalent thereto shall be permitted to appear and qualify for the M.Sc. Counselling & Psychotherapy Degree Examination of this University after a course of two academic years.

For those who have not studied Psychology as a Major subject in them under graduation, have to undergo a Bridge course conducted by the TNOU, to become eligible to get admitted in this programme. Admissions performed in both Academic and Calendar year batches.

5. Duration of the Course and Medium:

The course for the degree of Master of Science (Psychology) shall consist of Two academic years (Four Semester) and the medium of instruction is English only.

6. Course of Study

The course of study shall comprise instruction in the following subjects according to the syllabus

Course	Course Code	Course Title	Evaluation			Credits
			CIA	TEE	Total	
I Year - Semester I						
Core I	MCPS-11	Advanced General Psychology	30	70	100	4
Core II	MCPS-12	Advanced Social Psychology	30	70	100	3
Core III	MCPS-13	Life Span Psychology	30	70	100	3
Core IV	MCPS-14	Research Methodology & Statistics	30	70	100	4
Elective -1	MCPS-15	Theories of Personality	30	70	100	3
I Year - Semester II						
Core V	MCPS-21	Psychopathology & Mental health	30	70	100	4

Core VI	MCPS-22	Counselling Skills & Techniques	30	70	100	3
Core VII	MCPS-23	Psychometry	30	70	100	3
Core VIII	MCPS-24	Clinical Assessment	30	70	100	3
Elective-2	MCPS-25	Psychological Tests for Assessment	30	70	100	4
II Year - Semester III						
Core IX	MCPS-31	Principles and Techniques of Psychotherapy	30	70	100	4
Core X	MCPS-32	Behaviour Modification	30	70	100	4
Core XI	MCPS-33	Cognitive Psychology	30	70	100	4
Core XII	MCPS-34	Learning Disability	30	70	100	3
Elective-3	MCPS-35	Health Psychology	30	70	100	3
II Year - Semester IV						
Core XIII	MCPS-41	Psychotherapy	30	70	100	4
Core XIV	MCPS-42	Career Counselling	30	70	100	4
Core XV	MCPS-43	Counseling in Special Conditions	30	70	100	4
Core XVI	MCPS-44	School Counselling	30	70	100	3
Elective-4	MCPS-45	Family & Marital Counselling	30	70	100	3
Total			600	1400	2000	70

CIA- Continuous Internal Assessment

TEE- Term End Examination

7. EXAMINATIONS:

The examination for the M.Sc. Degree shall consist of theory and practical papers.

(i) Theory Examinations: The theory examination shall be of three hours duration to each paper and conducted at the end of each year. The candidates who failing in any subject(s) will be permitted to appear for each failed subject(s) in the subsequent examinations.

(ii) Practical Examinations: The practical examinations shall be of three hours duration to each practical and conducted at the end of each year. The candidates who failing in any practical(s) will be permitted to appear for each failed practical(s) in the subsequent examinations.

8. SCHEME OF EXAMINATIONS:

Assignment: 1 assignment for 2 credits is to be prepared by the learners. E.g., If a Course is of Credit 6, then 3 number of Assignments are to be written by the learner to complete the continuous assessment of the course. Assignment carries 30 Marks (Average of Total no of Assignment), consists of Long Answer Questions (1000 words) for each Course.

Sec- A	Answer any Five of the questions not exceeding 300 words out of three questions.	5 x 5 = 25 Marks
Sec B	Answer any Three of the questions not exceeding 1000 words out of three questions.	3 x 15 = 45 Marks

Term End Examination Question Paper Pattern:

Tamil Nadu Open University

M.Sc. - Counselling & Psychotherapy

Max. Marks: 70

Time: 3 hours

Course: XXXX

Course Code: XXXX

Time: 3 hours

Maximum marks: 70

PART - A (5 x 5 = 25 marks)

Answer any Five questions out of Eight Questions in 300 words All questions carry equal marks

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V
6. From any Block
7. From any Block
8. From any Block

PART - B (3 x 15 = 45 marks)

Answer any Three questions out of Five Questions in 1000 words.

All questions carry equal marks.

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

9. PASSING MINIMUM:

For theory examination: The candidate shall be declared to have passed the examination if the candidate secures not less than 32 marks in the Term End Examinations (TEE) of each theory paper and secures not less than 13 marks in the Continuous Internal Assessment (CIA) and overall aggregated marks is 50 in both the external and internal taken together.

Continuous Internal Assessment (CIA)		Term End Examination (TEE)		Overall Aggregated Marks	Maximum Marks
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	CIA + TEE	
13	30	32	70	50	100

For Practical examination: The candidate shall be declared to have passed the examination if the candidate secures not less than 30 marks in the External Practical Examinations and secures not less than 10 marks in the Continuous Internal Assessment (CIA) (Record Marks + Practical Counselling Class Attendance) and overall aggregated marks is 40 marks in both external and internal taken together. However, submission of record notebook is a must. Classification of Successful Candidates:

Candidates who pass all the courses prescribed and who secure 60% and above in the aggregate of marks in Core courses will be placed in the First Class. Those securing 50% and above but below 60% in the aggregated will be placed in the Second Class. All other successful candidates will be placed in the Third Class.



TAMIL NADU OPEN UNIVERSITY

School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester I

Course Title : ADVANCED GENERAL PSYCHOLOGY

Course Code : MCPS 11

Course Credit : 4

Course Objectives

While studying this course, the Learner will be able to:

CO 1: Explain the various schools of psychology namely Behaviorist, Gestalt, Psychoanalysis and Humanistic approach.

CO 2: Discuss the Application of psychology in the fields of education, health, Industry, community as well as self-development.

CO 3: Analyze the principles and theories of Motivation and Emotion

CO 4: Demonstrate the Principles of learning by Classical conditioning, Operant conditioning, programmed learning and automated instruction.

CO 5: Describe the processes and theories involved in Memory, Forgetting and the components of language.

CO 6: Explain the types and structure of Intelligence and personality and their assessment.

BLOCK – I Schools of Psychology and Sensory Process

Basic concepts– Definition of Psychology – Schools of Psychology – Behaviorist – Gestalt – Psychoanalysis – Humanistic - Scientific methods in Psychology– Application of Psychology – Psychology in Industry, community, family, education, health, self development – Human relations - sensory process – Some general characteristics of senses – Five senses – Perception: Organization – The role of learning in perception – Perception and attention – Perceptual process.

BLOCK – II Learning

Learning – Definition - Principles and Methods – Classical conditioning – Operant Conditioning – The principle of reinforcement – Multiple response learning – Cognitive learning – Observational learning - Optimizing learning: Programmed learning and automated instruction – Transfer of learning – Role of Reward and punishment in learning.

BLOCK – III Motivation and Emotion

Motivation and emotion – Physiological basis of motivation – Types of motives - Current status of motivational concepts – Theories of motivation – Motivational factors in aggression – Emotion- Achievement motives and its effects– Emotional expression – Theories of emotions.

BLOCK – IV Memory, Forgetting & Language

Memory and forgetting – Kinds of remembering – Retrieval processes – The nature of forgetting – Two process theories of memory – Improving memory – Language and thought – Symbols and concepts – Structure – Forms of thought - Thinking and reasoning – Concept formation.

BLOCK – V Intelligence and Personality

Intelligence – Theories of intelligence – Measuring Intelligence – Kinds of intelligence tests – Ability - Artificial intelligence – Formation of aptitude and attitude – Aptitude tests – Creativity and its tests - Personality – Definition of Personality – Theories of Personality – Assessment of Personality.

REFERENCES:

- Baron, R. A. (2010). *Psychology* (5th Ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
- Ciccarelli, S.K. & Meyer, G.E. (2008). *Psychology*. South Asian Edition. New Delhi: Dorling Kindersley India Pvt. Limited.
- Fernald, L.D., & Fernald, P.S. (2007). *Introduction to Psychology*. 5th Ed. AITBS Publishers.
- Haggard, E.R., Atkinson, C.R., & Atkinson, R.L. (2011). *Introduction to Psychology*. New Delhi: Oxford and IBH Publishing Company Pvt. Ltd.
- Hillgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to Psychology*. 6th Edition, New Delhi: Oxford IBH publishing Co. Pvt. Ltd.
- Kalia, H. L. (2008). *Introduction to Psychology*. India: AITBS Publishers.
- Morgan, C. T., King, R. A., Weiss, J. R., Schopler, J. (1993). *Introduction to Psychology*. 7th Ed. New Delhi: Tata McGraw Hill Publishers.
- Venkattammal, P. *General Psychology*, (2011). Tamil Nādu State Higher Education Department. Chennai.

WEB RESOURCES

- <https://www.studysmarter.us/explanations/psychology/basic-psychology/>
- <http://www.blackwellpublishing.com/intropsych/pdf/chapter7.pdf>
- <https://opentextbc.ca/introductiontopsychology/chapter/chapter-10-emotions-and-motivations/>
- <https://www.simplypsychology.org/forgetting.html>
- <https://www.simplypsychology.org/intelligence.html>

Course Learning Outcomes

After completion of this course, the Learner will be able to:

- CLO 1 Critically analyze the major issues and schools of psychology.
- CLO 2 Recognize the key role that psychological concepts play in our everyday lives and apply them practically to handle people in a better way.
- CLO 3 Analyze the Learning principles and the different types of learning.
- CLO 4 Explain the Physiological basis of motivation, emotion and its theoretical approaches.
- CLO 5 State the process of memory, forgetting and the components of language.
- CLO 6 Comprehend human behavior in relation to their personality, intelligence.



TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester I

Course Title : ADVANCED SOCIAL PSYCHOLOGY

Course Code : MCPS-12

Course Credits : 3

Course Objectives

While studying this course, the Learner will be able to:

Express the social psychological nature and causes of behaviour in a range of complex social situations.

CO 1 Demonstrate the various types of Research in Social Psychology and its application.

CO 2 Discuss the concepts relating to aspects of Attribution, and Social Cognition.

CO 3 Demonstrate the group formation, and its influences on behaviour.

CO 4 Write about the factors determining Attraction and the pro-social behaviour.

CO 5 Analyze the various types of Aggression, determinants and its prevention and control.

CO 6 Deliberate the impact of Environmental Stress and crowding on behaviour.

BLOCK – I Social Psychology: Nature and Research Methods

Basic concept of social psychology – scope – individual, society and culture - Social Psychology in the new millennium - Research Methods in Social Psychology: Systematic, Correlation and Experimental Methods.

BLOCK - II Social Perception & Cognition

Social Perception - Nonverbal Communications - Attribution: Understanding the causes of others Behaviour - Theories of Attribution- Kelley's model - Impression Formation and Management - Social Cognition: Social Information- Heuristics and Automated Processing - Sources of Error. Groups: Types and formation - Theories of Group Formation - Co-ordination - Group Decision making - Group Think.

BLOCK – III Interpersonal Attraction and Prosocial Behaviour

Interpersonal attraction – Factors determining Attraction - Sociometry - Social Motives - types - Social Influences – Conformity- Compliance - Obedience - Prosocial Behaviour- Reason to help others - Situational Factors- Individual characteristics - Empathy – Altruism- Attitude: Components, Formation - influence on Behaviour - Changing the Attitudes - Persuasion - Cognitive Dissonance.

