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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MSCPSY 301	**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 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 the knowledge and attitude to demonstrate professional behavior in the profession of Counseling.
CEO 2: Provide insights into counselling process and develop an ethical approach to counselling.
CEO 3: Understanding the types of counselling.
CEO 4: Familiarity with the different types of counseling 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 various kinds 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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COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MSCPSY 301	**CC**	**Counselling Psychology**	60	20	20	0	0	3	0	0	3

MSCPSY301
Counselling Psychology

Contents:

Unit I

Introduction to Counseling Psychology- Definition, Goals, Historical Development; Difference between Counseling and Other Associated Helping Professions**-** Psychotherapy, Psychiatry, and Guidance.

Unit II

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 III

Types of Counseling- Counselor/Counselee–Oriented Counseling, Eclectic–Counseling and Group v/s Individual Counselling.

Unit IV

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

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			THEORY			PRACTICAL		L	T	P	CREDITS
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MSCPS Y301	**CC**	**Counselling Psychology**	60	20	20	0	0	3	0	0	3

Unit V

Areas of Counseling- Emotional Disturbance and Behavioral Problems- Definition, Causes, Symptoms, Types, and Techniques.

Practicum: Case Conceptualization and Case study.

Recommended Readings:

- Cormier, S., & Hackney, H. (2013). **Counseling strategies and interventions** (8[th]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**(3[rd]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**(2[nd]Ed.). London: Pearson.
- Fouad, N.A. (2012). **APA Handbook of counseling psychology.** Washington: American Psychological Association.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MSCPSY 302	**CC**	**Assessment in Counselling**	**60**	**20**	**20**	**30**	**20**	**2**	**0**	**2**	**3**

Recommended Readings:

1. Morrison, J. (2007). **Diagnosis made easier**. NY: Guilford Press.
2. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). **Introduction to clinical psychology**. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.
3. Pridmore, S. (2000). **The psychiatric interview: A guide to history taking and mental status examination.** Amesterdam: Taylor & Francis.
4. Trull, T. J. & Prinstein, M.J. (2013). **Clinical Psychology** (8th Ed.). Wadswoth, 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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COURSE CODE	CATEGORY	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*				
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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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
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

UNIT -II

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, AIIMS Neuropsychological Battery, and PGI Battery of Brain Behavior Dysfunction.

UNIT-IV

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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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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: PsychologyPress.

- Gazzaniga, M. S. (2002). **Cognitive neuroscience: The biology of mind**(2nd Ed.). New York: W. W.Norton & Company.

- Mukundan, C. R. (2007) **Brain experience; The experiential perspectives of the Brain**. New Delhi: AtlanticPublisher..

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COURSECODE	CATEGORY	COURSENAME	THEORY			PRACTICAL		L	T	P	CREDITS
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*				
MAPSY304	DSE	Workplace Psychology	60	20	20	0	0	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 understand the concepts of psychology and its application at the workplace along with workplace counselling.
CEO2:To provide the awareness of sexual harassment at workplace and their prevention.
CEO3:To gain knowledge of workplace conflicts and stress and its management.
CEO4:To explain the concept of work life balance and to know how to maintain it.
CEO5: To recognize the importance of organizational Culture and the role development and sustainability within the organization.

Course Outcome(Cos):

CO1: Apply Psychological concepts to grow in the workplace.

CO2: Enable to differentiate between violence and sexual harassment at workplace.

CO3: Develop the skill to resolve conflicts and cope with workplace stress.

CO4: To outline the enhancing factors for making balance between work and life.

CO5:Evaluate organizational culture and to utilize the knowledge for enhancing the mental health at workplace through various approaches of counselling.

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			THEORY			PRACTICAL					
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY304	**DSE**	**Workplace Psychology**	**60**	**20**	**20**	**0**	**0**	**3**	**0**	**0**	**3**

MAPSY304
Workplace Psychology

Contents

UNIT-I

Definition and Concept of Workplace Psychology, Features and Types of Organization, Nature, and Characteristics of Work Environment. Concept of Organizational Behavior.

Unit II

Sexual harassment at workplace, Dynamics of sexual harassment, Preventing Sexual harassment. Violence at workplace: Nature and Handling ways of Violence at workplace.

Unit III

Conflict and Stress at Workplace: Nature and Types of Conflict, Strategies to Manage Workplace Conflict. Stress at Workplace: Nature, Meaning and Types of Stress, Causes and Consequences of Stress. Management of Stress.

Unit IV

Organizational Culture and Development: Meaning, Characteristics and Types of Organizational Culture, Organizational Development and Sustaining, Need and Benefits of Organizational Development.

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

Unit V

Workplace Psychology: Workplace Counselling, Ethical Issues in Workplace Counselling, Setting up Counselling at Workplace: Need and Importance. Work-Life Balance, Current Trends in Workplace Counselling.(Practical Approach of Counselling).

Recommended Readings:

- Collins, S. (2009). **Managing conflict and workplace relationship**, 2ndedition,USA
- Edelmann, R. (2000). **Interpersonal conflict at work, New Delhi Boland**, M(2005) Sexual harassment in the Workplace, 1st Edition, USA
- Carroll, M.(2002). **Workplace Counselling** Sage Publications, New Delhi Gladding, S.L.(2010) Psychology A Comprehensive Professions. Pearson Publications, New Delhi.
- Rathus, S and Navid, J (2012). **Psychology and the Challenges of Life – Adjustment in the New Millennium**, John Wiley and Sons, USA
- Pareek, U.(2010).**Understanding organizational behavior**. Oxford: Oxford University 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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			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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 2022-2024)

COURSECODE	CATEGORY	COURSENAME	TEACHING&EVALUATIONSCHEME								
			THEORY			PRACTICAL					
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM University Exam	Teachers Assessment*	L	T	P	CREDITS
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 and wellness, Health-Compromising Behaviors: Obesity, Smoking, Alcohol Abuse Internet Addiction. Application of Health Psychology to Chronic Illness.

Recommended Readings:

- Allen, F. (2011).Health psychology and behavior. Tata Mc Graw Hill Edition.
- Dimatteo, M.R.,& Martin L. R.(2011). Health psychology. India: Dorling Kindersley.
- Hamilton-West, K. (2010). *Psychobiological Processes in Health and Illness*. . Sage Pub. @www.sagepublications.com
- Marks, D. F.(2010). *Health Psychology: Theory, Research and Practice (3rd Ed.).* . Sage Pub.@www.sagepublications.com
- Misra, G.(1999). Stress and Health. New Delhi: Concept
- Pitts, M., Phillis, K.(2003).*The psychology of Health; An introduction*. E-library: Taylor & Fransis
- Taylor, S.E. (1991). *Health Psychology*. N.Y. McGraw Hill.

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COURSECODE	CATEGORY	COURSENAME	THEORY			PRACTICAL		L	T	P	CREDITS
			ENDSEM University Exam	Two Term Exam	Teachers Assessment*	ENDSEM 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/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 10 marks.

MAPSY306
Minor Research Project-I

Course Educational Objectives (CEOs):

CEO1:To train special degree the students in Counseling Psychology writing of their final year research proposals, with emphasis on research problems, hypotheses, literature review and research designs.
CEO2:To enable the students to learn practical aspects of research.
CEO3:To train the students in the art of behavioral science analysis and writing.

Course Outcomes (Cos):

At the successful completion of this course students will be able to:

CO1:Review and analyze critical research in a specific area of clinical psychology.
CO2:Acquire knowledge and competency in the design and completion of research studies in counseling psychology.
CO 3: Explain and apply skills in critical analysis Learned in the classroom as well as through practical exposure methods and techniques of field research.