

*Placed at the meeting of
Academic Council
held on 26.03.2018*

APPENDIX - AV
MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)

M.Sc. Counselling and Psychotherapy (Semester)
SYLLABUS
(With effect from 2018-2019 onwards)

Course Title and Name of Award	M.Sc. Counselling and Psychotherapy
University	Madurai Kamaraj University
Department	Department of Psychology & Counselling
Duration of the Course	2 years
Eligibility	Bachelor Degree in any discipline
Course Description	Counselling and psychotherapy is the application of mental health, psychological or human development principles to cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development as well as pathology. The Post graduate program of Counselling and Psychotherapy prepares professional counsellors and psychotherapists for one or more of a variety of work settings, such as the school or college, non-governmental organizations, rehabilitation centers, private practice, hospitals, psychiatric clinics, or business and industry.
Objectives of the program	<ul style="list-style-type: none"> • To offer skills and competencies which are required for practice as a counsellor and Psychotherapist • To familiarize students with problems/possibilities and to equip them with professional psychological solutions/services to various groups and to various settings • To develop research insight and application of counselling and psychotherapeutic resources in all areas of life. • To develop self-reflective skills, to optimize their potentials, and to make a contribution to the society.
Special Nature of the program	<ul style="list-style-type: none"> • Active and Experiential learning methods are used (As per WHO distinction)

	<ul style="list-style-type: none"> • Experiential learning methods involve participation in community, contribution to communities, leading to employment advantages. • Along with professional efficiency, Personal growth and mentoring support form a significant portion of training through supervision, peer-learning and leading, and through personal processing.
Outcome of the Program	<ul style="list-style-type: none"> • Graduates come out with the competence and the skills to work with the various groups (children, Adolescence, Adult, Couple, Family, Elderly) and various settings(Schools, Hospitals, Addiction Centres, Elderly Home care Centers, Industry, Public and Civil Services, Police Department, Prison, NGO's). • Hospitals: Graduates will be qualified to offer assessment services, psychological services in psychiatric settings. Are equipped to offer psychological interventions that optimize biological health interventions in hospitals. They are also capable of offering pro-active health interventions in high stress related sectors like stock market, Public& Administrative services, Politics, Military, Police Department and Prison Services. • Industry/Organization: Graduates are equipped through their knowledge in consumer and organizational psychology to help organizations recruit, select, and manage the performance of employees, deal with critical organizational issues such as leadership, workplace conflict, work motivation and occupational health, advertising, public relations, marketing and consumer satisfaction. • Education: Graduates possess competence to teach effectively, offer psychological and counselling support to problems and difficulties that emerge in educational settings, and to actualize the purpose of education by providing holistic training to students. • In general, graduates of M.ScCounselling and Psychotherapy will have an advantage in any profession that involves human persons, as emotional well-being is an important factor that influences human motivation and behavior, communication and leadership, and Happiness and well-being. • Graduates will possess competence for self-regulation and excellence along with ability to serve the society. • Graduates are prepared to engage in research for PhD level studies in counselling and psychotherapy

Dummy Subject Code		Title of the Course M.Sc. Counselling & Psychotherapy	Credits	Hours	Internal	External	Total
SEMESTER I							
1.	C	Fundamentals of Psychology	4	6	25	75	100
2.	C	Theories of Counselling and Psychotherapy	4	6	25	75	100
3.	C	Skills of Counselling and Psychotherapy	4	6	25	75	100
4.	C	Schools of Psychotherapy	4	6	25	75	100
5.	C	Assessment in Counselling and Psychotherapy (Practicum)	4	6	75	25	100
SEMESTER II							
6.	C	Life-span Psychology	4	6	25	75	100
7.	C	Psychopathology and Psychotherapy-1	4	6	25	75	100
8.	C	Research Methodology	4	6	25	75	100
9.	E	Techniques of Counselling	2	2	25	75	100
10.	C	Community Service -1(Field Work)	4	6	75	25	100
11.	C	Practicum -1 (Summer Placement)	6	2	75	25	100
12.	NME	Emotional Maturity	2	2	25	75	100
SEMESTER III							
13.	C	Psychopathology and Psychotherapy-2	4	6	25	75	100
14.	Skill Based	Child, Adolescent and School Counselling	3	4	25	75	100
15.	Skill Based	Adult, Elderly and Family Counselling	3	4	25	75	100
16.	E	Group Therapy	2	2	25	75	100
17.	C	Community Service -2 (Field Work)	4	6	75	25	100
18.	C	Counselling Exposure Visits (Practicum)	4	6	75	25	100
19.	NME	Psychology for Success in Life	2	2	25	75	100

SEMESTER IV							
20.	C	Modern Trends in Counselling	4	6	25	75	100
21.	Skill Base	Sick, Addicted and Workplace Counselling	3	4	25	75	100
22.	Skill Based	Integrative Techniques in Counselling and Psychotherapy	3	4	25	75	100
23.	E	Psychology for Personal Happiness	2	2	25	75	100
24.	C	Research Project (Dissertation)	6	8	75	25	100
25.	C	Community Service-3 (Field Work)	4	6	75	25	100

Nature	Semester I	Semester II	Semester III	Semester IV	Total
Core	20	22	12	14	68
Skill Based	-	-	6	6	12
Elective	-	2	2	2	6
Non Major Elective	-	2	2	-	4
Total	20	26	22	22	90

Course Outline

1. Introduction (Philosophy and guiding principle of the degree)

The Master's degree in Counselling and Psychotherapy prepares professional counsellors and psychotherapists for one or more of a variety of work settings, such as the school or college, non-governmental organizations, rehabilitation centers, private practice, hospitals, psychiatric clinics, or business and industry. The emphasis is on practitioner skills training within a broad theoretical foundation and exposure to the empirical bases of the profession.

The Department of Counselling and psychotherapy is also committed to seeking and valuing diversity in students and staff. Diversity, used here in a very broad sense, includes the variety of cultures, backgrounds, values, and experiences found among faculty and students; it also includes the diversity of our professional ways of practice, our ways of learning, and our personal and professional goals. In training, the M.Sc. programme curriculum works to integrate diversity awareness and appreciation into all the courses.

Counselling and psychotherapy is the application of mental health, psychological, or human development principles to cognitive, affective, behavioural, or systemic intervention

strategies that address wellness, personal growth, or career development as well as pathology.

2. Eligibility

(a) Candidates for admission in M.Sc. counselling & psychotherapy must possess any Bachelor's degree of Madurai Kamaraj University or an examination accepted as equivalent thereto, with a minimum pass.

(b) To be considered for admission to Master's degree in Counselling and Psychotherapy, the applicant is required to present evidence of scholastic ability, interest in the area of psychology, counselling and psychotherapist; personal stability, and a strong character.

3. Aims and Objectives of the program are:

- To offer skills and competencies which are required for practice as a counsellor and Psychotherapist
- To familiarize students with problems/possibilities and to equip them with professional psychological solutions/services to various groups and to various settings
- To develop research insight and application of counselling and psychotherapeutic resources in all areas of life.
- To develop self-reflective skills, to optimize their potentials, and to make a contribution to the society.

3.1. Unique Features of the program

The sessions are designed to meet the needs of students to deepen and extend their counselling skills and psychotherapies, and to facilitate personal and professional growth. All sessions are experiential, educational and enlightening. The training includes dynamic instruction, practice and supervision as well as individualized mentoring.

Students get a great deal of individual attention, and have the opportunity to do their own healing in the sessions, as well. The course is taught via lectures, discussions, seminars, practical work and experiential group work. This program integrates theory and application with a wide range of topics including personal growth, professional excellence and interpersonal integration. This program provides counselling skills practice, theory, personal therapy, group therapy, supervising skills, and self-analysis.

(a) Counselling Skills Practice

Skills training is an important component of any counselling course. The courses aim to support students in developing their counselling skills to an advanced level. This is achieved through lectures, skills exercises and exposure programs. Students work in a group

of between 8 and 10, with a staff member as facilitator. Sessions afford many opportunities for counselling practice with fellow students as clients. Feedbacks are discussed with peers and tutors. Training in giving and receiving feedback is central to this activity.

(b) Supervision

Each student is also assigned a personal tutor who is available for support and advice. Supervision is an essential requirement in monitoring personal and professional development. Supervision offers the student the opportunity to explore both their learning on the course and issues relating to practice and encouragement to develop personal and professional reflexivity about both. Teaching and supervision are carried out by a core team as well as by external consultants and facilitators.

The student is required:

- to attend supervision as regularly as appropriate.
- to record their key learning from each supervision and keep these notes in their log.
- to outline contribution of supervision to the development of their reflective practice

(c) Personal Therapy and Development

The course emphasizes the central importance of accurate self-awareness as a condition for effective counselling and it is for this reason that personal development activities are considered essential to the program. Throughout the course trainees are constructively supported in appraising their own progress. Students are also required to be in Personal Therapy. This provides experience of being a client and experience healing. Trainees need to work through any personal issues which may limit or prevent their effectiveness as counsellors. Many elements of the course will therefore include activities that focus on self-exploration. The aims of participation in personal therapy include:

- develop awareness of self;
- experience the role of client;
- get exposed to the therapeutic style of the personal therapist.