BLOCK - IV Prejudice and Aggression

Prejudice -Discrimination in Action - Origin - Methods to reduce it - Aggression - Theories of Aggression - Types of Aggression - Determinants of Aggression - Environmental causes - Prevention and control of Aggression.

BLOCK – V Environmental Influences on Human Behaviour

Environmental Influences: The urban environment and social behaviour - Environmental Stress: The hazards of a noisy environment - Temperature and weather as environmental stressors - Temperature and aggression - Air pollution – Effects of negative ions - Personal space – Territorial behaviour – Territorial dominance – Architectural designs - Crowding - The effects of too many people and too little space.

REFERENCES:

- Branscombe, N.R., Baron, R.A., &Kapur, P. (2017). *Social psychology* (14th Ed.). Chennai, India: Pearson India Education Services Private Limited.
- Feldman, R. S. (2001). *Social psychology* (3rd Ed.) New Delhi, India: Pearson India Education Services Private Limited.
- Myers, D.G., &Twenge, J.M. (2017). *Social psychology*. (12th Ed.). New York, NY: McGraw – Hill Education.
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005) *Applied social psychology- understanding and addressing social and practical problems*. New York, NY: Sage publications.
- Schultz, W., & Oskamp, S. (2000). *Social psychology: An applied perspective*. Upper Saddle River, NJ: Prentice Hall

WEB RESOURCES

- <https://www.verywellmind.com/social-psychology-4157177>
- <https://www.thoughtco.com/what-is-nonverbal-communication-1691351>
- <https://opentext.wsu.edu/social-psychology/chapter/module-5-attitudes/>
- <https://www.psychologytoday.com/us/basics/leadership>
- https://www.sagepub.com/sites/default/files/upm-binaries/16245_02_Buunk_Ch_01.pdf

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Explain the Research methods in Social Psychology and its application.

CLO 2 Examine the impact of actual or implied social influences (persuasion, group processes & intergroup relations) on human thoughts, feelings and behaviours.

CLO 3 Discuss the concepts relating to aspects of Attribution, and Social Cognition.

CLO 4 Demonstrate the group formation, and its influences on behaviour.

CLO 5 Write about the factors determining Attraction and the pro-social behaviour.

CLO 6 Analyze the prejudice and various types of Aggression, determinants and its prevention and control.

CLO 7 Critically evaluate the impact of Environmental Stress and crowding on behaviour.



School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester I

Course Title : LIFE SPAN PSYCHOLOGY

Course Code : MCPS-13

Course Credits : 3

Course Objectives

While studying this course, the Learner will be able to:

CO 1 Present a comprehensive overview of contemporary developmental psychology.

CO 2 Explain the lifespan perspective in terms of physical, cognitive, emotional and social changes,

CO 3 Analyze the basics of Personality and social development.

CO 4 Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families during middle age.

CO 5 Organize list of physical and psychological issues in old age.

BLOCK – I Basic Concepts and Stages of Development

Basic Concepts – Aspects of Development, Life Span periods – Methods – Non-Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

BLOCK – II Physical and Intellectual Development

Physical Development – Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions - Intellectual Development – Approaches: Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

BLOCK – III Personality and Social Development

Personality and Social Development – Emotions – Emergence of Self – Role of parents and siblings – Peer group influence – Psychoanalytic, social learning and cognitive

perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity-teenage problems.

BLOCK – IV Social Issues in Adulthood

Personality and Social issues in adulthood - Parenthood – Career planning – Intimate relationship and personal lifestyles – Work life – Personal relationship in family and work life

BLOCK – V Issues in Old age

Old age – Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.

REFERENCES:

- Elizabeth B. Hurlock (1996) Developmental Psychology – A Life Span Approach, Fifth Edition, Tata McGraw Hill Publishing Co. Ltd.
- Papalia, Diane E and Old. (1992). Human Development V Ed. Tata McGrawMill Publishing Co., Ltd.
- Zubek J.P. and Solberg, P.A. (1954). Human Development, New York, McGrawHill Book Co. Ltd.

WEB RESOURCES

- <https://online.maryville.edu/online-bachelors-degrees/human-development-and-family-studies/resources/stages-of-human-development/>
- <https://pressbooks.online.ucf.edu/lumenpsychology/chapter/reading-childhood/>
- <https://nobaproject.com/modules/social-and-personality-development-in-childhood>
- <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

After completion of this course, the Learner will be able to:

CLO 1 Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.

CLO 2 Analyze physical development, Language Acquisition, Intellectual and moral Development during childhood stages.

CLO 3 Explain the emotional problems at childhood and adolescence.

CLO 4 Describe Parenthood, Career planning, Intimate relationship and personal life styles, various Personality and Social issues during young adulthood.

CLO 5 Discuss the Physical changes and adjustment aspects during the old age.

CLO 6 Identify and apply issues in everyday life across the different life stage.



**School of Social Sciences
Chennai – 15
M. Sc Counseling and Psychotherapy- Syllabus – Semester I**

Course Title : RESEARCH METHODS AND APPLIED STATISTICS
Course Code : MCPS-14
Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- CO 1 Explain some basic concepts of research and its methodologies.
- CO 2 Develop appropriate research topics, hypothesis and fix the suitable sampling methods.
- CO 3 Define appropriate research problem and parameters.
- CO 4 Express about the various research designs to be adopted to conduct research.
- CO 5 Discuss the applications of statistical procedures and understanding of various statistical techniques.
- CO 6 Prepare a project proposal (to undertake a project) and write a research report.

BLOCK I: Foundations of Research

Meaning – Objectives of science – Need for research – Research approaches – Steps in research - Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animal - Research problem – Sources – Criteria of good problem- Reviewing the literature – Research article.

BLOCK II: Hypothesis, Variables and Sampling

Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing - Variables
– Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research.

BLOCK III: Research Designs

Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent group's designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs - Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

BLOCK IV: Statistics

Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: ztest – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis's test. Analysis of data using SPSS

BLOCK V: Report Writing and Computers in Research

Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation – Role of Computers in research – Internet and research.

REFERENCES:

- Coaley, K. (2009). *An introduction to psychological assessment and psychometrics*. New Delhi, India: Sage Publications India Pvt. Ltd.
- Coolican, H. (2009). *Research methods in statistics in psychology*. New Delhi, India: Rawat Publications.
- Evans, A.N., & Rooney, B. J. (2008). *Methods in psychological research*. New Delhi, India: Sage Publications India Pvt. Ltd.
- Gravette, F.J., & Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. Boston, MA: Wadsworth Cengage learning.
- Jackson, S.L. (2010). *Research methods and statistics*. New Delhi, India: Cengage Learning India Pvt. Ltd.

- Mohanty, B., & Misra, S. (2019). *Statistics for behavioural and social sciences*.
New Delhi, India: Sage Publications.
- Myers, J. (2008). *Methods in psychological research*. New Delhi, India: Sage Publications.
- Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). *Fundamentals of behavioural statistics*. New York, NY: McGraw Hill.
- Singh, A.K. (2006). *Tests, measurements and research methods in behavioural sciences*. Patna, India: Bharati Bhavan Publishers.

WEB RESOURCES

- https://onlinecourses.nptel.ac.in/noc22_ge15/preview
- <https://study.com/learn/lesson/research-purpose-examples.html>
- <https://lotusarise.com/variables-sampling-hypothesis-reliability-and-validity-upsc/>
- <https://www.questionpro.com/blog/research-design/>
- <https://www.britannica.com/science/statistics>
- <https://www.questionpro.com/blog/research-reports/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Discuss the meaning of the research, review of literature and various methods of data collections.

CLO 2 Explain the population, sampling and research hypothesis.

CLO 3 Able to conduct research using experimental and non-experimental research designs.

CLO 4 Describe sampling methods, measurement scales and instruments, and appropriate uses of each.

CLO 5 Discuss the various statistical analysis of the collected data and its interpretation.

CLO 6 Identify, explain, compare, and prepare the key elements of a research proposal/report



TAMIL NADU OPEN UNIVERSITY
School of Social Sciences
Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester I

Course Title : THEORIES OF PERSONALITY

Course Code : MCPS-15

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Examine the major models and determinants of personality and personality structure.

CO 2 Demonstrate the socio-psychological and personological approach to personality.

CO 3 Construct the existential and trait approach to personality.

CO 4 Demonstrate the social learning and cognitive approach to personality.

CO 5 Analyze the other approaches to personality.

CO 6 Explain the interaction of situational and individual characteristics on the development of personality.

BLOCK I Introduction

Definition, Brief history of personality, Personality, the internet and social networking, types of personality – determinants of personality – Varieties of personality measures: Objective tests – Projective tests – Situational tests.

BLOCK II Socio- Psychological and Personology Approach

Erich Fromm (Freedom Theory): Nature of human beings, Structure of personality, Development of Personality, application and evaluation.

Harry Stack Sullivan (Interpersonal Theory): Nature of human beings, Structure of personality, Development of personality, Application and evaluation.

Henry Murray (Personology): Structure of personality, Development of personality, Current status and evaluation.

BLOCK III Existential and Trait Approach

Rollo May: Nature of human beings, Structure of personality, Development of personality, Application and evaluation. Victor Frankl: View of Human Nature, Key

Concepts: Phenomenology, Death and Non-Being, Freedom, Responsibility, Isolation, Meaninglessness, Anxiety, Guilt, Will to Meaning and Authenticity. Gordon Allport: Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation. Raymond Cattell: Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.

BLOCKIV: Social Learning and Cognitive Approach

George Kelley (Personal construct theory): Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation.

McClelland: Theory of motivation: Need for achievement, Power and Affiliation

Eric Berne: Basic Assumptions, Theoretical Principles, Eight Fundamental TA "Therapeutic Operations".

BLOCK V: Other Approaches to Personality

Kurt Lewin (Field Theory): Structure of Personality: Psychological environment, Life space, differentiated person and environment, Connections between regions, Number of regions, Person in Environment, Locomotion and Communication, Restructuring of Life space, Levels of Reality, Time dimension, Development of Personality.

Julian Rotter: Locus of Control: Internal vs External control of Reinforcement, Age, Cultural, Behavioural and Physical Health Differences, Developing Locus of Control in Childhood and Reflections on Locus of Control.

Marvin Zuckerman: Sensation Seeking: Characteristics of sensation seekers, Behavioral and Personality differences, Cognitive process, Occupational preferences, Heredity vs Environment, Reflections on Sensation seeking.

Martin E.P. Seligman: Learned Helplessness in Elderly person, learned helplessness and Emotional Health; Explanatory Style: optimism and pessimism, Pessimism and depression, Development of learned helplessness in childhood, Reflections on learned helplessness

REFERENCES:

- Albert, B. Even (2010). An introduction to theories of personality (7th Ed.). New York, NY: Psychology Press.

