



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Counselling Psychology
Semester III (Batch 2024-2026)

COURSE CODE	CATEGO RY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MSCPSY301	CC	Counselling Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO 1: Develop an understanding of basic concepts of counselling psychology.

CEO 2: Provide insights into the different areas of work of counselling.

CEO 3: Understanding the process of counselling and issues related to it.

CEO 4: Familiarity with the different types of counselling approaches.

CEO 5: Conceptualization of client problems and effective work towards client change and growth.

Course Outcomes (COs): The students should be able to:

CO 1: Application of principles of counselling.

CO 2: Demonstrate basic counselling skills.

CO 3: Explain the process and ethical dilemmas of counselling.

CO 4: Demonstrate a few counselling techniques.

CO 5: Application of theoretical approaches and conceptualize a case along with treatment plan.

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MSCPSY 301	CC	Counselling Psychology	60	20	20	0	0	3	0	0	3

MSCPSY301
Counselling Psychology

Contents:

Unit I

Introduction to Counselling Psychology- Definition, Goals, Historical Development; Difference between Counselling and other associated Helping Professions- Psychotherapy, Psychiatry, and Guidance.

Unit II

Areas of Counselling – Individual vs Group Counselling, Family counselling, Work and Profession related counselling, Marital counselling, Career counselling, Adolescent counselling.

Unit III

Counselling Process- Counselling Skills, Challenges Faced by Counsellor, and Stages of Counselling; Client -Therapist Relationship; Issues in counselling- Ethical and Legal Issues in Counseling.

Unit IV

Counselling Approaches- Behavior Therapy, Cognitive Therapy, Cognitive- Behavioral Therapy, and Rational Emotive Behavior Therapy.

Unit V

Counselling and Supervision: Measuring and Improving Outcomes in Practice, Facilitating Insight in Counselling, Promoting Health and Positive Development, Terminating Counselling and Therapy.

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MSCPSY301	CC	Counselling Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Cormier, S., & Hackney, H. (2013). Counseling strategies and interventions (8th International Edition). London: Pearson.
- Gladding, S. T. (2014). Counseling: A comprehensive profession. New Delhi: Pearson Education.
- Woolfe, R., Dryden, W., & Strawbridge, S. (2010). Handbook of counselling psychology (3rd Ed). London: Sage Publication Ltd. Carr, A. (2006). Family Therapy: Concepts, Process and Practice. England: John Wiley & Sons.
- Erford, B. (2013). Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (2nd Ed.). London: Pearson.
- Fouad, N.A. (2012). APA Handbook of counseling psychology. Washington: American Psychological Association.

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MSCPSY 302	CC	Assessment in Counselling	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: To learn the basic concept and use of different psycho-diagnostic test and assessment.

CEO2: To acknowledge various clinical assessment techniques and their reliability.

CEO3: To study classical and contemporary intellect diagnostic approaches and measurement.

CEO4: To be aware of the nature of various personality model-based inventories.

CEO5: To provide knowledge about the characteristics of informal assessment techniques and their use.

Course Outcomes (COs): The students will be able to-

CO1: Explain use of different psycho diagnostics tests and assessment procedure.

CO2: Develop a basic skill about using different clinical assessment techniques.

CO3: Demonstrate different intelligence scales in various settings.

CO4: Apply various personality inventories and outline assessments in different settings.

CO5: Evaluate the characteristic of a person by using informal assessment techniques.

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MSCPSY 302	CC	Assessment in Counselling	60	20	20	30	20	2	0	2	3

MSCPSY302
Assessment in Counselling

Contents:

Unit I

History and Meaning of Assessment: Introduction, key steps of Assessment, Use of Psychometric tests, Differentiate among Diagnosis, Assessment, Measurement, Evaluation and Tests.

Unit II

Clinical Assessment: Definition and Purpose; The art and science of interviewing, Interview, and its types- Intake, Crisis, Diagnostic interview; Reliability and Validity of interviews; Mental status examination; Case Study, Behavioral assessment – Nature, objectives, and Methods used.

Unit III

Assessment of Intelligence: The Stanford-Binet Scale of Intelligence–Bender-Gestalt, WAIS-IV, WISC-IV, Stanford Binet Scales, and its Indian Adaptation; Diagnostic utility of intelligence tests– Scatter analysis and other techniques. Progressive Matrices, Draw a Man test, Bhatia Battery, Cattell's Culture Fair Intelligence Test.

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MSCPSY 302	CC	Assessment in Counselling	60	20	20	30	20	2	0	2	3

Unit IV

Personality assessment: Psychometric and Projective tests; The MMPI-2, Revised Neo Personality Inventory (NEO-PI-R), the Rorschach, TAT, Sentence Completion Techniques. Psychological Assessment of Development: Vineland Social Maturity Scale, Developmental Screening Test Goddard's Seguin Form Board.

Unit V

Verbal and Non- Verbal Assessment: Concept, Nature and Difference between verbal and non-verbal assessment, Clinical sensitivity, Empathy, Communication strategies, Importance of rapport, Meaning and Advantages environmental assessment.