Students are encouraged to draw up their own agenda for personal development and to take responsibility for their own learning. Clearly, the final choice of therapist is a very personal matter. Regular formal support groups, peer counselling, and journal writing are some of the other ways of working on self. Experiential workshops and the 'Personal Log' provide opportunities to examine personal processes.

(d) Personal Development in a Commune experiences

Students are encouraged to actively participate in commune experiences. Members are invited to know and develop their personal and relationship capabilities. They have ample opportunities to explore, develop and expand their group interaction. Commune activities involve outreach programs.

(e). IPR (Inter Personal Relational process)

The aim of IPR Group Therapy is to develop personal awareness and ability to reflect on oneself and to identify and address issues in relation to self and others. IPR groups are formed early in the course and meet weekly with one member of staff who remains one's personal tutor for the whole of the course. These sessions are facilitated by the tutor to give an opportunity for group members to share aspects of their self and reflect upon the disclosures of others in a way which is supportive but also assists in personal development. The tutor also acts as a personal tutor for academic support and advice with assignments and other course aspects. The tasks of the IPR groups are to provide a safe and confidential environment in which to:

- obtain and offer genuine support and challenge
- explore and share personal and relationship issues
- deepen and further develop personal awareness
- explore professional issues
- receive and offer constructive verbal and written feedback

(e) Specialized Course, workshops & Seminars:

Apart from the regular lectures, seminars are organized often. They are important assets for the Masters students. They provide a venue for you to present your ideas when they are in a formative stage, and to gain feedback, which will be useful in refining and developing your research topic. The department will organize special workshops and seminars, as attending specialized courses and workshops will enhance one's skills.

3.2. Field Work

Rationale: Field Work (community service) forms an essential and major component of this program given the practical nature of this program. Field work aims at exposing the students to real life situations and issues under the supervision/mentoring process of the staff. The field work is intended to enhance the skills and competence of the students, acquired in the classroom settings. This also provides an opportunity to create social consciousness in them and the underscores the need to contribute to the society as a good citizen. (The field work may be taken as a concept paper or a mini-project.) The organization of four field work component and a summer placement/practicum is progressively complex and intertwined one with the other.

Field Work 1

Students will be given hands-on experience of counselling and psychotherapy by counselling skills practices wherein students are encouraged to bring their real life issues. A supervised practice helps them for personal growth and professional growth. As part of their practical learning, they will be introduced to the concept, tools and methods of assessment in a practical manner. This paper is done as a full practical. Along with these learning, a personal growth session of one week forms the component of field work.

Evaluation is based on record work prepared on the below tests and record work and viva voce on the same. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

Field Work 2

An important part of one's preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work – 2, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings like schools, colleges, hospitals, NGO's and other mental health related settings. The student is expected to complete 20 days or 100 hours of supervised counselling experience in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work. Their field work will be supervised by the regular assessment of counselling progression and case study presentation.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

Field Practicum (summer Placement)

Field Practicum is intended to provide the students with the opportunity to engage in all of the learning activities in an organization compatible with their counselling Program task. At the end of the II semester, students are expected to undergo Practicum for 30 days or 150 hours. They undertake a practicum visiting, learning and offering counseling in mental health related institutions, psychiatric hospitals, hospitals, counselling centers, home for the aged, schools and NGOs or any other mental health related agencies. The purpose of their practicum is to have full-fledged field based learning experience. Students are also expected to understand the administrative functions of the agency, clients' background, organizational structure, legal formalities governing the organization, etc. apart from the counselling experiences.

This Practicum is also intended as a pre-employment counselling training to the student. The individual student works in the agency of his/her choice which is relevant to the practice of specific counselling skills like Family counselling centers, Drug Abuse Counselling centers, De-addiction homes, Mental Health centers, Psychiatric Clinics, Counselling centers in Schools and Colleges, Hospitals, Trauma Counselling wards or help lines, etc.

A record work is submitted on the summer placement. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

Field Work 3

In line with the principle of field work, the students in the third semester engage in a more complex learning process of combining the modes of Field work 1 & 2. Under the supervision of a faculty member or experienced counsellor, the students in the Field Work – 3, will engage in offering counselling and administering the assessment tools that they learned in the first semester to the clients. The student is expected to complete 20 days or 100 hours of supervised counselling experience and administering psychological tools and assessment in an appropriate professional settings like schools, colleges, counselling centers and mental health related institution. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 60 hours of counselling work and 40 hours of assessment related work.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

Counselling Exposure Visit

The purpose of this program is to allow a student to begin developing a professional identity as a counsellor so that he/she can work in variety of settings. Students are exposed to various counselling and mental health related centers. The visit is organized by the institution. In this exposure visit, the student get an opportunity to visit organizations engaged in activities related to counseling and psychotherapy and his/her field of specialization in any part of the country. The visit will include getting to know the organizational structure and participation in the organization along with inputs and teachings.

Evaluation is based on the record work that outlines once learning and growth through review report of the visits, and a plan of action students prepare for their future practice. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

Field Work 4

In line with the progressive nature of the field work, the fourth field work in the final semester focuses on the integration and synthesis of their learning and practice in the last three semesters. Students are expected to manifest competence and clarity in their

knowledge and practice. The student is expected to complete 20 days or 100 hours of supervised field experience (counselling practice, preparing/offering a seminar on special area of interest, peer-teaching and support). A comprehensive presentation of the subjects learned (an internal viva on the entire syllabus of four semesters) by the student forms the component of the field work. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

3.3. Counselling Record

A detailed record of counselling, case study, and training will be maintained by the students. This will be the foundation requirement for all field works. It is used for diagnosing, case presentation, research project report and supervision. The trainees are to record their case history and the key learning from each supervision and keep these notes in their log. The following information is to be used in the case histories. Case history should contain date of session, the treatment setting, counsellor name, client name initial (or an alias), identifying data, personal history, mental status assessment, client's goals, recommended treatment plan and prognosis.

4. Outcome of the Program

- Graduates come out with the competence and the skills to work with the various groups (children, Adolescence, Adult, Couple, Family, Elderly) and various settings (Schools, Hospitals, Addiction Centers, Elderly Home care Centers, Industry, Public and Civil Services, Police Department, Prison, NGO's).
- **Hospitals:** Graduates will be qualified to offer assessment services, psychological services in psychiatric settings. Are equipped to offer psychological interventions that optimize biological health interventions in hospitals. They are also capable of offering pro-active health interventions in high stress related sectors like stock market, Public & Administrative services, Politics, Military, Police Department and Prison Services.
- **Industry/Organization:** Graduates are equipped through their knowledge in consumer and organizational psychology to help organizations recruit, select, and manage the performance of employees, deal with critical organizational issues such as leadership, workplace conflict, work motivation and occupational health, advertising, public relations, marketing and consumer satisfaction.
- **Education:** Graduates possess competence to teach effectively, offer psychological and counselling support to problems and difficulties that emerge in educational

settings, and to actualize the purpose of education by providing holistic training to students.

- In general, graduates of M.Sc. Counselling and Psychotherapy will have an advantage in any profession that involves human persons, as emotional well-being is an important factor that influences human motivation and behavior, communication and leadership, and Happiness and well-being.
- Graduates will possess competence for self-regulation and excellence along with ability to serve the society.
- Graduates are prepared to engage in research for PhD level studies in counselling and psychotherapy

5. Core Subject Papers - Details found above

6. Subject Elective Papers - Details found above

7. Non-subject Elective Papers - Details found above

8. Unitization - Details found above

9. Pattern of Semester Exams

10. Scheme for Internal Assessment

10.1. Norms for Field Work Evaluation

1. Attendance (including regularity and punctuality)	10
2. Regularity in submission of report	5
3. Regularity in peer counselling sessions	10
4. Relationship with the agency	5
5. Application of theory and counselling methods	30
6. Content of the record	15
7. Viva voce	25

Total 100

10.2. Weightage for Field Work Norms :

<p><i>1. Attendance</i></p> <p>Less than 75% - 0.0</p> <p>75% - 79% - 1.0</p> <p>80% - 84% - 2.5</p> <p>85% - 89% - 4.5</p> <p>90% - 94% - 7.0</p> <p>95% - 100% - 10.0</p>	<p><i>2. Regularity in submission of reports</i></p> <p>Late for 75% reports and more 1.0</p> <p>Late for 50% to 74% -2.0</p> <p>Late for 25% to 49% -3.0</p> <p>Late for up to 24% reports -4.0</p> <p>Punctual for all reports -5.0</p>
<p><i>3. Regularity in peer counselling sessions</i></p> <p>< 75% - 0.0</p> <p>75% to 79% -2.0</p> <p>80% to 84% -4.0</p> <p>85% to 89% -6.0</p> <p>90% to 94% -8.0</p> <p>95% to 100% - 10.0</p>	<p><i>4. Relationship with agency</i></p> <p>The agency will be requested to assess the practicum students using an assessment form.</p>
<p><i>5. Application of theory and counselling methods</i></p> <p>Excellent -25-30</p> <p>Very Good - 20-24</p> <p>Good - 15-19</p> <p>Satisfactory - 10-14</p> <p>Average - 5-9</p> <p>Below average – 1-4</p>	<p><i>6. Content of the record</i></p> <p><i>(Language, format, presentation, content, and clarity)</i></p> <p>Very good – 11 -15</p> <p>Good – 6-10</p> <p>Satisfactory - 0 – 5</p>

7. VIVA – VOCE

Proper maintenance of record note book – 3

Communication skills - 10

Attendance - 2

Acquisition of skills – 5

Effectiveness of counselling intervention – 5

10.3. Research Project and Dissertation:

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of counselling and psychotherapy, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.