- Bishop, L.J. (1970) Interpreting personality theories. (2nd Ed.). New York, NY:Harper International.
- Byrne, D. (1966). An introduction to personality. (2nd Ed.). Upper Saddle River: NY: Prentice Hall.
- Felltham, C., Hanley, T., Winter, L.A. (2017). The SAGE handbook of counselling and psychotherapy. (4th Ed.). London, England: SAGE Publications Ltd.
- Forager, R & Fadiman, J. (2009). Personality and personal growth (6th Ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
- Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and modern research (3rd Ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality (4th Ed.).New Delhi, India: Wiley India Pvt. Ltd.
- McClelland, D.C. (1988). Human motivation. London, England: Cambridge University Press.
- Neukrug, E.S. (2012). Counselling theory and practice. (1st Ed.). Delhi, India: Thomson Press (India) Ltd.
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- Schultz, D.P., & Schultz, S.E. (2013). Theories of personality (10th Ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
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WEB RESOURCES

- <https://www.simplypsychology.org/personality-theories.html>
- <https://study.com/academy/lesson/major-perspectives-of-social-psychology.html>
- [https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_\(Kelland\)/08%3A_Carl_Rogers_and_Abraham_Maslow/8.04%3A_Henry_Murray_and_Personology](https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_(Kelland)/08%3A_Carl_Rogers_and_Abraham_Maslow/8.04%3A_Henry_Murray_and_Personology)
- <https://pdx.pressbooks.pub/thebalanceofpersonality/chapter/chapter-6->

humanistic-and-existential-theory-frank-rogers-and-maslow/

- https://www.sagepub.com/sites/default/files/upm-binaries/30933_Northouse_Chapter_2.pdf
- <https://www.simplypsychology.org/bandura.html>
- <https://study.com/academy/lesson/cognitive-approaches-to-personality-development.html>
- <https://www.britannica.com/science/field-theory-psychology>
- <https://www.simplypsychology.org/locus-of-control.html>
- <https://www.simplypsychology.org/learned-helplessness.html>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Analyze the determinants of personality characteristics to better understand their effect on cognitions, emotions, and behavior.

CLO 2 Critically recognize and analyze the complexity of human behaviour, thought, and emotion.

CLO 3 Analyze the major concepts, dynamics and structure quoted in Erich Fromm, Harry Stack Sullivan and Henry Murray's theories.

CLO 4 Examine the major concepts, dynamics and structure quoted by Rollo May, Victor Frankl, Allport and Cattell.

CLO 5 Apply the major personality domains and theories to better understand one's own behaviour and the behaviour of others.

CLO 6 Label the concepts quoted by Kurt Lewin, Julian Rotter, Marvin Zuckerman, and Seligman.



TAMIL NADU OPEN UNIVERSITY

School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester II

Course Title : PSYCHOPATHOLOGY & MENTAL HEALTH
Course Code : MCPS-21
Course Credits :4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Define the key elements in the current conceptualization of abnormality or psychological disorder.

CO 2 Organize the Mood and Personality disorders.

CO 3 Write about the Organic and Psychosomatic Disorders.

CO 4 Keep up with the latest scientific developments in the field-use most current diagnostic and treatment procedure.

CO 5 Write about somatoform disorders, mood disorders, Personality disorders and other disorders due to organic brain damage.

CO 6 Apply the ethical issues involved in treatment and prevention.

BLOCK – I Classification and Disorders in Early ages

Psychopathology: Historical views, Causal factors and viewpoints- concept of abnormality - Classification of mental disorders - Disorders in infancy, Childhood, Adolescence – Delirium - Anxiety and panic disorders.

BLOCK – II Mood and Personality Disorders

Mood disorders and suicide, Somatoform and dissociative disorders, Personality disorders, Substance related disorders - Manic Depressive Psychosis - Schizophrenia and Delusional disorders- Different types - Symptomatology and Treatment.

BLOCK – III Organic and Psychosomatic Disorders

Organic Disorders: Brain disorders and other cognitive impairments - Eating and Sleep disorders - Dementia - Sexual and Gender Identity disorders – adjustment disorders – Problems related to abuse and neglect- Psycho – somatic disorders.

BLOCK – IV Diagnostic Methods

Diagnostic Methods: Differential diagnosis – Types of tests - Inventories, Projective tests - Clinical Assessment: The information, DXPLAIN, clinical audit - various types of assessment, rapport, physical assessment, Neurological examination, and Neuropsychological assessment.

BLOCK – V Mental Health and Ethical issues

Mental Health: Factors that contribute to mental health - Importance of mental health – Mental health Model: Prevention, Primary, Secondary and tertiary - Characteristics of mentally healthy person - Ethical issues: Contemporary issues, need for planning, challenges and legal issues.

REFERENCES:

- Barlow, D. (2017). *Abnormal Psychology and Casebook in Abnormal Psychology*, (5thEd.). Belmont, CA: Wadsworth.
- Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal Psychology* (16th Ed.). New Delhi, India: Pearson Publication.
- Comer, R. (2018). *Fundamentals of Abnormal Psychology*. New York, NY: WorthPublishers.
- Benjamin B Wolman, Handbook of clinical Psychology, McGraw Hill Book Co1965.
- Robert C Carson, James N Butcher and Susan Mineka, Abnormal Psychology and Modern Life, 10 Ed, Harper Collins 1996.
- Weiner Charles, Developmental Psychopathology, McGraw Hill 1994.

WEB RESOURCES

- <https://www.slideshare.net/zeinabelnagar1/classification-of-child-psychiatry>
- <https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders>
- <https://www.psycom.net/mood-disorders>
- <https://www.verywellmind.com/organic-mental-disorders-2162516>
- <https://www.verywellmind.com/depression-can-be-a-real-pain-1065455>

- <https://www.actpsychology.com/diagnostic-assessment.html>
- <https://egyankosh.ac.in/bitstream/123456789/50987/3/Unit-3.pdf>
- <https://my.clevelandclinic.org/health/diagnostics/4893-neuropsychological-testing-and-assessment>
- <https://www.mentalhealth.gov/basics/what-is-mental-health>
- <https://positivepsychology.com/mental-health-continuum-model/>
- <http://psychyogi.org/ethical-issues-in-psychology/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Discuss basic etiological theories, the diagnostic process, and nomenclature of mental and emotional disorders.

CLO 2 Understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools.

CLO 3 Differentiate the Mood, Personality, Organic and Psychosomatic Disorders.

CLO 4 Identify the proper diagnostic methods.

CLO 5 Able to comprehend the importance of mental health.

CLO 6 Apply the ethical principles in prevention and treatment of disorders.



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M. Sc Counseling and Psychotherapy- Syllabus – Semester II

Course Title : **COUNSELLING SKILLS & TECHNIQUES**
Course Code : **MCPS-22**
Course Credits : **3**

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- CO 1 Explain basic counselling skills and models of counselling.
- CO 2 Demonstrate the skill-based model of counselling skills.
- CO 3 Express the effective listening and empathy building skills.
- CO 4 Organize the salient activities in counselling.
- CO 5 Discuss the current ethical and legal considerations, relevant to counselling.
- CO 6 Illustrate the current trends in school counselling and educational systems.

BLOCK I Counselling Skills and Ethical Issues

The Helping relationship and process - Specific Counselling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, self-disclosing. Managing resistances and making referral - Facilitating problem solving - Improving client's perceptions, negotiating homework, conducting middle sessions and terminating helping. Ethical and Legal Issues in Counselling.

BLOCK II Two Skill Based Models of Counselling

Egan's problem management approach to helping- Stage I Problem clarification, Stage II Setting goals based on dynamic understanding, Stage III Facilitating action - Ivey and Ivey's Step by Step Micro skills model- Towards Intentional interviewing and Counselling - The Micro skills hierarchy - Drawing out client stories. Relationship-Story and Strengths-Goals- Restory–Action²⁸ Increasing skills and flexibility- Theory and Micro skills.

BLOCK III: Listening & Empathy Building

Qualities of the Effective Listener: Positive & Negative Listening – Proximity in Listening – Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction – Assessing your own Listening. Clarifying empathy – Empathy building Statements – People who empathize – Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations – Ethical issues.

BLOCK IV: Activities in Counselling

Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news – Confrontation I – Confrontation II – Checking for understanding. Facilitation Activities: Exploring facilitation – Types of facilitation – Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities: Types of problem – Identifying problems – Problem-Solving Cycle – Clarifying Problems – Dealing with problems – Planning – Evaluation of Problem solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing – Preventing Burnout – Coping with stress.

BLOCK V Counselling Applied to Educational Setting

Counselling students-children and adolescents, relationship problems and career counselling - Counselling applied to health settings-Counselling for eating problems, psychosomatic problems, drugs and alcohol abuse, HIV/AIDS. Counselling for emotional management-Anger control, anxiety and panic, depression, post-traumatic stress disorder.

REFERENCES:

- Brown, S.D., & Lent, R.W. (2008). *Handbook of counselling psychology* (4th Ed.)Edison, NJ: John Wiley & Sons, Inc.
- Burnard, P. (1995). *Counselling skills training: A sourcebook of activities for trainers*. London, England: Kogan Page Ltd.
- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping*. Pacific Grove, CA: Brooks/Cole
- Feltham, C., & Horton, I. (2006). *The SAGE handbook of counselling and*

psychotherapy (3rd Ed.). Los Angeles, CA: Sage Publications Pub. Co.

- Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2007). *Intentional interviewing and counselling*. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.
- Nelson –Jones, R. (2011). *Basic counselling skills: A helper's manual* (2nd Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

WEB RESOURCES

- <https://www.betterhelp.com/advice/counseling/ethical-issues-in-counseling-with-children-and-adults/>
- <https://infed.org/mobi/helping-relationships-principles-theory-and-practice/>
- <https://studycorgi.com/counseling-and-the-characteristics-of-helping-relationships/>
- https://www.gla.ac.uk/media/Media_414500_smx.pdf
- <https://prezi.com/klyqv3uyqimj/microskill-hierarchy-ivey-ivey-zalaquett-2014/>
- <https://teaching.uchicago.edu/resources/teaching-strategies/characteristics-of-effective-listening/>
- <https://www.verywellmind.com/what-is-empathy-2795562>
- <https://positivepsychology.com/counseling-activities/>
- <https://kidshelpline.com.au/teens/issues/coping-emotions>
- <https://www.psychologytoday.com/us/blog/click-here-happiness/202011/how-deal-sad-feelings>
- <https://inside.ewu.edu/calearning/psychological-skills/preventing-burnout/>
- <https://www.cdc.gov/mentalhealth/stress-coping/cope-with-stress/index.html>
- <https://egyankosh.ac.in/bitstream/123456789/23968/1/Unit-4.pdf>
- <https://my.clevelandclinic.org/health/diseases/4152-eating-disorders>
- <https://www.curominds.com/how-does-counselling-help-in-emotional-management/>
- <https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd>

Course Learning Outcomes

After completion of this course, the Learner will be able to:

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CLO 1 Demonstrate professional counselling skills and follow ethics while

counselling ~~people~~

CLO 2 Help clients get to know themselves better and find effective solutions to their daily problems.

CLO 3 Organize a counselling session professionally till the termination of counselling

CLO 4 Relate to adults and peers in positive ways.

CLO 5 Demonstrate capability in handling school students and their presenting problems in an effective way.