List of Practical: (Any Five)

1. Bhatia Battery
2. MMPI
3. Sentence Completion Test
4. TAT Test
5. 16 PF
6. WAIS/WISC
7. Draw A Man Test

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MSCPSY 302	CC	Assessment in Counselling	60	20	20	30	20	2	0	2	3

Recommended Readings:

- Morrison, J. (2007). **Diagnosis made easier**. NY: Guilford Press.
- Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). **Introduction to clinical psychology**. (5thEd.). Upper Saddle River, N. J.: Prentice Hall.
- Pridmore, S. (2000). **The psychiatric interview: A guide to history taking and mental status examination**. Amsterdam: Taylor & Francis.
- Trull, T. J. & Prinstein, M.J. (2013). **Clinical Psychology**(8thEd.). Wadsworth, Cengage Learning.
- 5. Geldard, K., Geldard, D. & Foo, R.Y.(2016). *Counselling adolescents (4th ed.)*. New Delhi: SAGE Publications India Pvt. Ltd.

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MAPSY303	DSE	Neuropsychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objective (CEOs):

CEO1: To gain an understanding of the basics of the human nervous system.

CEO2: To explain the various methods of investigation in neuropsychology

CEO3: To explain different neuropsychological assessments.

CEO4: To outline different neurodegenerative disorders.

CEO5: To understand deficits and recovery in brain injury.

Course Outcome (Cos): The students will be able to:

CO1: Explain structure of nervous system and the process of neuronal communication.

CO2: Elaborate the underlying mechanisms in methods of investigations used in neuropsychology.

CO3: Develop a deeper understanding in areas of neuropsychological assessment and common neuropsychological tests.

CO4: Evaluate and differentiate between different neurodegenerative disorders.

CO5: Assess the concepts of brain injury and its classification and understand problems associated with stroke and its recovery.

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MAPSY303	DSE	Neuropsychology	60	20	20	0	0	3	0	0	3

MAPSY303
Neuropsychology

Contents

UNIT-I

Introduction to the Human Nervous System: Structure of Brain and Nervous System, Neuronal Communication. Brain Development Stages.

UNIT -II

Basic Brain Anatomy and Brodmann's Area; Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI, and fMRI.

UNIT-III

Neuropsychological assessment: Common Areas of Assessment, NIMHANS Neuropsychological Battery, and PGI Battery of Brain Behavior Dysfunction.

UNIT-IV

Neurodevelopmental Disorders – Learning Disabilities, ADHD, Autism, Mental Retardation. Neurodegenerative disorders: Parkinson's, Alzheimer, Huntington;

UNIT-V

Deficits, Recovery, Adaptation and Rehabilitation: Brain Plasticity, Brain Injury and its Classification, Stroke and Recovery.

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MAPSY303	DSE	Neuropsychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Kolb, B., Whisaw, I. Q. (1990). **Fundamentals of neuropsychology**. New York: Freeman, W.H.
- Naatanen, R. (1992). **Attention and brain function**. Hillsdale: LEA.
- Parsuraman, R. (1998). **Attentive brain**. London: MIT Press.
- Boller, F. & Grafman, J, (1988) **Handbook of neuropsychology**. New York: Elsevier.
- Rapp, B. (Ed.) (2001). **The handbook of cognitive neuropsychology**. Chestnut Street: Psychology Press.
- Gazzaniga, M. S. (2002). **Cognitive neuroscience: The biology of mind**(2nd Ed.). New York: W. W. Norton & Company.

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MAPSY304	DSE	Workplace Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO1:** To understand the theories of work psychology with respect to individual differences.
- CEO2:** To gain knowledge of methods of personnel selection.
- CEO3:** To understand attitude and behavior of people at work.
- CEO4:** To explain decision making in team and group and workplace stress.
- CEO5:** To understand organizational culture change, leadership, and career management.

Course Outcome (Cos): Students will be able to:

- CO1:** Practice and research concepts of work psychology.
- CO2:** Analyzing jobs, selection effectiveness in personnel selection.
- CO3:** Assessing motivation behind attitude and behavior of people at work.
- CO4:** Outline the workplace stressors, decision making in groups and team.
- CO5:** Evaluate organizational culture change, leadership, and career management.

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MAPSY304	DSE	Workplace Psychology	60	20	20	0	0	3	0	0	3

MAPSY304
Workplace Psychology

Contents

Unit I

Introduction to Work Psychology, Theories and Practice in Work Psychology, Individual Differences.

Unit-II

Personnel Selection: Analyzing Jobs, Competencies, and Selection Effectiveness; Assessment Methods.

Unit III

Assessing People at Work, Attitudes at Work, Work Behavior and Work Motivation.

Unit IV

Decisions, Groups, and Teams at Work; Stress in the Workplace.

Unit V

Leadership, Career Management, and Understanding Organizational Change and Culture.