Two copies of the dissertation must be submitted, typed in double spacing on one side of A4 paper, to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Counselling and Psychotherapy. The college will retain one copy of the dissertation and students may retrieve the second copy after the examination is completed. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks. Supervisors will give directions on the detail of presentation. In general, a successful dissertation has the following features:

- an abstract
- a reasonable and clear system of chapters, sections and paragraphs
- a list of contents with page references
- a list of tables if these are included in the text
- list of references (books, journal articles and websites referred to) or bibliography

11. External Exam – As per the MK University Norms.

12. Question Paper Pattern:

Time: 3 Hours

Max Marks: 75

Section A (10x 1 = 10 Marks)

Questions No 1 to 10

1. Two questions from each unit
2. Four choices in each question
3. Answer all questions. Choose the correct answer

Section B (5x 7 = 35 Marks)

1. Answer all questions – Either OR Type
2. Answer not exceeding two pages

(one question from each unit)

Question No 11 to 15

11a or 11b

12a or 12b

13a or 13b

14a or 14b

15a or 15b

Section c (3x 10 = 30 Marks)

Answer not exceeding four pages

Answer any THREE out of FIVE (One question from each unit)

Question Nos. 16-20

13. Scheme for Evaluation – As per MKU Norms

14. Passing Minimum – As per MKU Norms

15. Model Question – As mentioned in No.12 above

16. Teaching Methodology:

A range of teaching strategies, including:

- Lectures
- Seminars
- Skills practice
- IPR (Inter-personal Relationship) group therapy
- Experiential workshops
- ‘Live’ demonstrations of counselling
- Case presentation
- Experiential sharing
- Assignments
- Participative methods of learning
- Book reviews
- Field visits
- Collage presentation
- Private study and reflection.
- Undergoing personal counselling / therapy
- Personal supervision under a professor
- Active participation in all aspects of the course.

17. Text Books – Found in the detailed syllabi

18. Reference Books – Found in the detailed syllabi

19. Re-totaling and Revaluation Provision

A candidate who has arrears in any paper in a semester examination will be permitted to proceed to the next semester classes. A candidate who has arrears in a paper/papers of the I, III, and IV semester examinations may appear again in these failed papers at the October examinations. A candidate may appear for any arrear paper/papers of all the four semesters at the April examination. If a candidate fails in a theory paper, he/she shall be required to re-appear for that paper. The internal assessment marks already obtained by him/her shall be carried over.

19.1. Improvement of Internal Marks

The candidate desirous of improving the internal assessment marks shall undergo the course of study once again for that semester after obtaining prior permission of the university and appear for the University examination also at the end of the semester – cancelling the previous appearance of the paper/papers in the university examinations.

20. Transitory Provisions

21. Subjects and Paper Related Website – Found in the detailed syllabi

Course Profile (Descriptive):

PAPER -1: FUNDAMENTALS OF PSYCHOLOGY

Learning outcome: The students will.....

- **Gain knowledge on the definition, aims and scope of Psychology**
- **Be introduced to the key concepts of Psychology**
- **Possess theoretical base to the forthcoming topics**

UNIT I

Psychology: Definition and Meaning. History and Origin of Science of Psychology. Scope and Application of Psychology. Methods of Psychology. Brief History of Psychology in India.

Biology of Behaviour: Heredity and Environment. Receptors: The sensory systems. Effectors: Muscles, Glands. Connector: Nervous System.

UNIT II

Cognitive Processes of Behaviour: Attention: Types of Attention, Determinants of Attention, Alteration in Attention. Perception: Meaning & Definition, Principles of Perception, Errors in perception.

Memory: Definition, Types, Nature, Factors influencing memory. Theories of memory. Methods of memorizing. Forgetting: Definition, Types, Theories of forgetting.

UNIT III

Cognitive Processes of Behaviour: Thinking: Meaning & Definition, Types of thinking, Levels of Thinking, Problem Solving, Decision Making, Creative Thinking. Intelligence: Meaning and Definition, Classification of Intelligence, and Aptitude.

Learning: Meaning and definition. Types of learning. Theories of learning: Trial and Error learning, Classical and Operant conditioning, Insightful learning

UNIT IV

Motivational and Emotional Process of Behaviour: Motivation: Definition, Types of Motives. Theories of Motivation: Instinct theory, Drive theory, Arousal theory, Incentive theory, Motives and Behaviour.

Emotion: Definition, Components of emotion, Theories of emotion – James-Lange theory, Cannon-Bard theory.

UNIT V

Personality: Definition, Types of personality. Theories of Personality: Freud's Psychoanalytic theory, Eric Erickson's Psychosocial development, Hans Eysenck's theory, Albert Bandura's Social learning theory, Maslow's Hierarchy of Needs.

Self & Social Identity. Individual differences. Attitudes. Social Influence: Prejudice, Persuasion, Conformity and obedience. Pro-social Behaviour.

REFERENCE BOOKS:

1. Morgan, C. T., (2015). Introduction to Psychology. New Delhi: McGraw Hill Education (India) Pvt. Ltd.
2. Sreevani, R. (2013) Psychology for Nurses. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
3. Comer, R & Gould E. (2011). Psychology Around Us. Wiley India.
4. S.K. Mangal, S. K., (2009). An Introduction to Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
5. Siegel, D. J. (1999). The developing mind: Toward a neurobiology of interpersonal experience. New York: Guilford Press.
6. Hunt, M. (1993). The Story of Psychology. New York: Doubleday.

PAPER-II: THEORIES OF COUNSELLING AND PSYCHOTHERAPY

Learning outcome: The students will.....

- **Gain Knowledge on the definition, aims and scope of counselling & psychotherapy**
- **Be introduced to the prominent models of counselling & psychotherapy**

- **Gain knowledge on the important skills of counsellor and awareness on the self**
- **Will be able to record and document counselling practice**

UNIT I

Counselling – Meaning and definition. Difference among Advice, Guidance, Counselling, and Psychotherapy. History of Counselling and psychotherapy. Objectives of Counselling. Scope of Counselling and psychotherapy, Principles of Counselling and psychotherapy

UNIT II

Models of Counselling – Psycho-analytic model of Freud, Non-Directive Model Client-centered and of Carl Rogers, Skilled Helper Model of Gerard Egan, Micro-Skill Model, Eclectic & Integrative Models

UNIT III

Barefoot counsellor Model. Comparison among different Counselling Models. Need for Counselling and psychotherapy in Indian situations. Counselling and psychotherapy in a multicultural context. Importance of cultural sensitivity in the practice of counselling and psychotherapy.

UNIT IV

Skills of Counsellor: Genuineness, Respect, Basic Empathy, Advanced Empathy, Concreteness. Caring confrontation, Self-disclosure, Immediacy. Code of Ethics - Relevant to the practice of Counseling, Importance of Self-care.

UNIT V

Importance and Benefits of Records. Verbatim Model, and Log Model. Reading Reaction Reports. Importance of Mentoring in Counselling & Psychotherapy: Supervision. Benefits of Supervision. Importance of Personal awareness and Growth, Healed Healers.

Internal Assessment: Submission of Reading Reaction Report (RRR), Practice of skills and techniques in the study group and sharing the experiences will be assessed in the internal assessment, along with class tests.

REFERENCE BOOKS:

1. Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy: Cengage Learning. India. (9th Edition)
2. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India
3. Rao, Narayana (1981) Counselling Psychology, Bombay, Tata-McGraw-Hill,
4. Prasantham, B.J. (1987) Therapeutic Counselling, Vellore, Christian Counselling Centre. Tamilnadu
5. Antony, D. John. (2009) Principles and Practice of Counselling. Anugraha Publications, Dindigul.
6. Feltham, C. & Horton, I. (2000). Handbook of Counselling and Psychotherapy, Sage Publications. London.
7. Joe Currie, Barefoot Counsellor, Asian Trading Corporation, Bangalore, 2009
8. American Psychological Association. (2002) Ethical principles of psychologists and code of conduct. American Psychologist.
9. Hall, C.S., Lindzey, G. & Campbell J.B. (1998). Theories of Personality. Wiley 4th Edition

Paper -III: SKILLS OF COUNSELLING AND PSYCHOTHERAPY

Learning outcomes: The students will....