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M. Sc Counseling and Psychotherapy- Syllabus – Semester II

Course Title : PSYCHOMETRY
Course Code : MCPS-23
Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- CO 1 Explain the various concepts regarding psychometric tests, its classification and construction.
 - CO 2 Describe the different ways that psychological tests can be classified.
 - CO 3 Discuss the stages involved in construction of Intelligence Tests and Personality Inventory.
 - CO 4 Compile the statistical procedures for construction of a tool.
 - CO 5 Explain the fundamental concepts of standardization of the tool.
-

BLOCK I Test Construction

Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Scaling – Selecting a scaling method - Representative scaling methods - Constructing the items - Testing the items - Revising the test - Publishing the test.

BLOCK II Construction of Intelligence Tests and Personality Inventory

Item writing for Intelligence tests: Analogies, odd-man-out, sequences- Tests of ability and attainment: Content of items, multiple choice items - Advantages of multiple-choice items - True-false items, matching items, choosing the item type - Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets - Item content.

BLOCK III Construction of Other Types of Tests

Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters- Distinction between objective tests of ability, temperament and dynamics - Practical hints for objective test construction in personality and motivation - Differential motivation of different subjects- The influence of ability and achievement on objective test scores - Group vs Individual tests- Objective test dimensions- Projective tests-construction of projective tests - Item writing for mood and state scales. Attitude measurement: types of attitude scales.

BLOCK IV Item Analysis

Important variables for item analysis -Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics - Item scoring and item analysis- Item difficulty, Item discrimination, Item response theory - Selection of items after item analysis - Rewriting items - Failure to form a test.

BLOCK V Test Standardization

The different types of reliability -Factors affecting reliability and validity - Generalizability of test scores - Using reliability information- Factors affecting reliability estimates - Special issues in reliability. Interpretation of reliability coefficient – Validity: different types - Validity coefficient and error of estimate-conditions affecting validity coefficient- Sampling specific groups - Rules for sampling special groups - Norms -

Meaning and purpose of norms- Raw score transformation: Percentile and percentile ranks, standardized scores - Normalizing standard scores: T scores, stanines, sten scores and C scale. Selecting a norm groupage and grade norms Local and subgroup norms - Criterion referenced tests and norm referenced tests.

REFERENCES

- Anastasi, A., & Urbina, S. (2017). *Psychological testing*. (7th Ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
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- Husain, A. (2012). *Psychological testing*. Noida, India: Dorling Kindersley

(India) Pvt. Ltd.

- Kline, P. (2015). *A handbook of test construction: Introduction to psychometric design*. New York, NY: Methuen.

WEB RESOURCES

- <https://www.liveabout.com/need-to-know-info-about-psychometry-2593072>
- <https://www.whiteswanfoundation.org/mental-health-matters/understanding-mental-health/what-are-psychological-tests-and-what-are-they-used-for>
- <https://www.yourarticlelibrary.com/statistics-2/standardised-test-meaning-characteristics-and-uses-statistics/92603>
- http://faculty.smcm.edu/ccraney/restricted/PDF/Types_of_Scales.pdf
- <https://schoolworkhelper.net/psychological-testing-construction-administration-validity/>
- <https://www.slideshare.net/ricanice16/item-analysis-and-validation-53094605>
- <https://www.statisticshowto.com/probability-and-statistics/statistics-definitions/cronbachs-alpha-spss/>
- <https://www.slideshare.net/benluc34/qualitative-item-analysis>
- <https://www.slideshare.net/CarolynOsborne/standardized-tests-12053683>
- https://psychology.fandom.com/wiki/Computer_assisted_testing

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Demonstrate the characteristics of a psychological tests.

CLO 2 Plan to construct a standardized Psychometric tool scientifically.

CLO 3 Demonstrate that standardization is a key aspect of professional psychometrics.

CLO 4 Compute the Item analysis for selection items in an inventory/questionnaire.

CLO 5 Construct and standardize Psychometric tool scientifically.



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M. Sc Counseling and Psychotherapy- Syllabus – Semester II

Course Title : CLINICAL ASSESSMENT
Course Code : MCPS-24
Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Understand the basic concepts regarding psychological tests, its varieties and uses

CO 2 Describe the different ways that psychological tests can be classified.

CO 3 Explain the various types of tests for Intelligence, Personality, aptitude and interest.

CO 4 Explain the concept of standardization of the tool.

CO 5 Explain the assessment of interest and attitude testing.

Block – I Psychological tests

Introduction to Psychological Tests – Principal characteristics of psychological tests – Uses of Psychological tests – Varieties of tests – Major Classifications of Psychological tests - Mental Status Examination; types, methods and components – significance and implications.

Block – II Nature and types of psychological test

Selection and Administration of Tests – Testing condition and procedures – Scoring, Reporting and recording – Interpretation of test scores – Cautions for the use of psychological tests - Intelligence Testing – Different views of Intelligence – distribution of intelligence - Individual tests of intelligence – Group tests – Performance tests – Culture fair intelligence tests.

Block – III Personality testing

Personality Testing – Concept – Purpose – Difficulties in personality testing – Techniques of testing personality – Interview – Observation – Self ratings and personality Inventories – Rating scales – Situational Test – Anecdotal records – autobiography – the Daily diary - Projective techniques – Inkblot tests – TAT – CAT

sentence completion tests.

Block – IV Aptitude Testing

Aptitude Testing – Concept - Purpose – types – general aptitude test battery – differential aptitude test battery – Special aptitude tests – Mechanical – clerical – Medical teaching – Arts Aptitude – Musical Aptitude – Aptitude Tests.

Block – V Interest and Attitude testing

Interest Testing – Concept – Purposes – Types – Interest Factors – Major interests – Major interests and important occupations – interest inventories and preference records - Attitude Testing – Purposes – Measurement of attitudes – Techniques of measuring – some Attitude Scales - Diagnostic methods in childhood disorders.

REFERENCES:

- Brown, Psychological and Educational Measurement –Psychological Testing –
- Freeman F.S., Oxford & IBH Publishing Co. Pvt Ltd.,
- Nunnally J.C., Principles of Psychological Testing
- Rapaport D.G., Diagnostic Psychological Testing –Vol. 1 and 2 Yearbook Publishers, Latest Ed.
- Rose S.D, Group therapy – A Behavioral approach, Prentice Hall, 1977.
- Schaffer G.W. and Lazarus R.S., Fundamental concepts of Clinical Psychology –
- McGraw Hill, 1966.

WEB RESOURCES

- <https://www.healthyplace.com/psychological-tests>
- <https://leverageedu.com/blog/types-of-psychological-tests/>
- https://www.brown.edu/Courses/BI_278/Other/Teaching%20examples/Brain%20and%20Behavior/psych_syllabus_2008/The%20Mental%20Status%20Examination.doc
- <https://egyankosh.ac.in/bitstream/123456789/23909/1/Unit-3.pdf>
- <https://www.verywellmind.com/what-is-personality-testing-2795420>
- <https://www.verywellmind.com/what-is-a-self-report-inventory-2795587>

- <https://www.britannica.com/science/personality-assessment/Assessment-methods>
- <https://psychology.iresearchnet.com/counseling-psychology/counseling-therapy/projective-techniques/>
- <https://www.verywellmind.com/what-is-an-aptitude-test-2794806>
- <https://www.yourarticlelibrary.com/education/guidance-in-schools/top-5-specific-areas-of-aptitude-test/63717>
- <https://www.psychologydiscussion.net/notes/psychology-notes/educational-psychology-psychology-notes/interest-meaning-types-and-measurement-psychology/2668>
- <https://www.yogiraj.co.in/explain-attitude-tests>
- <https://www.cdc.gov/childrensmentalhealth/symptoms.html>
- <https://www.mentalhelp.net/disorders-of-childhood/diagnostic-criteria/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Define what a psychological test is and understand that psychological tests extend beyond personality and intelligence tests.

CLO 2 Select an appropriate tool to administer the clients.

CLO 3 Able to administer the various tools to measure Intelligence, personality, aptitude and Interest.

CLO 4 Able to assess and identify the subject's aptitude.

CLO 5 Able to make the interest profile and level of attitude of the subjects.



TAMIL NADU OPEN UNIVERSITY

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M. Sc Counseling and Psychotherapy- Syllabus – Semester II

Course Title : PSYCHOLOGICAL TESTS FOR ASSESSMENT

Course Code : MCPS-25

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the nature of psychological testing and assessment of intelligence.

CO 2 Demonstrate the assessments for school children and children with specific disabilities.

CO 3 Write about objective, projective and behavioural personality assessment techniques.

CO 4 Evaluate the assessments used in career and business.

CO 5 The application of clinical, counselling and Neuro-Psychological assessments.

Ten tests from the following areas will be selected by the University and conducted during the F^{irst} year of the course.

1. Intelligence (Ravens, WISC, WAIS, Binet Kamath)
2. Memory (WMS)
3. Picture Frustration Test
4. Aptitude
5. Interest
6. Personality
7. Stress
8. Study Skills
9. Rorschach Ink Blot test
10. Anger
11. Problem Checklist
12. Depression
13. TAT
14. Social Maturity Scale (Vineland)
15. Self esteem

16. Assertiveness
17. Anxiety
18. Bender Gestalt Test
19. Sentence Completion test
20. MMPI
21. Learning Disability
22. Other significant areas

REFERENCES

- <https://leverageedu.com/blog/types-of-psychological-tests/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Demonstrate competence in the selection, administration, and scoring of assessment measures

CLO 2 Demonstrate competence in drawing inferences from the results within a hypothesis generating and hypothesis testing framework

CLO 3 Demonstrate competence in writing a report of a professional standard.

CLO 4 Administer specific test for assessment of specific dimensions.

CLO 5 Develop strategies on how questionnaires are formed



TAMIL NADU OPEN UNIVERSITY

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M. Sc Counseling and Psychotherapy- Syllabus – Semester III

Course Title : PRINCIPLES AND TECHNIQUES OF PSYCHOTHERAPY

Course Code : MCPS-31

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Define the concept of psychotherapy, its objectives and Therapeutic process.

CO 2 Explain various therapeutic techniques.

CO 3 Describe Rational Emotive Therapy, Child Psychoanalysis.

CO 4 Discuss recent trends and developments in Psychoanalytic Research.

CO 5 Demonstrate the therapeutic skills required.

CO 6 Discuss recent trends in psychotherapy and ethical considerations.

BLOCK – I Objectives and therapeutic Process

Introduction to Psychotherapy – Main features – Objectives of Psychotherapy – Therapeutic process – Effectiveness of Psychotherapy – negative beliefs vs self-attitudes.

BLOCK – II Therapies

Therapies: Psychodynamic therapy, Behaviour therapy, Cognitive Behaviour therapy, Humanistic – Experiential therapies, drug therapies.

BLOCK – III Psychotherapy and Related techniques

Psychotherapy and Related techniques – Psychotherapy and counseling – Psychotherapy and social case work – Psychotherapy and culture – Psychotherapy and values and the therapist's responsibility - Psychotherapeutic devices – Catharsis, suggestions, persuasion, reeducation, distributive analysis and synthesis

BLOCK – IV Therapeutic Skills

Therapeutic Skills – Preliminary considerations – the setting – Phases of the session
– Some problems – Mental Status Examination - Other approaches to Psychotherapy
– Supportive therapy Psychobiology – Zen Psychology - NLP.

BLOCK – V Issues in Psychotherapy

Current issues in Psychotherapy – Case studies in Psychotherapy - Professional and Ethical issues in Psychotherapy - Ethical issues in Practice.