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MAPSY304	DSE	Workplace Psychology	60	20	20	0	0	3	0	0	3

Recommended Readings:

- Grant, A. M. (2017). *The flourishing of human beings: Positive psychology and the life well-lived*. Oxford University Press.
- Duffy, M. K., & Ganster, D. C. (Eds.). (2017). *Managing relationships in organizations: Theoretical and conceptual perspectives*. Routledge.
- Tims, M., & Bakker, A. B. (Eds.). (2019). *Work engagement: A handbook of essential theory and research*. Psychology Press.
- Antoniou, A.-S. G., & Cooper, C. L. (Eds.). (2016). *New directions in organizational psychology and behavioral medicine*. Gower Publishing.
- Cortina, L. M. (2020). *The Oxford handbook of sexual harassment in the workplace*. Oxford University Press.
- Leiter, M. P., & Bakker, A. B. (Eds.). (2010). *Work engagement: A handbook of essential theory and research*. Psychology Press.

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MAPSY305	DSE	Health Psychology	60	20	20	30	20	3	0	0	3

Legends:L-Lecture;T-Tutorial/TeacherGuidedStudentActivity;P-Practical;C-Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10marks.

Course Educational Objectives (CEOs):

CEO1: To be aware of the nature and significance of the emerging area of health psychology along with the importance of social psychological processes in the field of health psychology.

CEO2: To understand the relationship between psychological factors and physical health.

CEO3: To know and analyze the behavior of individuals and mental health management.

CEO4: To relate Health Psychology with the major concepts within the field, Health behaviors and stress.

CEO5: To develop understanding about health promotion and prevention.

Course Outcomes (COs):

CO1: Develop thinking to learn ways to improve quality of life.

CO2: Define and explain one or more key models, principles or theories in Health Psychology that are used to change health behavior.

CO3: Critically evaluate the role of psychological, social, and behavioral factors in health and illness.

CO4: Construct an understanding of the application of various strategies to cope with stress.

CO5: Identify various health promotion activities and describe the health prevention and control techniques.

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MAPSY305	DSE	Health Psychology	60	20	20	0	0	3	0	0	3

MAPSY305

Health Psychology

Contents:

UNIT-I

Introduction: Nature, Aim and Need of Health Psychology; Biopsychosocial Model of Health: Biomedical Model, Health Belief Model, Precaution Adoption Model, Traditional Indian Healing Systems, Health Care Network in India.

UNIT-II

Biological Foundations of Health and Illness: Brief Concept of The Nervous System, The Endocrine System, The cardiovascular system, The Respiratory System, The Digestive System, The Renal system, The Reproductive system, The Immune system.

UNIT-III

Stress and Coping: Nature, Types and Sources of Stress, Effects of Stress on Physical and Mental-health Stress and Illness, Management of Stress.

Coping Interventions.; Coping with Stress and Resilience, Coping Style, Problem-Focused Coping, Coping Outcomes and Interventions-Mindfulness and Mediation Cognitive-Behavioral Techniques.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Counselling Psychology
Semester III (Batch 2024-2026)

COURSECODE	CATEGORY	COURSENAME	TEACHING&EVALUATIONSCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*				
MAPSY305	DSE	Health Psychology	60	20	20	0	0	3	0	0	3

UNIT-IV

Health Behaviors: Health Behaviors and Health Habits, Changing Health Behaviors Through Social Engineering, Health-Promoting Behaviors: Exercise, Healthy Diet, Sleep ,Accident Prevention, Vaccinations and Screening.

UNIT-V

Research in Health Psychology: Conducting and Evaluating Research in Health Psychology, Health andwellness, Health-Compromising Behaviors: Obesity, Smoking, Alcohol Abuse Internet Addiction. Application of Health Psychology to Chronic Illness.

Recommended Readings:

- Friedman, H. S., & Schustack, M. W. (2020). **Personality: Classic theories and modern research** (6th ed.). Pearson.
- Sarafino, E. P. (2019). **Health psychology: Biopsychosocial interactions** (9th ed.). Wiley.
- Ogden, J. (2012). **Health psychology: A textbook** (5th ed.). McGraw-Hill Education.
- Antonovsky, A. (1987). **Unraveling the mystery of health: How people manage stress and stay well**. Jossey-Bass.
- Straub, R. O. (2014). **Health psychology: A biopsychosocial approach** (4th ed.). Worth Publishers.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY306	P/D/I	Minor Research Project-I	0	0	0	30	20	0	0	6	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAPSY306
Minor Research Project-I

Course Educational Objectives (CEOs):

CEO1: To train students in writing final year research proposals in Clinical/Counselling/Applied Psychology, emphasizing research problems, hypotheses, literature review, and research designs.

CEO2: To enable students to learn practical aspects of research.

CEO3: To train students in behavioral science analysis and writing.

Course Outcomes (Cos): The students will be able to:

CO1: Review and analyze critical research in a specific area of Clinical/Counselling/Applied Psychology.

CO2: Acquire knowledge and competency in the design and completion of research studies in Clinical/Counselling/Applied Psychology.

CO3: Explain and apply skills in critical analysis learned in the classroom as well as through practical exposures methods and techniques of field research.

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