- **Be introduced to the Micro-skill Models Steps of counselling.**
- **Gain knowledge on the facilitative dimensions and action-oriented dimensions of counselling process.**
- **Will be able to understand the body language, emotions and various therapies**
- **Possess practical knowledge on presenting problems and diagnosed problems**
- **Gain knowledge on the important skills in counselling**

UNIT I

Micro-skill Model Steps 1& 2 welcoming the client: Make the client comfortable with a small talk, Counselee's task, Observing the body language: Body speaks most, Body speaks a language, Displaced activities, Energy level, Eye-scanning, Breathing (Calibration), Various Gestures, and Attending: Physical attending, Modalities of physical attending, Encouragements to talk, Handling silence.

UNIT II

Micro-skill Model Steps 3 & 4: Letting the client tell the story: Let the client tell the story: Expressing, Levels of expression, Types of problem situation, Listening. Reflect the content of what the client said: Responding, Helping skills pre-test, Kinds of responses as per EISPU, Understanding or paraphrasing response, Reflect the content, Kinds of responses as per ego-states.

UNIT III

Micro-skill Model Steps 5 & 6: Reflect the Feelings, Reflect the deeper feeling, Allow the client to speak sufficiently on the feeling, Facilitate the client to release strong negative feelings like Grief, Anger, Guilt. Pinpointing the problem: Four problem areas.

UNIT IV

Micro-skill Model Step 7, 8 & 9: Personalizing, Re-framing, Alternative Frame of Reference, and Employing problem-solving techniques, behavioral strategies, and action-programs

UNIT V

Micro-skill Model Step 10, 11 & 12: Insights. Defining and Operationalizing the goal, SMART Goals Making contracts and Evaluating. Review and synthesis

Internal Assessment: Practice of skills and techniques in the study group and sharing the experiences and knowledge of body language, and class tests will form the internal assessment.

REFERENCE BOOKS:

1. Antony, D. John (2009), Principles and Practice of Counselling. Anugraha Publications, Dindigul, Tamil Nadu

2. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice. Cengage Learning. India.
3. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India
4. Antony D. John, (2011), The Body Never Lies: The basics of Body Language, Guru Publications, Dindigul.
5. Burnard, Philip (1999) Counselling Skills Training: A Sourcebook of Activities. Viva Books Private Ltd. Chennai

Paper -IV: SCHOOLS OF PSYCHOTHERAPY

Learning outcome: The students will.....

- **Gain Knowledge on the various schools of psychology and psychotherapy**
- **Able to have a holistic picture of the prominent theories of personality and the corresponding psychotherapy**
- **Will possess a theoretical foundation for the application of various techniques of counselling.**

UNIT I

Psychodynamic Psychotherapy: Meaning and definition. Freud - Psychoanalytic therapy, Carl Gustav Jung – Analytic Psychotherapy. Alfred Adler – Adlerian Therapy. Contemporary Psychodynamic Psychotherapies – Ego Psychology, Object relations.

UNIT II

Behaviour Psychotherapy: Meaning and definition. Ivan Pavlov – Classical Conditioning. B.F. Skinner – Operant Reinforcement theory. Bandura – Social Learning theory. William Glasser – Reality Therapy. Arnold A. Lazarus – Behaviour Therapy.

UNIT III

Cognitive-Behavioral Psychotherapy: Meaning and definition. Albert Ellis – Rational Emotive Behaviour Therapy (REBT). George A. Kelly – Personal Construct Counselling and Psychotherapy. Aaron T. Beck – Cognitive Therapy. Donald Meichenbaum – Cognitive Behaviour Modification.

UNIT IV

Humanistic-Existential Psychotherapy. Viktor Frankl – Logo therapy. Theory of Rollo May. Carl R. Rogers – Person-Centered Counselling and Psychotherapy. Arthur Janov – Primal Integration Counselling and Psychotherapy. Interpersonal Psychotherapy: Eric Berne – Transactional Analysis. Family Systems Therapy of Murray Bowen.

UNIT IV

Post-Modern Approaches. Solution focused brief therapy, Narrative Therapy, Feminist Therapy, Positive psychology and Well-being approach to psychotherapy

Internal Assessment: Internal assessment is made on Group Discussion, Presentation (Peer learning and teaching), and class tests

REFERENCE BOOKS:

1. Antony, D. John (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.
2. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice. Cengage Learning. India.
3. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India.
4. Duane P. Schultz & Sydney Ellen Schultz. (2016). Theories of Personality. Cengage Learning, India.
5. Snyder, C. R., & Lopez S.J. Handbook of Positive Psychology (2002) Oxford University Press. New York

PAPER-V: ASSESSMENT IN COUNSELLING AND PSYCHOTHERAPY(FIELD WORK - COMMUNITY SERVICE)

RATIONALE

Field Work (community service) forms an essential and major component of this program given the practical nature of this program. Field work aims at exposing the students to real life situations and issues under the supervision/mentoring process of the staff. The field work is intended to enhance the skills and competence of the students, acquired in the classroom settings. This also provides an opportunity to create social

consciousness in them and the underscores the need to contribute to the society as a good citizen. (The field work may be taken as a concept paper or a mini-project) The organization of four field work component and a summer placement/practicum is progressively complex and intertwined one with the other.

FIELD WORK-1

Students will be given hand on experience of counselling and psychotherapy by counselling skills practices wherein students are encouraged to bring their real life issues. A supervised practice helps them for personal growth and professional growth. As part of their practical learning, they will be introduced to the concept, tools and methods of assessment in a practical manner. This paper is done as a full practical. Along with these learning, a personal growth session of one week forms the component of field work.

Introduction to psychological assessment:	Meaning and Definition. Objectives of psychological assessment. Types of assessment: Biological (Autonomic), Psychological and Electronic. Types of tests, Scales, Batteries, MSE, Ethical and professional standard for tests in counselling.
Category A: Assessment of Personality:	The Eysenck Personality Questionnaire-Revised (EPQ-R), Self-Concept Rating Scale (13-26 Years), Academic Self-Concept, Inventory of Self-actualization Characteristics (ISAC), FIRO-B, FIRO-F, Keirsey Temperament Sorter. Rosenberg Self-esteem Scale. Problem Solving Ability Test, Levels of Aspiration, Life Orientation Scale, Wide Range achievement test, Academic Resilience Scale.
Category B: Assessment of Intelligence and Aptitude:	Intelligence: Bhatia's Battery of Performance Tests, Standard Progressive Matrix, Wechsler adult intelligence scale (WAIS). Aptitude/Interest: General Aptitude Test Battery (GATB). Strong Interest Inventory. Tests relevant to Learning Problems, Vocational interest scales and Job satisfaction Scales
Category C: Intra-personal and Inter-personal	Comprehensive Interest Schedule, RFVII-2, Genogram, Sociogram, Egogram, Strokogram, Multimodal Life History Questionnaire, Index of Parental Attitudes (IPA-Fischer). Attachment Styles Questionnaire, Conflict management, Adjustment Inventory

Category D: Autonomic and Electronic Tests	<p>Assessment of Autonomic function: Sensation Seeking Scale, Breathing - Spirometry, Peak flow test, lung volume test. Circulatory Blood pressure Pulse. Hand grip. (Only Theory: electroencephalogram (EEG) measurement of brain waves, Functional magnetic resonance imaging or Functional MRI (FMRI), Hear Rate Variability (HRV)</p> <p>Electronic; Implicit Association Test by Millisecond (Inquisit Lab), Bio-well – Energy Measurement (Gas Discharge Visualization).</p> <p><i>Note:</i> Choose any two tests from each category.</p>
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Evaluation is based on record work prepared on the below tests and record work and viva voce on the same. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

REFERENCE BOOKS:

1. Butcher, H.J., Human Intelligence- Nature and assessment, London: Methuen, 1968.
2. Anastasi, A., Psychological Testing (3d Ed.) New York: Mac Millan, 1968.
3. Bingham.W.V., Aptitude and Attitude Testing, New York, Harper, 1937.
4. Mischel, Walter, Personality and Assessment, New York: John Wiley, 1976.
5. Singh, Dalip, (2003), Emotional Intelligence at Work: A Professional Guide, New Delhi, A division of Sage Publications.

PAPER-VI: LIFE-SPAN PSYCHOLOGY

Learning outcomes: The students are guided

- **to familiarize with the important developmental theories to help expertise of a counsellor.**
- **to become aware of the details involved in human development in different stages.**
- **to be able to assess the strength and challenges of human development in different stages so as to understand and help the client.**

UNIT I

Introduction: Meaning and definition of life-span psychology. Dimensions of developmental psychology, Foundations of development across the life span. Applied developmental science.

Development Theories: Elizabeth Hurlock, Robert Kegan, Sigmund Freud, Erik Erikson, Abraham Maslow and Jean Piaget, Lawrence Kohlberg.