REFERENCES:

- Fox L.J., Psychology as Philosophy, Science and Art –Goodyear Publishing Inc., California, 1972.
- Hadfield.J.A. Introduction of Psychotherapy – it's History and Modern Schools –George Allen and Unwin Ltd., London, 1970.
- Malan D.H., Individual Psychotherapy and the Sciences of Psychodynamics – Butter worth & Co. Ltd., London, 1979.
- Sheldon J.K., Modern Clinical Psychology –Basic Books Inc. Publishers, New York, 1976.
- Walker. C.E., Clinical Practice of Psychology –Pergamon Press, New York, 1981.

WEB RESOURCES

- <https://www.apa.org/topics/psychotherapy/understanding>
- <https://www.apa.org/topics/psychotherapy/approaches>
- <https://www.webmd.com/a-to-z-guides/what-is-psychotherapist>
- <https://www.indeed.com/career-advice/resumes-cover-letters/therapist-skills>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9122134/>

COURSE LEARNING OUTCOMES

CLO 1 Define Psychotherapy, Objectives, Therapeutic process, Phases, Therapeutic Skills, Effectiveness.

CLO 2 Critically evaluate the ⁴¹ application of various therapies namely

Psychodynamic therapy, Behaviour therapy, Cognitive Behaviour therapy, Humanistic, Experiential therapies, drug therapies.

CLO 3 Illustrate the mental status examination process and other therapeutic skills.

CLO 4 List out the Current trends and issues in Psychotherapy, ethical issues, analyze Case studies, Zen Psychology – NLP.

CLO 5



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M. Sc Counseling and Psychotherapy- Syllabus – Semester III

Course Title : BEHAVIOUR MODIFICATION

Course Code : MCPS-32

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain Behaviorism, assumptions, theories, modalities that contribute to understand human behavior.

CO 2 Describe how behavior impacts the environment.

CO 3 Demonstrate the Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior.

CO 4 Describe the Overview of Assessment, Formulation and Intervention in Clinical Conditions.

CO 5 Evaluate the application of aversive therapies, Classical and operant conditioning practices, systematic desensitization, Jacobson's relaxation and Extinction.

BLOCK – I Basic Concepts

Introduction to Behaviorism – Historical Overview– Major theories and experiments – Assumptions – Effects of Behavior Therapy -Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment- Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning - Introduction to a functional behavioural analysis - Basic behavioural principles of the A-B-C contingency - Formal behavioural assessment.

BLOCK – II Procedures to Establish New Behavior

Stimulus control: discrimination and generalization - Defining stimulus control, stimulus discrimination training, the three-term contingency - Generalization.

Shaping and its applications - shaping of problem behaviors - Prompting and fading techniques - Types of prompts- using prompting and transfer of stimulus control (for example in autism).

Chaining: Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation - Components of behavioral skills training procedures: Modeling, instructions, rehearsal, feedback.

BLOCK - III Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures - Using antecedent control strategies - Using punishment, Time out, response cost.

BLOCK- IV Other Behavior Change Procedures

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy.

Behavioral contract, components of a behavioral contract - Cognitive behavior change procedures – assertiveness training - Assertive Training – Method of A.T. and procedures –Assertive Training in groups., thought stopping - Introduction to third wave therapies – Dialectical behavior therapy, metacognitive therapy.

BLOCK - V Overview of Assessment, Formulation and Intervention in Clinical Conditions

Clinical Conditions – Depression, panic, OCD, GAD, and eating disorders - Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization - Anxiety induction procedures – implosive therapy, flooding, aversive, counter conditioning – use of electric shock, covert sensitization.

REFERENCES:

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- Simos, G. (2002). *Cognitive behavior therapy: A guide for the practicing clinician* (Vol 1) London, England: Brunner- Routledge.

WEB RESOURCES

- <https://www.verywellmind.com/behavioral-psychology-4157183>
- <https://www.coursehero.com/file/66669206/PROCEDURES-TO-ESTABLISH-NEW-BEHAVIORdocx/>
- <https://opentextbc.ca/introductiontopsychology/chapter/7-2-changing-behavior-through-reinforcement-and-punishment-operant-conditioning/>
- <https://opentext.wsu.edu/ldaffin/chapter/module-7-advanced-operant-conditioning-procedures-antecedent-focused/>
- <https://www.encyclopedia.com/medicine/encyclopedias-almanacs-transcripts-and-maps/token-economy-system>
- <https://study.com/learn/lesson/clinical-assessment-types-importance.html>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Examine various theoretical background of behavior modification.

CLO 2 Clarify how behavior modification fits into the larger context of the field of psychology.

CLO 3 Describe various approaches to Assertion Training, Social Skill Training, Behaviour Modification, Relaxation Techniques.

CLO 4 Review and apply the fundamental aspects of Cognitive Behaviour Modification, Meichenbaum's Self Instructional training, Rational Emotive Therapy (Ellis), Beck's Model Thought Stopping and Variations and Problem-

Solving Techniques.

CLO 5 Apply the behavior modification principles in the real-life settings to achieve a better quality of life of the population being served that also include him/herself.



TAMIL NADU OPEN UNIVERSITY

School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester III

Course Title : COGNITIVE PSYCHOLOGY

Course Code : MCPS-33

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Comprehend cognitive psychology and its concepts.

CO 2 Describe attention perception, consciousness and theories associated with it.

CO 3 Distinguish short term and long-term memory. Enumerate the process of memory and language.

CO 4 Identify problem solving techniques and steps involved in creative thinking.

CO 5 Enumerate the process of reasoning and decision making.

BLOCK 1 – INTRODUCTION

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence – Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications.

BLOCK 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS

The nature and definition of attention, perception and consciousness – selective attention and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top-down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

BLOCK 3 – MEMORY AND LANGUAGE

Short term vs long term memory – types of long-term memory – encoding, storage, and retrieval – working memory – definition and model – process of forgetting –

memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

BLOCK 4 – PROBLEM SOLVING AND CREATIVITY

Problem solving: Meaning – Problem Solving cycle – types of problems – Problem Solving techniques – obstacles and aids in problem solving – knowledge and Problem Solving – Creativity – definition – Divergent Thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

BLOCK 5 – REASONING AND DECISION MAKING

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

REFERENCES

- Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. New Delhi, India: Sage Publication.
- Sternberg, R. J. (2009). *Applied cognitive psychology: Perceiving, learning and remembering*. New Delhi, India: Cengage Learning.
- Parkin, A . J. (2000). *Essential Cognitive Psychology*. London: Psychology Press.
- Smith, E.E & Kosslyn, S.M. (2007). *Cognitive psychology: Mind and brain*. New Delhi, India: Prentice – Hall of India.
- Riegler, B.R & Riegler, G. L. (2008). *Cognitive psychology. Applying the science of the mind*. New Delhi, India: Pearson India Education Services Private Limited.
- Galotti, K.M. (2004). *Cognitive psychology: In and out of the laboratory*. New Delhi, India: Wadsworth.

WEB RESOURCES

- <https://www.verywellmind.com/cognitive-psychology-4157181>

- <https://study.com/academy/lesson/attention-perception-physical-psychological-influences.html>
- <https://languagedrops.com/blog/connection-between-language-and-memory>
- <https://study.com/academy/topic/problem-solving-creativity-in-psychology.html>
- https://uk.sagepub.com/sites/default/files/upm-assets/71415_book_item_71415.pdf

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Define Cognitive psychology and enlist the theories associated with it.

CLO 2 Enumerate theories associated with Attention, perception, and consciousness.

CLO 3 Analyze the process of memory and language and compare short term and long-term memory.

CLO 4 Infer the problem-solving cycles, its types, and techniques along with comprehend the process involved in creative thinking.

CLO 5 Indicate the types and process of Reasoning and Decision making.



TAMIL NADU OPEN UNIVERSITY

School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester III

Course Title : LEARNING DISABILITY

Course Code : MCPS-34

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Describe the historical perspectives and theories of learning disability.

CO 2 Identify the characteristics of adolescents and adults with learning disability.

CO 3 Demonstrate the educational and alternative interventions for specific learning disability.

CO 4 Distinguish the nature, characteristics and interventions of Language and Mathematics.

CO 5 Describe the emerging issues in the field of learning disability.

BLOCK- I Concept, Nature and Early Intervention

Learning Disability – Concepts – Meaning and Definitions - Nature and Characteristics of learning Disabled – Causes of learning Disability - Importance of Early identification and Intervention – Identification of learning-Disabled children- Methods / Needs - Screening Tests- Informal and Formal assessment.

BLOCK –II Types of Disability

Types of Disability- Dyslexia: Definition, Types of Dyslexia, Causes and signs and Specific Oral reading Difficulties – Dysgraphia: Causes and signs - errors in handwriting – Dyscalculia: Causes and signs – Numerical ability - Dyspraxia (Motor Planning Disorder).

BLOCK- III Learning Process

Learning Process – Generic Factors – Reading Process – Word analysis – Motor coordination – (Gross / Neuro / Fine Motor/ laterality /Directionality / Memory) Information Processing Disorder - Visual, Auditory and Spatial Processing Disorder /Perceptual disorder- Developmental disorders- delayed milestones- Developmental Screening checklist - Poor Academic Performance. Causes and signs - Associated

Disorders (ADD / ADHD / ODD/ CD) – Causes and Signs.

BLOCK- IV Intervention Strategies for LD

Intervention Strategies- for Dyslexia, Dysgraphia, dyscalculia -Reading –Reading Process – Reading stages – Skill Development Strategies for word recognition, Sight words - Reading fluency types –Reading and word attack strategies: Syllabification, Morphology, Phonology, Spelling Rules and Reading Comprehension Strategies - Handwriting - Strategies for writing: Writing expression, Spelling rules, Syllabification, and Sentence writing strategies - Learning disabilities in mathematics – Types of Dyscalculia – Signs and symptoms – Strategies for Mathematics.

BLOCK –V Support systems for Education of learning disability

Support systems for Education of learning disability –Inclusive Education –Meaning and scope – Accommodation and provisions across Examination –Management of LD with associated disorders in the classroom.

REFERENCES:

- Harwell, J. M (1989), Complete Learning Disabilities Handbook, New York.
- Narayan, J. (2003) Educating Children with Learning Problems in Primary Schools, Resource Book for Teachers: Secunderabad: NIMH.
- Nakra, O (1996) Children and Learning Difficulties, New Delhi, Allied Publishers.
- Raj, F [2010] Breaking Through, A handbook for teachers and parents of Children with Specific Learning Disabilities, Secunderabad: VIFA Publications.
- Richard A. Lougy, Silvia L. DeRuvo and David Rosenthal, MD [2007], Teaching Young Children with ADHD, SAGE Publications. India.
- Marie M, Mathematics for Special Children - A training Manual for Elementary Teachers, Unistar books Pvt. Ltd Clay, [1985]
- The early Detection of Reading Difficulties, 3rd Edition. Athenaeum Press Ltd.
- Janet W. Lerner, Learning Disabilities- Theories, Diagnosis and Teaching Strategies, Northeastern Illinois University.
- Evelyn N. Deno Educating Children with Emotional, learning and Behavioral Problems
- S. Krishna Babu, Vedantam Prasad, Digumarti Bhaskara Rao, Reading

Disabilities, Sonali Publications.

- Paul H Wender, M.D. and Esther H Wender, M.D, The Hyperactive child and the Learning-Disabled Child, Crown Publishers, New York.
- Anita Woolfolk, Effective practice: Observation, Assessment and Planning-The early years foundation stage Educational Psychology, Ninth edition, Pearson Education Inc., 2006.

WEB RESOURCES

- <https://www.goodtherapy.org/learn-about-therapy/issues/learning-difficulties>
- <https://ldaamerica.org/types-of-learning-disabilities/>
- <https://study.com/academy/topic/learning-processes-in-psychology.html>
- <https://www.healthychildren.org/English/health-issues/conditions/learning-disabilities/Pages/Interventions-for-Learning-Disorders.aspx>
- <https://www.helpguide.org/articles/autism-learning-disabilities/helping-children-with-learning-disabilities.htm>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Review the historical perspectives and theories of learning disability.

CLO 2 Classify types of learning disability.

CLO 3 Summarize the types and prevalence of learning disabilities.

CLO 4 Implement the Behavioural, educational and alternative interventions for learning disability.

CLO 5 Evaluate the teaching strategies for oral language, reading, writing and mathematics.

CLO 6 Describe the educational placement, resources room, support systems for the Learning Disabled.



TAMIL NADU OPEN UNIVERSITY

School of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester III

Course Title : HEALTH PSYCHOLOGY
Course Code : MCPS -35
Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- CO 1 Explain the Physiological basis of healthy behaviour.
 - CO 2 Analyze the concept and importance of Health Psychology in health care.
 - CO 3 Elaborate the nature, cause and effects of stress and coping with stress.
 - CO 4 Write about nature and significance of pain and the ways to manage and control pain.
 - CO 5 Evaluate the management of terminally ill and benefits of yoga.
-

BLOCK – I Health Psychology and Major systems of the body

An Introduction to Health Psychology: Meaning of Health Psychology - Relating Health Psychology to other fields - scope, theory and models in health psychology, psycho – physiological disorders - Nervous and Body system functions –The Endocrine System – The digestive System – The respiratory system – The Cardiovascular System – The Immune System.

BLOCK – II: Health Promotion and Illness prevention

Enhancing Health and Preventing Illness: Smoking– Reasons for smoking – Smoking and Health – Preventing and quitting smoking – Alcohol use and abuse: Alcoholics– Reasons for use and abuse of alcohol– Preventing and treating for Alcohol abuse. Drug use and Abuse: Preventing and Stopping drug abuse. Nutrition: Consumption – Nutrition and Health – Weight control and diet – Exercise.

BLOCK – III Health Services

Becoming Ill and Getting Medical Treatment: Health Services – Perceiving and Interpreting systems – Using and misusing health services – The Patient-Practitioner relationship – adhering to medical advice - The hospital – Being hospitalized – Psychological problems of hospitalized patients.

BLOCK – IV Stress and Pain

Stress Management: Stress - Definitions- Models of Stress – Theories of Stress - Stress reactions– stress and cardiovascular disorders - stress and cancer Coping and Stress Management techniques- Pain and its management - assessing pain - medical, behavioural and cognitive treatments for pain - physical and stimulation therapies for pain - Psychological reactions of a patient to loss – Stages of Acceptance by Kubler-Ross.

BLOCK – V Terminally and Indian treatment

Management of Ill and Yoga: Management of Chronic and Terminally ill – Quality of Life – Social support and rehabilitation. Role of Indian Treatment - Yoga Asanas – Principles in Yoga Practice– Pranayama.

REFERENCES

- Friedman, H.S. (2011). Oxford Handbook of Health Psychology. Oxford: OU
- Neil Niven, Health Psychology Second Edition. Churchill Livingstone, London
- Sarafino, E. P. (1990). Health Psychology- Biopsychosocial Interactions. Toronto: JohnWiley and Sons.
- Shelley E. Taylor. Health Psychology Third Edition. McGraw Hill InternationalEditions, 1995.
- Swaminathan, V.D, Latha Sathish, Psychology for Effective Living, Department ofPsychology, University of Madras.
- Taimini. L.K. (1973). Glimpses into the Psychology of Yoga – The TheosophicalPublication House, Chennai.
- Taylor, S E. (2006). Health Psychology. (6thed). McGraw Hill Publishers

WEB RESOURCCES

- <https://www.coursehero.com/study-guides/boundless-psychology/introduction-to-health-psychology/>
- <https://elearning.skbu.ac.in/files/C19CA4F115980823730.pdf>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Define meaning and scope of Health Psychology.

CLO 2 Specify the ways Enhancing Health and Preventing Illness, Nutrition, drug abuse, Prevention and treatment.

CLO 3 Analyze recent trends in health services, The Patient-Practitioner relationship, and psychological problems of hospitalized patients.

CLO 4 Apply the concept of Stress and pain, its reactions, coping and management techniques.

CLO 5 Describe the role of Yoga in treatment of illness, Management of Chronic and Terminally ill patients and improving Quality of Life through asana.



TAMIL NADU OPEN UNIVERSITY

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M. Sc Counseling and Psychotherapy- Syllabus – Semester IV

Course Title : PSYCHOTHERAPY

Course Code : MCPS -41

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the techniques of Psychoanalytics.

CO 2 Analyze the existential, logo and client centered therapy.

CO 3 Write about basics of Cognitive therapies: CBT, Transactional analysis and REBT

CO 4 Express the importance of Group therapy.

CO 5

BLOCK – I Psychoanalytics

The Psychoanalysis Psychotherapy – Techniques – New Developments in Psychoanalysis - Gestalt Psychotherapy – Basic concepts – Techniques – Evaluation.

BLOCK – II Other Psychoanalytical therapies

Existential Therapy – Background – Development – Basic Concepts – Objectives – Logotherapy – concepts – Nature and procedures – Techniques – Evaluation – Client Centered Therapy – Basic concepts – Process conditions that bring about psychological change – Outcomes – Evaluation of client centered therapy.

BLOCK – III Cognitive therapies

Cognitive Therapy Vs Cognitive Behaviour therapy: their basics, procedure and applications, Nature of automatic talk – Treatment through cognitive methods – Thought stopping and Psychology of attribution – Transactional Analysis – Types of Ego states and types of Transactions – Strokes and Script writing.

BLOCK – IV Group, family and oriental therapies

Group Therapy and Family Therapy, General Principles of group therapy. Major

variants of group Psychotherapy - nature and effectiveness of family therapy - Eastern Psychotherapies – Abidhamma Therapy – Yoga Psychotherapy – procedures and techniques – Applications.

BLOCK – V – Rational emotive therapies

Rational Emotive Therapy – REBT- Child Psychoanalysis and Therapy - Current trends in Psychoanalytic Research

REFERENCES

- Berne Eric, Transactional Analysis in Psychotherapy –, Grove Press, N.Y. 1961.
- Ellis A., A New Guide to Rational Living –Hollywood, California, Wilshire, 1975.
- Primer – Stephenson F., Gestalt Therapy
- Rose S.D., Group Therapy – A Behavioral Approach –Prentice – Hall, 1977.
- Schaffer G.W. and Lazarus R.S, Fundamental concepts in Clinical Psychology –.
- McGraw -Hill, 1966.
- Springfield III, Charles C. Thomas, Introductory Readings in Gestalt therapy – 1975.

WEB RESOURCES

- <https://www.verywellmind.com/what-is-psychoanalysis-2795246>
- <https://www.verywellmind.com/what-is-psychoanalytic-therapy-2795467>
- <https://www.simplypsychology.org/psychoanalysis.html>
- <https://www.verywellmind.com/what-is-gestalt-therapy-4584583>
- <https://www.goodtherapy.org/learn-about-therapy/types/existential-psychotherapy>
- <https://www.simplypsychology.org/logotherapy.html>
- <https://www.verywellmind.com/client-centered-therapy-2795999>
- <https://www.differencebetween.com/difference-between-cognitive-therapy-and-vs-cognitive-behavioral-therapy/>⁵⁷

- <https://www.betterup.com/blog/automatic-thoughts>
- <https://www.verywellmind.com/stop-technique-2671653>
- <https://affinitycentre.co.uk/transactional-analysis-theory-explained/>
- <https://www.verywellmind.com/what-is-group-therapy-2795760>
- <https://www.verywellmind.com/family-therapy-definition-types-techniques-and-efficacy-5190233>
- <https://www.slideshare.net/veerabalajikumar/eastern-psychotherapies>
- <https://www.verywellmind.com/yoga-therapy-definition-types-techniques-and-efficacy-5198742>
- <https://www.verywellmind.com/rational-emotive-behavior-therapy-2796000>
- https://www.ipa.world/ipa/en/Child_Adolescent/Child_Psychoanalysis.aspx
- <https://www.goodtherapy.org/learn-about-therapy/types/psychoanalysis>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Apply the techniques of Psycho analytics.

CLO 2 Apprise the existential, logo and client centered therapy.

CLO 3 Elaborate the Cognitive therapies, BT, Transactional analysis and REBT.

CLO 4 Illustrate the use of Group therapy.

CLO 5 Discuss the current trends in psychoanalytic research.



TAMIL NADU OPEN UNIVERSITY

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Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester IV

Course Title : CAREER COUNSELLING

Course Code : MCPS -42

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the basic concepts of Work and Career.

CO 2 Analyze the components of career counselling.

CO 3 Evaluate the factors involved in career decision making.

CO 4 Construct the process involved in career assessment.

CO 5

BLOCK I Work and its Indian context

Concept of Work—Early conception of work – Mindsets and meaning of work – Evolution of work in the west – The industrial revolution - Evolution of work in the Indian context – The Ashrama system –The Varna and caste system – The doctrine of Karma - The world of work in the traditional India. Work as career – Characteristics of career.

BLOCK II Theories of Career Psychology

Theories of Career psychology - The Trait Factor approach – Holland Typological theory

Developmental and life span oriented approaches – Stages of vocational development according to Donald Super - Social learning theory. – Factors influencing career choice: Biological influences – Heredity – Biochemical factors - Environmental influences – Psychological influences –Social influences – Educational Influences – Economic Influences - Personality - Personal Interest – Personal Aptitude.

BLOCK III Career Counselling

Career Counselling - Meaning-Definition-Nature and Scope-Importance-Types— Skills for Career Counseling - Career Counseling for Individuals and Groups - Career Counselling with Diverse Population- Career Counselling with College Students - Career Counselling for Adults- Career Counselling for Women –Ethics of Career

Counselling.

BLOCK IV Counselling and Guidance services

Counselling Services in Schools - Orientation Services - Pupil Information Services - Inventory Services - Educational and Occupational Guidance Services - Group Guidance. Services - Counselling Services - Support Services-Placement Services - Follow-up Services Role Counsellor in Schools.

BLOCK V Career Profiling

Career Profiling – Concept of Career profiling - application of various psychometric tests related to career assessment- Personality test – Aptitude tests – Career Interest - Work values – Report writing.