UNIT II

Infancy: Physical development. Cognitive development. Infant perception and cognition, social and emotional development in infancy, stress and emotion in early childhood, diversity in care-giving contexts.

UNIT III

Childhood: Physical development. Cognitive development in childhood, language development in childhood, emotion and personality development in childhood, social development and social relationships in middle childhood, the cultural context of child development.

UNIT IV

Adolescence: Physical development- puberty, sexuality, and health. Cognitive development in adolescence, emotional and personality development in adolescence. Moral development. Important concerns: positive behaviours, problem behaviours, and resiliency in adolescence, relationships with parents and peers in adolescence.

UNIT V

Adulthood and aging: Physical development- disease, health, and aging. Cognitive development in adulthood, personality development in adulthood and old age, social relationships in adulthood and old age, disabilities and development, applied developmental science of positive human development, successful aging.

REFERENCE BOOKS:

1. Santrok, J. W., (2007). Life-Span Development (3rdEdn). New Delhi: TATA McGraw-Hill Publishing Company Ltd.

2. Hurlock, Elizabeth B. 1987. Developmental Psychology. New Delhi: Tata-McGraw-Hill.
3. Papalia, E. E., Olds, S. W., & Feldman, R. D., (2007). Human Development (9thEdn) New Delhi: TATA McGraw-Hill Publishing Company Ltd.
4. Sigelman, C. K. & Timpone, J. E. (2005). Human Development: Infancy to Adulthood. Wadsworth Publishing Co Inc.
5. Brim, O. G., Jr., & Kagan, J.(Ed.). (1980). Constancy and Change in Human Development. Cambridge, MA: Harvard University Press.
6. Lerner, R. M. (2002). Concepts and Theories of Human Development (3rd ed.). Mahwah, NJ: Erlbaum.

PAPER-VII: PSYCHOPATHOLOGY AND PSYCHOTHERAPY-1

Learning Outcomes: The students will....

- **gain knowledge about DSM-V and ICD-10**
- **get knowledge about anxiety, Bipolar and related disorders and depressive disorders**
- **able to learn Schizophrenia and other psychotic disorders**
- **be able to assess and identify psychopathologies and make use of various schools of treatment**

UNIT I

Psychopathology- Meaning, definition and History. Classification – Psychosis and Neurosis. Development of the Diagnostic and Statistical Manual (DSM V) and the International Classification of Diseases (ICD 10). Mental Status Examination – General Description, Emotions, Perceptual disorders, Disorders of Thought Process and Memory.

UNIT II

Anxiety Disorders-Meaning and definition.Panic disorder – Agoraphobia, Specific Phobia, Social Phobia–diagnostic criteria and differential diagnosis.Obsessive-compulsive disorder. Post-traumatic Stress Disorder, Acute Stress Disorder. Generalized Anxiety Disorder.Induced Anxiety Disorder.Separation Anxiety Disorder and Selective Mutism.Psychotherapeutic approach in Treatment.

UNIT III

Bipolar and Related disorders and Depressive Disorders-Meaning and definition.Unipolar and Bipolar mood disorders. Mood episodes – major depressive, manic, mixed and hypomanic. Mood disorders – depressive disorders, Dysthymic disorder, other depressive disorders. Specifiers related to mood disorder. Substance related disorders, Addictive disorders, Substance -induced disorders. Cyclothymic disorder.Psychotherapeutic approach in Treatment.

UNIT IV

Schizophrenia and other Psychotic Disorders. Schizophrenia – Kurt Schneider’s first-rank symptoms, diagnostic criteria, Positive and negative symptoms. Differential diagnosis and Schizophrenia subtypes:paranoid schizophrenia disorganized, or hebephrenic schizophrenia, catatonic schizophrenia, childhood schizophrenia. Schizoaffective disorder.Schizophreniform disorder.Delusional Disorder. Psychotic Disorders – brief, shared, substance induced. – Course and outcome of Schizophrenia. Decision-tree for differential diagnosis.Psychotherapeutic approach in Treatment.

UNIT V

Various schools of Treatment. Treatment – Pharmacotherapy, Psychodynamic Psychotherapy, Behaviour Therapy, Cognitive-behaviour therapy and Interpersonal therapy. Integrative approaches: Combining medications and Psychotherapy.

REFERENCE BOOKS:

1. Antony, D. John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications.
2. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC.
3. Blashfield, R. K. (1984). The Classification of Psychopathology. New York: Plenum.
4. World Health Organization. The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: World Health Organization, 1992.

PAPER-VIII: RESEARCH METHODOLOGY

Learning outcomes: The students will....

- **Acquire understanding of research methods**
- **Gain knowledge about research statistical applications**
- **Be able to conceptualize research projects**
- **Acquire knowledge about report writing and scope of research in counselling and psychotherapy**

UNIT I

Research – meaning, definition and objectives. Scientific Method – meaning, definition, assumption, criticism. Types of Research. Research Approaches. Significance of Research. Research Methods vs Research Methodology. Scope of Research in Counselling & psychotherapy. Ethics in Research. Stages in Research.

UNIT II

Identification and formulation of research problem. Statement of Objectives. Literature Review. Hypotheses – types, criteria of a good hypothesis. Variables. Operational definition. Research Design – meaning, definition and criteria, Factors influencing the choice of research design, Types of research design.

UNIT III

Sources of data – Primary and Secondary. Data Collection – Methods and tools. Observation. Interview guide, Interview Schedule, Questionnaire, electronic tools for data collection. Pilot study and Pre-test. Sampling - types, sampling size and sampling error.

UNIT IV

Statistics – definition, meaning and its importance. Levels of Measurement – Nominal, Ordinal, Interval and Ratio. Measures of central tendency – Mean, Median and Mode. Measures of Dispersion – range, quartile deviation, Standard Deviation. Karl Pearson's co-efficient of correlation, Spearman's Rank correlation. Testing of Hypotheses (Only theory and not problems) – application and uses of Chi Square, Student's "t," "Z" test. ANOVA. Scaling techniques – Thurstone, Likert, Bogardus. Reliability and Validity of Scales. Items writing. Factor Analysis (Only theory).

UNIT V

Report Writing – objectives, types. Content of an Academic Research Report. Documenting models related to footnotes, Reference, Bibliography. Preparation of abstract. Preparation of a Research Proposal. Planning and Organisation of research in counselling areas.

Note: Preparation of the research proposal and the methodological review of earlier research shall be given for internal assessment.

REFERENCE BOOKS:

1. Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw-Hill.
2. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International.
3. Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning Pvt. Ltd.
4. Neuman, W. L. (2013). Social research methods: Qualitative and quantitative approaches. Pearson education.
5. Kaplan, M.R. & Saccuzzo. (2013) Psychological Assessment and Theory and Using Psychological Tests. Cengage Learning.
6. Gupta K.R. (2016) Statistical methods in education and psychology, Atlantic publishers and distributors.

PAPER-IX: TECHNIQUES OF COUNSELLING

Learning outcome: The student will...

- ❖ **Be familiar with prominent techniques and their theoretical foundations.**
- ❖ **List out the important principles and advantages of therapeutic techniques.**
- ❖ **Be able to administer various techniques in their counselling practice.**

UNIT I

Gestalt Therapy and techniques: Gestalt therapy – meaning definition and history. Frederick Perls – Holism – field Theory – Figure Formation Process – Organismic self-regulation. Therapeutic Techniques: Internal dialogue exercise – Making the rounds – Playing the projection – Rehearsal exercise – Reversal technique – Exaggeration exercise – Staying with feeling – Guided fantasy - Empty chair technique – Gestalt approach to dream work.

UNIT II

NLP Techniques: Meaning and Definition. John Grinder and Richard Bandler – Neuro-Linguistic Programming. V. K. Dissociation – Steps and Procedure. V.K. D technique and psychotherapy

Swish: Steps and Procedure. Swish technique and psychotherapy. New Behaviour Generator – Steps and Procedure. Usefulness of NBG in counselling and personal life.

UNIT III

Behavioural Therapy: Introduction – Effectiveness – Types- Cognitive Behavioural techniques: Behavioural experiments – Thoughts record – Pleasant activity scheduling – Situation exposure hierarchies – Imagery based exposure – Cognitive Behavioural Play Therapy – Cognitive Behavioural Therapy for Depression.

UNIT IV

Systematic desensitization – Exposure therapies - Flooding – Aversion therapy – Operant Conditioning – Token Economics – Contingency Management - Modelling – Extinction. Stress: Meaning - Definition and Stressors. Coping Mechanism: Meaning - Definition and Types.

UNIT V

Solution focused brief therapy - Looking for previous solutions, Looking for exceptions, Present and future-focused questions vs. past-oriented focus, Compliments, Inviting the clients to do more of what is working, Miracle Question (MQ), Scaling Questions, Coping Questions, Consultation Break and Invitation to Add Further Information, Research Findings.