REFERENCES

- Arulmani. & Nag Arulmani. (2004). Career Counseling -A Handbook. Tata McGrawHill Publishing Company Limited.
- Chauhan, S.S - Second Revised Edition - Principles and Techniques of Guidance- - Vikas Publishing House Pvt Ltd
- Cramer. L. Herr. & Niles. G. Spencer - (2004) – Career Counselling a SystematicApproach –Pearson Inc.
- Dalaganjan Naik – (2004) – Fundamentals of Guidance and Counselling –
Adhyayan Publishers and Distributors, Delhi,
- Gibson. L. Robert & Mitchell - (2008) – Introduction to Counselling and Guidance –Prentice Hall of India New Delhi.
- Jennifer. M. Kidd - (2006) – Understanding Career Counselling – Theory, Research and Practice –Sage Publications

WEB RESOURCES

- <https://www.yourarticlelibrary.com/career/career-concept-paths-planning-and-development-with-diagram/60330>
- <https://www.ncbi.nlm.nih.gov/books/NBK64076/>
- <https://www.schoolokay.in/career-counselling-and-the-ethics-of-career-counselling/>
- <https://in.indeed.com/career-advice/career-development/what-is-career-counselling>
- <https://awato.co/career-assessment-guide/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Explain the concepts of work and Career.

CLO 2 Examine the various concepts of career counseling.

CLO 3 Explore counselling with diverse population.

CLO 4 Illustrate ethics of career counselling.

CLO 5 Assess the role of Career counsellors in schools.

CLO 6 Review the concepts and process involved in Career assessment.



TAMIL NADU OPEN UNIVERSITY

School Of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester IV

Course Title : COUNSELLING IN SPECIAL CONDITIONS

Course Code : MCPS -43

Course Credits : 4

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

- CO 1 Explain the basic features of terminally ill.
 - CO 2 Analyze the Problems of the elderly.
 - CO 3 Explain the caregiver burden of parents with special children.
 - CO 4 Demonstrate the fundamentals of grief and bereavement.
 - CO 5 Write about the need of counselling during trauma and disasters.
-

BLOCK - I

Counselling the Terminal Ill: Chronic illness - cancer management - Caregiver Burden - death and dying - Kubler Ross Theory – Hospice Care Vs Palliative Care – Factors to consider.

BLOCK - II

Counselling the Elderly: Counselling for older adults or Elderly persons - Common problems requiring counselling in older adults - Presenting problems of ageing – Types of counselling for older adults - Competencies of psychologists to give counselling for older adults - Adaptation of counselling process - Barriers of counselling services.

BLOCK - III

Counselling the Parents having Children with special needs: Special Needs: Meaning and Nature – Persons with Disabilities – Caregiver Burden- Models in family functioning – Family Systems Theory – Family oriented Services.

BLOCK - IV

Grief Counselling: Meaning of Grief Counselling – unique aspects of grief counselling –

bereavement: meaning – theories of bereavement – working with bereaved individuals

ethical issues in grief counselling –current issues in grief counselling

BLOCK - V

Counselling in Trauma & Natural Disasters: Disaster – Meaning, Nature and Characteristics – Natural Disasters – Negative Psychological effects – impact on Children - Post Traumatic Disorders – Meaning, Nature and Symptoms- Trauma Management Therapy – Crisis Counselling.

REFERENCES

- Alice Kaplan M.S.W. Grief Counselling – A companioning Model, 2004, e-Book 2014 International Psychotherapy Institute.
- Christopher B. Frueh, Samuel M. Turner and Deborah C. Beidel Trauma Management Therapy, *Encyclopedia of Psychotherapy, VOLUME 2, Elsevier Science (USA)*.
- Darcy L. Harris, & Howard R. Winokuer, Principles and Practice of Grief Counselling, 2nd Ed, 2016, Springer Publishing Company, New York.
- Death Cafe: Death Café United States, https://deathcafe.com/c/United_States/. Accessed September 19, 2019.
- Elisabeth Kubler-Ross, On Death and Dying.
- Howard Rosenthal, Encyclopedia of Counselling, (2008) Routledge - by Taylor & Francis Group, LLC.
- Reetha Peshawaria, Menon D. K, Rahul Ganguly, Sumit Roy, Rajaram P.S. Pillai and Asha Gupta, Understanding Indian Families (1995) NIMH, Secunderabad.
- William Worden, Grief Counselling and Grief therapy, 4th Ed, (2009) Springer Publishing Company, LLC, New York.

WEB RESOURCES

- <https://www.goodtherapy.org/learn-about-therapy/issues/terminal-illness>
- <https://www.cancer.net/survivorship/living-with-chronic-cancer>
- <https://www.ncbi.nlm.nih.gov/books/NBK507885/>
- <https://www.nia.nih.gov/health/what-are-palliative-care-and-hospice-care>
- <https://www.mywellnesshub.in/blog/online-counselling-for-elderly-people->

geriatric-psychotherapy/

- <https://www.webmd.com/healthy-aging/counseling-older-adults>
- <https://psychology.iresearchnet.com/counseling-psychology/counseling-process/counseling-the-elderly/>
- <https://spokanechristiancounseling.com/articles/counseling-for-parents-with-special-needs-children>
- <https://www.goodtherapy.org/learn-about-therapy/types/family-systems-therapy>
- <https://www.goodtherapy.org/learn-about-therapy/issues/grief>
- <https://www.aipc.net.au/articles/theories-of-loss-and-grief/>
- <https://positivepsychology.com/grief-counseling/>
- <https://www.barnardhealth.us/medical-ethics/ethical-issues-in-grief.html>
- <https://www.urmc.rochester.edu/MediaLibraries/URMCMedia/flrtc/documents/DMH-Fundamentals-D-Characteristics-Self-StudyGuide-2016.pdf>
- <https://www.cdc.gov/childrenindisasters/features/disasters-mental-health.html>
- <https://www.psychiatry.org/patients-families/ptsd/what-is-ptsd>
- <https://www.verywellmind.com/trauma-therapy-definition-types-techniques-and-efficacy-5191413>
- <https://garrettcounseling.com/what-is-crisis-counseling/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Distinguish the Hospice and Palliative care.

CLO 2 Decide upon the counselling types to the Problems of the elderly.

CLO 3 Explain the caregiver burden of parents with special children.

CLO 4 Practice family-oriented services.

CLO 5 Work with clients of grief and bereavement.

CLO 6 Provide counselling during trauma and disasters.



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M. Sc Counseling and Psychotherapy- Syllabus – Semester IV

Course Title : SCHOOL COUNSELLING

Course Code : MCPS - 44

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Express the emotional and behavioural issues of the students.

CO 2 Demonstrate the School related issues.

CO 3 Explain the moral issues during school days.

CO 4 Demonstrate the group counselling and guidance.

CO 5 Analyze the basics of counselling interview.

BLOCK – I Emotional and Behavioural issues

Emotional and Behavioural issues: temperamental instability, Insecurity feeling, and emotional maturity - Behavioural Issues: Disobeyal, Sexual behaviour, Drug abuse, Anxiety, Depression and Suicide.

BLOCK – II Issues in School

Issues in School: Bullying, Competition, Under achievement, Shyness, Sexual Abuse. Impact of Mass Media: Television, Print Media and social media.

BLOCK – III Moral Issues

Moral Issues: Development of Delinquency, Truancy, Aggression, Conduct Disorders, Attention Deficit Hyper Disorder (ADHD) and Autism.

BLOCK – IV Group Counselling

Group Counseling – Definitions – Group Guidance – Theoretical considerations – values of group Counseling - Group therapy – T & Sensitivity groups – Group process and group dynamics – Establishment – selection – identification – productivity and realization - Termination – Multicultural issues.

BLOCK – V Counselling Interview

Counseling Interview: Communication, verbal, nonverbal, interview, techniques of

interview, relationship technique, problem identification and exploration, sharing, transference, counter transference

REFERENCES:

- Robert J. Gatchel, Andrew Baum & David S. Krantz, (1989) An introduction to Health Psychology, 2nd Edition New York, Mc Graw Hill,
- S. Sunder, (2002) Textbook of Rehabilitation – 2nd Edition Jaypee Brothers, New Delhi.

WEB RESOURCES

- <https://www.nclد.org/research/state-of-learning-disabilities/social-emotional-and-behavioral-challenges/>
- <https://www.goodtherapy.org/blog/psychpedia/insecurity>
- <https://www.healthline.com/health/mental-health/emotional-maturity>
- <https://egyankosh.ac.in/bitstream/123456789/46285/1/Unit-15.pdf>
- <https://www.webmd.com/mental-health/oppositional-defiant-disorder>
- <https://www.psychologytoday.com/us/basics/bullying>
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- <https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder>
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- <https://www.goodtherapy.org/learn-about-therapy/issues/multicultural-concerns>
- [http://www.jiwaji.edu/pdf/ecourse/political_science/mba%20406%20\(A\)%20COUNSELING%20INTERVIEW.pdf](http://www.jiwaji.edu/pdf/ecourse/political_science/mba%20406%20(A)%20COUNSELING%20INTERVIEW.pdf)
- <https://work.chron.com/emotional-stresses-being-clinical-psychologist-22410.html>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Compile the emotional and behavioural issues of the students.

CLO 2 Comprehend the various School related issues.

CLO 3 Analyze the moral issues during school days.

CLO 4 Propose group counselling and guidance to the needy.

CLO 5 Apply the basics of counselling interview in school settings.



TAMIL NADU OPEN UNIVERSITY

School Of Social Sciences

Chennai – 15

M. Sc Counseling and Psychotherapy- Syllabus – Semester IV

Course Title : FAMILY AND MARITAL COUNSELLING

Course Code : MCPS – 45

Course Credits : 3

COURSE OBJECTIVES

While studying this course, the Learner will be able to:

CO 1 Explain the basics of marital counselling and family counselling.

CO 2 Compile the basic Concepts and Theoretical Perspectives of marriage and family.

CO 3 Incorporate the contemporary issues in family counselling.

CO 4 Write the basics of diagnosis pattern and marital therapy.

CO 5 Express the various therapeutic approaches.

BLOCK I: Basics of marital counselling and family counselling

Marriage counselling- Concepts, Dynamics of couple system- couple needs and individual needs, Role conflicting, couple intimacy - Family Counseling – Concepts, differences between family therapy and marriage therapy. Family versus Individual Therapy, Different context in Marriage and family therapy- Psycho-Social Context, cultural context, ecological context, emotional context and behavioural context - Premarital counseling- strategies scope and challenges.

BLOCK II: Basic Concepts and Theoretical Perspectives

Historical evolution of the field of marriage and family therapy - Current and Future trends. Foundations of Family Therapy - Early models, Fundamental concepts (Cybernetics, Systems theory, Social constructivism, Attachment theory) - Feminist critique, Solution focused therapy, Narrative Therapy, Integrative models - Evaluation of Family Therapy, Family therapy research, Empirical foundations and Practice implications.

BLOCK III: Family counselling and contemporary issues

Family Life Cycle stages and variations affecting family life cycle - Contemporary

issues of families- modern and traditional families: Working with Single Parent families, Infertility, Separation and Divorce, family violence, Domestic violence sexual abuse, children with development disorders, alcohol and drug abuse, mental health disorders (anxiety, depression, impulse control disorders, etc), illness, financial crises, work and family.