REFERENCE BOOKS

1. Antony, D. John, (2003) Psychotherapies in Counselling, Nochiodaipatti, Dindigul, Anugraha Publications.
2. Smith, M. L. Glass, G. V. & Miller, T. I. (1980). The Benefits of Psychotherapy. Baltimore: Johns Hopkins University Press.
3. Dobson. D & Dobson. K., (2009). Evidence-Based Practice of Cognitive - Behavior Therapy. Published by Guilford publication. Inc.
4. Ronen. T & Freeman. A.(2007) CBT in Social Work Practice. Published by Spring publishing Company, LLC.
5. Sheldon. B., (2011). Cognitive Behavior Therapy Research and Practice in Health and Social Care. (2nd Ed). Published by Routledge publication New York.

PAPER X: COMMUNITY SERVICE-1(FIELD WORK)

An important part of one's preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work – 2, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings like schools, colleges, hospitals, NGO's and other mental health related settings. The student is expected to complete 20 days or 100 hours of supervised counselling experience in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work. Their field work will be supervised by the regular assessment of counselling progression and case study presentation.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

PAPER-XI: FIELD PRACTICUM (SUMMER PLACEMENT)

Field Practicum is intended to provide the students with the opportunity to engage in all of the learning activities in an organization compatible with their counselling Program task. At the end of the II semester, students are expected to undergo Practicum for 30 days or 150 hours. They undertake a practicum visiting, learning and offering counseling in mental health related institutions, psychiatric hospitals, hospitals, counselling centers, home for the aged, schools and NGOs or any other mental health related agencies. The purpose of their practicum is to have full-fledged field based learning experience. Students are also expected to understand the administrative functions of the agency, clients' background, organizational structure, legal formalities governing the organization, etc. apart from the counselling experiences.

This Practicum is also intended as a pre-employment counselling training to the student. The individual student works in the agency of his/her choice which is relevant to the practice of specific counselling skills like Family counselling centers, Drug Abuse Counselling centers, De-addiction homes, Mental Health centers, Psychiatric Clinics, Counselling centers in Schools and Colleges, Hospitals, Trauma Counselling wards or help lines, etc.

A record work is submitted on the summer placement. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

PAPER-XII: EMOTIONAL MATURITY (NME)

Learning Outcomes: The students will....

- **Be able to understand the basic components of emotions, classifications of emotions, characteristics of emotions, functions of emotions and theories of emotions.**
- **Get knowledge on techniques of emotions such as fear, anger and sadness.**
- **Gain knowledge on Emotional maturity, Emotional Quotient and Testing EQ.**

UNIT I

Introduction To Emotions-What Are Emotions-Basic Components of Emotion, Classifications of Emotions- Characteristics of Emotions-Functions of Emotions-Theories of Emotions.

UNIT II

Techniques in Handling Emotions- Fear- Object of Fear, Relationship with Other Emotions, Anxiety. Interplay of fear and hope- uncertainty in fear- The Functions of Emotions, Traumatic incident reduction therapy, V.K.D, Handling Fear.

UNIT III

Anger-Specific Undeserved Offences, Specific Act, Concrete Threat-Boundary, Blameworthiness, Motivational Component. Anger Management.

UNIT IV

The Impact of Sadness, the State of Self Focus in Sadness-The State of Passivity in Sadness. Functions of sadness- Handling Sadness.

UNIT V

Emotional Maturity: Meaning, Definition and characteristics-Positive emotions: Happiness. Emotional Quotient, Testing EQ- and the Different Scales to Measure Emotional Intelligence.

REFERENCE BOOKS:

1. Arnold, Magda B (Ed0. Feelings and emotions, New York, Academic press, 1970.
2. Strongman, K.T., The psychology of emotions, 3rd Ed.New York: John Wiley & Sons, 1987.
3. Antony, D John (2005) Emotions in Counselling, Dindigul: Anugraha Publications.
4. Antony, D John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.
5. Singh, Dalip, (2003), Emotional Intelligence at Work: A Professional Guide, New Delhi, A division of Sage Publications.

PAPER-XIII: PSYCHOPATHOLOGY AND PSYCHOTHERAPY-2

Learning Outcomes: The students will....

- **Be able to learn personality disorders, dissociative disorders, and somatoform disorders.**
- **assess and identify the disruptive, impulse control and conduct disorders and eating disorders.**
- **Get knowledge about sleep wake disorders and sexual disorders**

UNIT I

Personality Disorders-General Diagnostic Criteria, Aetiology, Risk and Prognostic factors. Cluster A Personality Disorders – Paranoid, Schizoid and Schizotypal. Cluster B Personality Disorders – Antisocial, Borderline, Histrionic and Narcissistic. Cluster C Personality Disorders–Avoidant, Dependent and obsessive-Compulsive. Psychotherapeutic approach in Treatment.

UNIT II

Dissociative Disorders-Meaning of the concept, difference between dissociation and repression.Dissociative amnesia.Dissociative fugue.Dissociative identity disorder.De personalization/De-realisation disorder, Dissociative Disorder and Dissociative trance.Differential Diagnosis.Psychotherapeutic approach in Treatment.

Substance related disorders. Delirium, Dementia and Amnestic and other cognitive disorders. Psychotherapeutic approach in Treatment.

UNIT III

Disruptive, Impulse Control and Conduct Disorders-Common features. Intermittent explosive disorder. Kleptomania. Pyromania. Pathological gambling. Trichotillomania. Disruptive and Conduct disorders. Psychotherapeutic approach in Treatment.

Somatoform Disorders. Conversion disorder. Pain disorder, Hypochondriasis. Body dysmorphic disorder. Psychotherapeutic approach in Treatment.

UNIT IV

Sleep-Wake Disorders-Dyssomnias, Parasomnias, Sleep disorder due to a general medical condition, substance-induced sleep disorder. Insomnia, Narcolepsy, Hypersomnolence Disorder, Sleep apnea, Sleep hypopnea, REM. Psychotherapeutic approach in Treatment.

Sexual Disorders-Sexual desire disorder, Sexual arousal disorder, Orgasmic Disorder, Sexual pain disorder, Substance-induced sexual dysfunction. Paraphilias. Gender Identity Disorder.

UNIT V

Eating Disorders-Anorexia nervosa, Bulimia nervosa, Obesity. Adjustment Disorders – diagnosis and treatment. Factitious Disorders–diagnosis and treatment. Psychotherapeutic approach in Treatment.

Autism, Spectrum disorders, ADHD, Intellectual and Developmental Disabilities (IDD), Specific Learning Disability (SLD), Diagnosis and treatment. Psychotherapeutic approach in Treatment.

REFERENCE BOOKS:

1. Antony, D. John, (2006) Mental Disorders Encountered in Counselling, Dindigul: Anugraha Publications.
2. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington, DC.

3. Blashfield, R. K. (1984). *The Classification of Psychopathology*. New York: Plenum.
4. Kraepelin, E. *Clinical Psychiatry: A Textbook for Students and Physicians* (A.R. Diefendorf, Trans.). London: Macmillan.
5. Alexander, F. G., & Selesnick, S. T. (1966). *The History of Psychiatry*. New York: Harper & Row.
6. World Health Organization. *The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organization, 1992.

PAPER-XIV:CHILD, ADOLESCENT AND SCHOOL COUNSELLING

Learning Outcomes: The students will....

- **be able to offer counselling to the Children, Adolescent.**
- **be introduced to childhood and adolescent disorders.**
- **be able to assess childhood and adolescent disorders.**
- **offer the skills and techniques to work as school counsellors.**

UNIT I

Life-span Crisis or developmental crisis: Meaning and definition. Need for counselling through lifespan. Counselling the Child: Need and its importance. Counselling issues in Early childhood (child abuse, Handicapped conditions), Late Childhood (Identified Patient, Sibling Rivalry, Unrealistic Expectations, Identification, Challenged Children).

(Skill Demonstration, counselling practice and a day-long seminar on Art Therapy)

UNIT II

Counselling Issues in Adolescence: Acceptance of Changed Physical Self, New forms of relationship, Sexual Identity, Attraction, Peer Pressure. Educational Counselling and Guidance.

(Psycho education for Self concept: Dimensions and tips to improve self-concepts. Administering Rosenberg's Self-Esteem Concept)

UNIT III

Childhood Disorders: Autism, ADHD, Dyslexia and Learning Disabilities. Adolescent disorders. Addictive Behaviours, Dealing with Abilities, Disabilities, Gifts, Talents, Academic Achievement Interventions, Remedial Education. Accountability.

(Learning to administering Intelligent Test/Dope Test/Academic Resilience Scale)

UNIT IV

Problems related to School Environment: Teacher and Student relationship, Study stress, Peer pressure (Bullying), Parental Expectations. Importance of physical activities, Games, Community involvement and extracurricular activities. Leadership. Probability Orientation.

(Teaching relaxation techniques and stress reduction, Memory Techniques)

UNIT V

Counselling in School settings: Meaning, Scope, Role of Counsellor, Importance of mentoring and whole person Development, Advocacy, Empowerment, Academic Success. Ethics and law in School Counselling, Special Education in School Counselling.

(Counselling Skills practice in school settings, Assertiveness Training)

REFERENCE BOOKS:

1. Antony, D John (1996) types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, AnugrahaPublicatios.
2. Hurlock, Elizabeth B. (1987) Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. co.
3. Williams, Hank (1996) Managing Groups and Teams.
4. Sharma, R. N., Sharma, Rechana (2017) Child Psychology.
5. Vikram Patel (2013), The School Counsellor case book, Lisa Aronson, Gavri Divan.
6. V. C. Pandi (2007) Educational Guidance and Counselling, Isha Books. ISBN 13:978-81870 55810.

PAPER-XV: ADULT, ELDERLY AND FAMILY COUNSELLING

Learning Outcomes: The students will....

- **be able to offer counselling to the adult and elderly**
- **be able to offer pre-marital counselling and Counselling to couples**
- **offer the skills and techniques to work as family and couple counsellors**

UNIT I

Counselling the Adult. D. E Super's theory, J. L. Holland's theory, Levinson's Theory of Adult Development- Early Adulthood,(Physical planning, Career planning, Financial Planning, Conjugal Relationship) Middle Adulthood, (Physical condition, Vocational & Grand parenting Adjustment, Success of middle age, Midlife Crisis)

(Demonstration and group discussion on young, middle adult issues in counselling)

UNIT II

Counselling the elderly- Need and its importance. Counselling situations depression, loneliness and lack of initiative to live, lack of intellectual capacity to manage one's own affairs (Senile Dementia, Multi-infarct Dementia and Delirium). Review of case histories related to counselling the persons in different stages. Counselling the Sick.

(Visit to the home for the elderly)

UNIT III

Counselling the engaged- attitude towards marriage, stage Model of Courtship (Wheel Theory of I. L. Reiss), Goals of premarital preparation. Premarital counselling- Scope, counselling format and techniques.

UNIT IV

Counselling the Couple- Characteristics of coupling. Marriage as a social system. Areas of symptoms formation in couple relationship, stages and characteristics of marital conflicts, Marital counselling- Family systems counselling relevant therapies. Approach and role of a counsellor.

UNIT V

Family counselling – Family systems counselling of Experiential Family counselling of Virginia Satir and Carl Whitaker. Psychoanalytic Family counselling. Structural Family

counselling of Salvador Minuchin. Strategic Family Counselling of Jay Haley and Cloe Madanes.

(Unit III, IV & V involves two day workshop on Family Therapy organized by the Department)

REFERENCE BOOKS:

1. Antony, D John (1996) Types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, Anugraha Publicatios.
2. Hurlock, Elizabeth B. Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. co., 1987.
3. De Shazer, S., (1985). Keys to Solution in Brief Therapy. New York: Norton.,
4. Ronald W. Richardson, Family Ties that Bind, A self-help Guide to change through family of Origin therapy. International Self –Counsel Press Ltd: U.S.A. Canada, 1995.
5. Tanushree Podder, Aoy Podder, The Secrets of Marital Bliss, Unique Colour Carton, Mayapuri, Delhi, 2003.

PAPER-XVI: GROUP THERAPY

Learning outcomes: The students are guided

- to be acquainted with theoretical foundation and the basic concepts of Group therapy.
- to gain confidence to help people in a group setting by acquiring Group Leadership Skills and Expertise
- to have hand on experience of practicing the Skill, Techniques, and others dynamics of group work in a laboratory setting with the class mates

UNIT I

Theoretical foundation for Group Therapy: Systems Approach - What is a system? Specialization, Grouping, Coordination, Emergent properties, Open vs Closed Systems, Hierarchies, Systems, subsystems, Nested system. Systems Family Therapy: Key concepts. Implication to Group therapy.

UNIT II

Introduction to Group: Meaning and Definition. Group vs Individual counselling. History of Group therapy. Kinds of groups. Purpose of Group therapy. Formation of Group: Stages of Group Development: Forming, Storming, Norming, Performing & Adjourning. Group process - Group Dynamics: Determining the Purpose of the Group. Planning for Group. Therapeutic factors in Group. Ethical and Professional issues in Group Practice.

UNIT-III

Skills for Group: Group Leadership Skills: Focus: Establishing – Holding – Shifting – Deepening the focus. Rounds and Dyads. Cutting off and Drawing out. Introducing - Conducting - Processing exercises. Dealing with Problem Situations.

UNIT-IV & V

- Practical Processing of Group Therapy in peer settings. (Practical)
- Practicing Initiating, Forming, Progressing and Terminating or a group.
- Practicing Group Leadership Skills.
- Practicing Group dynamics.
- Practicing Theme-Centered Group.
- Practicing Theory-Oriented Group.
- Practicing Psychotherapeutic Techniques in a Group.

REFERECE BOOKS:

1. Ivey, A. E., Pedersen, P. B., & Ivey, M. B., (2001). Intentional Group Counselling: A Microskills Approach. London: Thomson Learning.
2. Yalom, I. D., (1995). The Theory and Practice of Group Psychotherapy. New York: Basic Books.
3. Corey, G., (2011). Theory and Practice of Group Counselling (8thEdn). Belmont, USA: Brooks Cole.
4. Jacobs, E. E., Masson, R. L., Harvill, R. L., & Schimmel, R. L., (2012). Group Counselling: Strategies and Skills. Belmont, USA: Brooks Cole.

5. Becvar, D.S., & Becvar, R.J., (1999). *Systems Theory and Family Therapy* (2ndEdn). New York: University Press of America Inc.
6. Kloss, B., Hill, J., Thomas, E., et al. (2012) *Community psychology: Linking Individuals and Communities*. Cengage learning.

PAPER-XVII: COMMUNITY SERVICE-2 (FIELD WORK)

In line with the principle of field work, the students in the third semester engage in a more complex learning process of combining the modes of Field work 1 & 2. Under the supervision of a faculty member or experienced counsellor, the students in the Field Work – 3, will engage in offering counselling and administering assessment tools in a practical manner. The student is expected to complete 20 days or 100 hours of supervised counselling experience and administering psychological tools and assessment in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 60 hours of counselling work and 40 hours of assessment related work.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce.

PAPER-XVIII: COUNSELLING EXPOSURE VISITS (PRACTICUM)

The purpose of this program is to allow a student to begin developing a professional identity as a counsellor so that he/she can work in variety of settings. Students are exposed to various counselling and mental health related centers. The visit is organized by the institution. In this exposure visit, the student get an opportunity to visit organizations engaged in activities related to counseling and psychotherapy and his/her field of specialization in any part of the country. The visit will include getting to know the organizational structure and participation in the organization along with inputs and teachings.

Evaluation is based on the record work that outlines once learning and growth through review report of the visits, and a plan of action students prepare for their future practice. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

PAPER XIX:PSYCHOLOGY FOR SUCCESS IN LIFE

Learning Outcomes: The students will....

- **Understand the foundations and scope of psychology**
- **Be introduced to potentials of positive psychology**
- **Identify and develop personal and social skills**
- **Work on personality development by attending the healing inner child workshop**
- **Gain knowledge about parenting styles, issues in child upbringing and types of catharsis**

UNIT I

Psychology: Meaning, Definition, Objectives, Scope of Psychology. Psychology for life: Positive Psychology as a path way to success in life.

Unit II

Personal Skills: Time management, Memory techniques, Creative thinking, Conflict management, Decision making and Goal setting.

UNIT III

Social Skills: Johari Window, Interpersonal skills, Politeness (Etiquette), Family interaction, Skills of effective communication, Leadership qualities.

UNIT IV

Personality Development (Practical)

Healing the Inner child: Meaning, Definition and need for healing the inner child, benefits of healing the inner child, Types of Children: Wonder child, Contaminated child, Wounded child. Parenting styles.Issues in child upbringing.

UNIT V

Personality Development (Practical)

Practical healing techniques of Inner child, Diagnosis and Treatment, Types of Catharsis: Body movements, Talking, Journaling, Expressive Arts therapies.

REFERENCE BOOKS:

1. KutharTara.L., (2003), Psychology. Major's Hand book New York, Wordsworth publication.
2. Morgan C.T., King R.A WeisyJ.R.andScoopier.J (1993) Introduction to Psychology, 7th Edition, New York, Tata Mc Grew Hill.
3. John Bradshaw. (1990). Home coming: Reclaiming and healing your inner child. Self-Help Book Publication. New York.
4. Robert S.Feldman (1994).Essentials of understanding psychology, 2nd edition, New York, McMraw Hill Inc.
5. Hunt, M. (1993). The story of Psychology. New York: Doubleday.
6. Antony, D.John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.
7. Hurlock, Elizabeth B. Developmental Psychology, New Delhi: Tata-McGr taw-Hill Publ.Co, 1987.
8. Xavier, G. Francis, (2016), Be Happy and Live Long: Manage Your Stress and Time, Happily! Mumbai, Jaico Publishing House.

PAPER-XX: MODERN TRENDS IN COUNSELLING

Learning Outcome: The student will....