BLOCK IV: Diagnosis and Challenges in marital therapy

Diagnosis and treatment planning for couples, Diagnostic assessment, individual or couples therapy, Contraindications to marital therapy, dealing with resistance to change, Causes and functions of resistance, Strategies for handling resistance to change, Law Governing Unfair Practices and Property Relations, Family Disputes and Alternative Dispute Resolution Mechanism.

BLOCK V: Family Therapy Approaches

Brief Overview, Stress Management, Techniques, Couples Therapy, -Dialectical behaviour Therapy, Multigenerational Family Therapy, Experiential Family Therapy, Structural Family Therapy, Strategic Family Therapy, The Expressive Arts Therapies: Brief overview, Key Concepts, Three Expressive Arts Therapeutic Approaches, Research and Evaluation. Narrative Therapy: Brief Overview, Key Concepts, Therapeutic Process, Research and Evaluation.

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WEB RESOURCES

- <https://www.talkspace.com/blog/marriage-counseling-guide-couples-therapy/>
- <https://www.verywellmind.com/couples-therapy-definition-types-techniques-and-efficacy-5191137>
- <https://www.medicalnewstoday.com/articles/family-counseling#what-to-expect>
- <https://www.psychologytoday.com/us/therapy-types/marriage-and-family-therapy>
- <https://www.goodtherapy.org/blog/issues-treat-before-family-therapy/>
- https://psychology.fandom.com/wiki/History_of_family_therapy
- <https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205922449.pdf>
- <https://skywoodrecovery.com/models-of-family-therapy/>
- <http://psychologicalstudies.blogspot.com/2017/01/cybernetic-functionality-of-family.html>

- <https://www.goodtherapy.org/learn-about-therapy/types/systems-theory-therapy>
- <https://www.goodtherapy.org/learn-about-therapy/types/constructivism>
- <https://www.psychologytoday.com/us/therapy-types/attachment-based-therapy>
- <https://www.verywellmind.com/what-is-feminist-therapy-5204184>
- <https://www.verywellmind.com/what-is-solution-focused-brief-therapy-2337728>
- <https://www.verywellmind.com/narrative-therapy-4172956>
- <https://www.verywellhealth.com/integrative-therapy-5212933>
- <https://www.family-institute.org/graduate-education/master-science-marriage-family-therapy/research>
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- <https://leavingschool.co.uk/guide/gcse-sociology-families-contemporary-family-issues/>
- <https://www.psychologydiscussion.net/difference-between/difference-between-modern-family-and-traditional-family-psychology/13671>
- <https://www.psychologytoday.com/us/basics/family-dynamics/single-parent-family>
- <https://www.mayoclinic.org/diseases-conditions/infertility/symptoms-causes/syc-20354317>
- <https://www.vidhikarya.com/legal-blog/divorce-vs-legal-separation-what-is-the-difference>
- <https://www.webmd.com/sex-relationships/features/when-intimacy-turns-violent>
- <https://psychcentral.com/disorders/childhood-developmental-disorders>

- <https://www.webmd.com/mental-health/addiction/substance-abuse>
- <https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968>
- https://aamft.org/Consumer_Updates/Financial_Distress.aspx
- <https://www.lifehack.org/articles/lifestyle/secrets-balancing-work-and-family-life.html>
- <https://www.insider.com/couples-therapy-issues-problems-solutions-2019-2>
- <https://journals.sagepub.com/doi/10.1177/1066480719887917>
- <https://www.theraplatform.com/blog/341/family-therapy-techniques>
- <https://www.betterhelp.com/advice/marriage/marriage-counseling-techniques/>

COURSE LEARNING OUTCOMES

After completion of this course, the Learner will be able to:

CLO 1 Interpret the basics of marital counselling and family counselling.

CLO 2 Apply the basic Concepts and Theoretical Perspectives of marriage and family.

CLO 3 Analyze the contemporary issues in family counselling.

CLO 4 Effectively diagnose and marital issues.

CLO 5 Analyze the various therapeutic approaches.

Mapping

M. Sc counseling & Psychotherapy			Table 1 (a)									
			Foundation courses									
	Ad Gen Psych	Adv Soci al	Life Span Psy	ResMethods & Stat	Psy & Men Health	Coun Skill & Tech	Psychometry	Clinical assessment	Princ & tech Psychotherapy	Behvr Mod	Co g Psy	L D
Academic Competence (1.1 to 1.8)												
Programme outcomes												
1.1 Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2 Professional Skills				✓	✓	✓	✓	✓		✓		✓
1.3 Application of Skills to chosen specialization	✓	✓	✓	✓	✓	✓		✓		✓		✓
1.4 Experiential Learning & Critical Thinking	✓	✓	✓			✓				✓		
1.5 Application to Psychology related Problems	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
1.6 Knowledge of e-resources & social media		✓										
1.7 Skills in scientific writing & Effective				✓				✓				

presentation skills													
1.8 Critical evaluation of theoretical approaches	✓	✓	✓									✓	

	Table 1(b)															
	Foundation courses															
	Ad Gen Psych	Adv Social	Life Span Psy	Res Methods & Stat	Psy & Men Health	Com Skill & Tech	Psychometry	Clinical assessment	Princ & tech Psychotherapy	BehaM od	C og P sy	L D	Psychotherapy	Career Counseling	Com spl cond	School Couns
	Personal & Behavioural Competence (2.1 to 2.6)															
	Programme outcomes															
	2.1 Self development & self regulation skills	✓	✓		✓			✓		✓	✓		✓			
	2.2 Social skills (empathy) & accountability		✓	✓		✓	✓			✓		✓			✓	✓
	2.3 Cultural and historical sensibility		✓	✓		✓	✓									

2.4	Conversational Competence & Communication skills					✓			✓	✓					✓	✓
2.5	Appreciating Diverse perspectives	✓	✓	✓		✓	✓		✓							✓
2.6	Ability to work in groups & teams (negotiation)					✓			✓	✓		✓		✓	✓	
	Table 1(c)															
	Foundation courses															
	Ad Gen Psych	Adv Social	Lifespansy	Res Methods & Stat	Psy & Men Health	Coun Skill & Tech	Psychometry	Clinical assessment	Princ & tech Psychotherapy	Behav Mod	Cog Psy	LD	Psychotherapy	Career Counseling	Counseling cond	School Couns
	Social Competence (3.1)															

1	Awareness & reasoning																
3.6	Multilevel Commitment to health & wellbeing				✓	✓	✓	✓		✓		✓	✓		✓	✓	

			Table 1 (a)	
			Elective courses	
	Theories of Personality	Psychological Assessment	Health Psychology	Family & Marital Counseling
	Academic Competence (1.1 to 1.8)			
Programme outcomes				
1.1 Disciplinary Knowledge	✓	✓	✓	✓
1.2 Professional Skills	✓	✓	✓	✓
1.3 Application of Skills to chosen specialization	✓	✓	✓	✓
1.4 Experiential Learning & Critical Thinking	✓		✓	✓
1.5 Application to Psychology related Problems	✓		✓	✓
1.6 Knowledge of e-resources & social media				
1.7 Skills in scientific writing & Effective presentation skills		✓		
1.8 Critical evaluation of theoretical approaches	✓			

	Table 1(b)			
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	Elective Courses			
	Theories of Personality	Psychological Assessment	Health Psychology	Family & Marital Counseling
	Personal & Behavioural Competence (2.1 to 2.6)			
Programme outcomes				
2.1 Self development & self regulation skills	✓		✓	✓
2.2 Social skills (empathy) & accountability			✓	✓
2.3 Cultural and historical sensibility	✓			
2.4 Conversational Competence & Communication skills				
2.5 Appreciating Diverse perspectives	✓			
2.6 Ability to work in groups & teams (negotiation				

Table 1(c)
Elective Courses

	Theories of Personality	Psychological Assessment	Health Psychology	Family & Marital Counseling
	Social Competence (3.1 to 3.6)			
Programme outcomes				✓
3.1 collaboration, Cooperation & Community feel				
3.2 Understanding social dynamics & social problems				✓
3.3 Gender Sensitivity & awareness of gender fluidity issues				✓

3.4 Ethical, Social & Ecological responsibility		✓	✓	✓
3.5 Moral & Ethical Awareness & reasoning		✓	✓	✓
3.6 Multilevel Commitment to health & wellbeing			✓	✓

M.Sc Counselling & Psychotherapy

Table 1 Foundation courses Programme outcomes	MCPS-11	MCPS-12	MCPS-13	MCPS-14	MCPS-21	MCPS-22	MCPS-23	MCPS-24	MCPS-31	MCPS-32	MCPS-33	MCPS-34	MCPS-41	MCPS-42	MCPS-43	MCPS-44
Academic Competence																
Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Skills				✓	✓	✓	✓	✓		✓		✓			✓	✓
Application of Skills to chosen specialization	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓
Experiential Learning & Critical Thinking	✓	✓	✓			✓		✓		✓			✓			✓
Application to Psychology related Problems	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
Critical evaluation of theoretical approaches	✓	✓	✓								✓		✓	✓		
Personal & Behavioural Competence																
Self-development & self-regulation skills	✓	✓	✓		✓					✓	✓		✓		✓	✓
Social skills (empathy) & accountability		✓	✓		✓	✓				✓		✓				
Cultural and historical sensibility		✓	✓		✓	✓										
Conversational Competence & Communication skills						✓			✓	✓						✓
Appreciating Diverse perspectives	✓	✓	✓		✓	✓			✓							
Ability to work in groups & teams (negotiation)						✓			✓	✓					✓	✓
Social Competence																
Ethical, Social & Ecological responsibility		✓		✓	✓	81	✓			✓			✓		✓	

Moral & Ethical Awareness & reasoning		✓		✓	✓	✓	✓			✓			✓		✓	
Multilevel Commitment to health & wellbeing					✓	✓	✓			✓		✓				

Table 2 Elective courses Programme outcomes	MCPS-15	MCPS-25	MCPS-35	MCPS-45
Academic Competence				
Disciplinary Knowledge	✓	✓	✓	✓
Professional Skills	✓	✓		✓
Application of Skills to chosen specialization	✓	✓		✓
Experiential Learning & Critical Thinking	✓		✓	
Personal & Behavioural Competence				
Self-development & self-regulation skills	✓		✓	
Ability to work in groups & teams (negotiation)				✓
Social Competence				
Understanding social dynamics & social problems			✓	
Ethical, Social & Ecological responsibility		✓	✓	
Moral & Ethical Awareness & reasoning		✓	✓	

Relevance of Foundation Courses

Relevance	MCPS-11	MCPS-12	MCPS-13	MCPS-14	MCPS-21	MCPS-22	MCPS-23	MCPS-24	MCPS-31	MCPS-32	MCPS-33	MCPS-34	MCPS-41	MCPS-42	MCPS-43	MCPS-44
Local	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National				✓	✓	✓	✓	✓		✓		✓			✓	✓

Regional	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓	✓	✓
International	✓	✓	✓			✓		✓		✓			✓			✓

Relevance of Elective Courses

Relevance	MCPS-15	MCPS-25	MCPS-35	MCPS-45
Local	✓	✓	✓	✓
National				✓
Regional	✓	✓	✓	✓
International	✓	✓	✓	