- ❖ **Be Introduced to prominent current and effective techniques**
- ❖ **Identify the theoretical underpinnings of the modern trends in counselling.**
- ❖ **Learn to apply various techniques in counselling practice**
- ❖ **recognize ways of pursuing counselling via psycho-education**

UNIT – I

Self – Psychology: Introduction – Origins – Major concepts - Therapeutic techniques – Cultural implications – Criticism.

UNIT – II

Expressive Art Therapy – Overview – history – Application – American Art Therapy Association – Dealing with emotions through expressive art therapy – Activities and Exercise for children and adults

Different types of therapeutic modalities: Art therapy, Drama therapy, Psychodrama, Music therapy, Poetry therapy, Dance therapy and Movie therapy.

UNIT – III

Narrative Therapies – Options for telling and re-telling of stories – re-engagement and reproduction of history – Alternative knowledge and skills – Alternative stories – Meta-texts – Meta to meta-texts.

Play Therapy - Overview – History – application – Method - Child's language – Benefits – Family's Involvement in Play Therapy.

UNIT – IV

The Psycho-Educational Model – The history of psycho-education, Modern Psycho-educational Leader (William Morse, Nicholas Long, Larry Brendtro, Mary Margaret Wood, Tom McIntyre, Richard Curwin and Allen Mendler), Assessment of Behaviour, Psycho-educational interventions.

UNIT - V

Positive Psychology: History and Development, Three pillars of Positive Psychology – Positive psychology and well-being therapy: VIA, Flow, Meaning, Hope, Gratitude, Resilience and Altruism.

Internal Assessment: Preparing a psycho-educational module.

REFERENCE BOOKS

1. Krik K, McManus M. (2002), Containing families' grief therapeutic group work in a hospice setting. *International Journal of Palliative Nursing*.
2. Noice H, Noice T, Staines G, (2004), A Short-term intervention to enhance cognitive and affective functioning in older adults. *Journal of Aging and Health*.
3. McIntyre, T, (2005), *The Behavioural Survival Guide for Kids: How to make Good Choices and Stayout of Troubles*. Minneapolis: Free Sprit Press.
4. Charles B, Strozier. (2001). *The Making of Psychoanalyst*. Farrar, Straus and Giroux.
5. Marshall L. Silverstein. (1999). *Self-Psychology and Diagnostic Assessment: Identifying Self object Functions through Psychological Testing*. Routledge

PAPER-XXI: SICK, ADDICTED AND WORKPLACE COUNSELLING

Learning Outcomes: The students will....

- **be able to offer counselling to the sick and the addicted**
- **be able to help employees in work place context**
- **offer the skills and techniques to work as counsellors in de-addiction and in industrial context**

UNIT I

Counseling the sick – Meaning and Definition. Body-mind interdependence. Sickness in hospital settings, Hospitalization and Counselling. Counselling the suicidal- Suicidal potentiality and social-cultural factors. Clues to understand suicide. Suicidal intent. Counselling methods. Counselling the chronic and terminally ill patients.

(Discussion on psychological reaction of chronic and terminally ill patients and symptoms of suicidal intent)

UNIT II

Counselling the dying- Phenomenon of death, Elizabeth Kubler-Ross' Stage theory, E. Mansell Pattison's Process theory. Fear of dying, facts about dying. Counselling in the context of death. Counselling the bereaved- Stages and psychological implications of funeral, emotional reactions to a loss, Common elements of Grief, Counselor's intervention in grief.

(Practical field visit/practice of counseling the terminally ill/dying/braved)

UNIT III

Counselling the Substance abusers- Smoking and Other drugs, addictive personality, causative factors of drug dependence. Stages of Alcohol dependence- Alcoholic games, counselling the Alcoholics. Psychological Addictions Modern trends (Internet, Pornography etc.)

(Interaction with recovering alcohol dependent and visit to de-addiction center)

UNIT IV

Understanding of employees' problem. Workplace stress: Stressors, Stressful job. Occupational Stress. Stress related to travel, work time, Absenteeism, burnout,

depression. Dealing with difficult people. Handling gender issues, inappropriate, unethical behavior in work place.

(Stress overcoming techniques and visit to Industry)

UNIT V

Work place counselling- Meaning, definition and history. Scope of workplace counselling in India. Functions and various Models of work place counselling. Steps in employee counselling – Preparation, assessment, significance of contract, strategies and techniques of employee counselling, termination. Using counselling skills in: recruitment, induction, training, job, retention and retirement. Job satisfaction.

(Administering Aptitude, Interest and Job satisfaction Scales)

REFERENCE BOOKS

1. Antony, D John (1996) types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, Anugraha Publications.
2. Hurlock, Elizabeth B. (1987) Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. co.,
3. Carrol, Michael (1996). Work Place Counselling, New Delhi, Sage Publications.
4. H.L. Kaila (2015) Industrial Organizational Psychology I.K International Publishing House Pvt.

PAPER-XXII: INTEGRATIVE TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY

Learning outcomes: The students will....

- **Help the students develop holistic understanding about the concept of integrative techniques in counselling and Psychotherapy**
- **Gain knowledge on the culture, spirituality and Indian healing practices**
- **Have practical experiences on Yoga, Muttra and pranayama**

UNIT-1

Understanding Integrative Approach. Integrative approach-Definition, meaning, functions, and roles. History – Arnold Lazarus model-Dimensions of integrative

approach. Biological integration, Psycho-social integration, Psycho-spiritual Integration, and Health.

UNIT-II

Using Cultural Richness and Specificity. Cultural richness in Eastern and Western perspective. The role of Rituals in well-being. Indian specificity.

UNIT-III

Indian Healing Practices. Introduction to Indian Traditions and the richness of Indian Traditions. Psychological application of Yogic principles, breathing techniques (Pranayama). Muttras: its application- advantages and limitations. The Role of Psycho-spirituality in wellbeing. Psycho-spiritual practices: Awareness, Mindfulness, Meditation. Roberto Assagioli-Psycho-synthesis therapy.

UNIT-IV

Practice of unit-III: Yoga, Breathing techniques Pranayama, Muttras, Awareness, Mindfulness, Meditation (Only practical).

UNIT V

Applying Integrative Approaches. Case studies/ Discussions on various types of cases, Lessons learnt, Relevance of integrative approaches in Indian context.

REFERENCE BOOKS:

1. Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy: Cengage Learning. India. (9th Edition)
2. Seligman, Linda & Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India
3. Snyder, C.R., Lopez, S. J. & Teramotopedrotti, J (2011). Positive psychology: the scientific and practical exploration of human strengths, sage publication, New Delhi. India.

PAPER-XXIII: PSYCHOLOGY FOR PERSONAL HAPPINESS

Learning outcome: The students will.....

- **Understand the meaning and nature of happiness**
- **Be able to identify the roadblocks to personal happiness**

- **Have the skills to work towards one's personal happiness**
- **Have the competence to help clients in their search towards personal happiness.**

Unit I

What is Happiness? Different Dimensions of Happiness- Search for personal happiness- The ABC's of personal happiness-Main blocks to personal happiness.

Unit II

Disputing and uprooting emotional disturbance-Emotive methods of achieving personal happiness-behavioral methods for achieving personal happiness.

Unit III

The rules for achieving personal happiness- Overcoming shyness and feelings of inadequacy - overcoming feeling of Guilt.

Unit IV

Coping with depression and low frustration Tolerance, coping with anger and with mating problems-Overcoming sex problems.

Unit V

Coping with work problems: Eliminating self-created roadblocks to personal happiness- Upwards and onward to self-actualizing and joy.Achieving Lasting Happiness.

REFERENCE BOOKS

1. Ellis A. &Becker, I (1982).A guide to Personal Happiness: California Wilshire book Co.
2. Shetty, Rekha (2011). The Happiness Quotient. Westland Ltd, Chennai.
3. Ellis. A (1996), The art of Love Making.VII Impression, Madras, Jaico Publishing House.
4. Snyder, C. R., & Lopez S.J. Handbook of Positive Psychology (2002) Oxford University Press. New York.
5. Xavier, G. Francis, (2016), Be Happy and Live Long: Manage Your Stress and Time, Happily! Mumbai, Jaico Publishing House.
6. Achor, S. (2010) The Happiness Advantage. Crown Business, New York

PAPER-XXIV: RESEARCH DISSERTATION

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of counselling and psychotherapy, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.

The project report will be submitted to Madurai Kamaraj University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in Counselling and Psychotherapy. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

PAPER-XXV: COMMUNITY SERVICE-3 (FIELD WORK)

In line with the progressive nature of the field work, the fourth field work in the final semester focuses on the integration and synthesis of their learning and practice in the last three semesters. Students are expected to manifest competence and clarity in their knowledge and practice. The student is expected to complete 20 days or 100 hours of supervised field experience (counselling practice, preparing/offering a seminar on special area of interest, peer-teaching and support). A comprehensive presentation of the subjects learned (an internal viva on the entire syllabus of four semesters) by the student forms the component of the field work. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.