

SNDT WOMEN'S UNIVERSITY
Postgraduate Programme MA in Psychology
Credit Structure with Course Titles & Syllabus
YEAR - II
MA-SEM-III & IV – Counselling Psychology

Credit Structure with Course Titles of specialization in Counselling Psychology

Programme Degree	MA in PSYCHOLOGY
Specialization	Counselling Psychology
Preamble	<p>The second year of the Counselling Psychology programme, where assessment assumes a pivotal role in unraveling and promoting psychological well-being. This academic process entails the exploration of adept counselling skills, fostering meaningful interactions with diverse clients. A solid grasp of psychological adjustment equips individuals to guide others through life's complexities, while multicultural counselling enriches an understanding of diverse societal contexts.</p> <p>In furthering this exploration, the practical application of counselling within the Indian context is examined through the module "Counselling Practice in India." Advancing to Semester IV, expertise is augmented through a comprehensive exploration of counselling approaches and techniques, accompanied by experiential learning in the "Practicum in Counselling Psychology." An integral aspect involves scrutinizing the psychological adjustments people experience across their lifespans, culminating in acquiring specialized counselling methodologies for diverse demographic groups.</p> <p>As this academic voyage culminates, "Research Proposal-I" and "Research Project-II" hone the ability to contribute substantively to the discipline's body of knowledge. The programme's design shapes students into proficient counselling professionals, adept in assessment, interventions, and nurturing well-being across a myriad of dynamic contexts.</p>

Programme Specific Outcomes (PSO)	After completing this programme, Learner will:
	<ol style="list-style-type: none"> 1. Develop advanced skills in assessment techniques, enabling students to comprehensively evaluate psychological well-being and guide appropriate interventions. 2. Acquire adept counselling skills to engage meaningfully with a diverse clientele, fostering positive interactions and therapeutic relationships. 3. Aid individuals through life's complexities using psychological adjustment processes. 4. Employ multicultural counselling skills for contextually relevant support in diverse societal contexts. 5. Apply counselling theories and practices effectively within the Indian context, addressing the unique challenges and nuances of the local population. 6. Develop specialized counselling methodologies diverse demographic groups, equipping students with the tools to address individual needs across the lifespan.
Eligibility Criteria for Programme	A student from this University should have cleared the first year in Psychology or has passed with admissible ATKT.
Intake (For SNTD WU Departments and Conducted Colleges)	<p>Aided Programme – 25</p> <p>Unaided Programme -30</p>

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles of specialization in Counselling Psychology

Paper Code	Courses	Type of Course	Cred its	Marks	Int	Ext
	Semester III					
312911	Assessment in Counselling Psychology	Major (Core)	4	100	50	50
312912	Effective Counselling Skills	Major (Core)	4	100	50	50
312913	Multicultural Counselling	Major (Core)	2	50	00	50
312924	Orientation to Practicum in Counselling Psychology	Major (Core)	4	100	50	50
322911	Psychology of Adjustment	Major (Core)	4	100	50	50
352931	Research Proposal	RP	4	100	50	50
			22	550	250	300
	Semester IV					
412911	Counselling and Psychotherapy Approaches & Techniques	Major (Core)	4	100	50	50
412922	Field Based Practicum in Counselling Psychology	Major (Core)	4	100	50	50
412933	Internship in Counselling Psychology	Major (Core)	4	100	50	50
422911	Psychological Adjustment Across Life Span	Major (Elective)	4	100	50	50
452931	Research Dissertation	RP	6	150	100	50
			22	550	300	250

SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Assessment in Counselling Psychology – Major (Core)
Paper code: 312911

Course Title	Assessment in Counselling Psychology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to:
	1. Analyze and select assessment tools prior to counselling.
	2. Apply theoretical knowledge to carry out basic behavioral assessment.
	3. Discuss assessment for various populations- infant, child and adolescent, adult, differently abled groups
	4. Conduct personality, creativity, interest, aptitude, and tests related to concepts of positive psychology.
	5. Utilization of tests based on needs or referral questions.
	6. Evaluate the usefulness of the tests
Module 1 (Credit 1) Overview of Assessment & Behavioral Assessment	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain the assessment principles in counselling.
	2. Demonstrate proficiency in applying various assessment methods & technological applications for use in counselling contexts.
	3. Implement behavioral assessments
Content Outline	1.1 Basic Assessment Principles and Using Assessment in Counselling
	1.2 Technological applications and uses in assessment.
	1.3 Goals & Applications of Behavioral Assessment
	1.4 Methods of Behavioural Assessment

Module 2 (Credit 1) Assessment of Ability and Aptitude	
	After learning the module, learners will be able to:
Learning Outcomes	1. Explain the theories of intelligence, aptitude, and development and tests based on these theories.
	2. Conduct tests for each of intelligence, aptitude, and development categories.
	3. Interpret the scoring of intelligence, aptitude, and development tests.
	4. Evaluate the usefulness of the test and use them based on need or referral question
Content Outline	<p>2.1 Assessment of intelligence: SOI Model, Stanford Binet, (Indian & Foreign Editions)</p> <p>2.2 Assessment of aptitude: GATB, SAT</p> <p>2.3 Assessment of development: VSMS, Seguin form board, Bayley scales, Gesell's Development scale</p> <p>2.4 Assessment of children with learning disabilities- WRAT, DTLD</p>
Module 3 (Credit 1) Assessment of Personality and Interest	
Learning Outcomes	After learning the module, learners will be able to:
	1. Comprehend the evaluation of different types of personality and interest tests.
	2. Evaluating differences between the tests and their usefulness to the case
	3. Analyzing the scoring and interpretation to draw a Conclusion
Content Outline	<p>3.1 Objective Measures-, NEO-PI, MBTI</p> <p>3.2 Drawing-Based Projective Tests: DAP, HTP, BG</p> <p>3.3 Stimulus-Based Projective Tests-CAT, TAT, Sentence Completion Test (Sacks/Rotter's), Rosenzweig Picture Frustration Study</p> <p>3.4 Test of Interest: SVII, Holland's Occupational Interest Inventory, Mascarenhas</p>

Module 4 (Credit 1) Assessment for Adulthood Issues	
Learning Outcomes	After learning the module, learners will be able to:
	1. Familiarize with tests measuring adult adjustment, anxiety, and memory.
	2. Interpret and assess the usefulness based on the needs of the case.
	3. Acquire and assess concepts of positive psychology testing and their scores and interpretation
Content Outline	<p>4.1 Adult Adjustment - Family Adjustment Scale, Marital Satisfaction Scales, Relationship Assessment Scale, Dyadic Adjustment Scale</p> <p>4.2 Adult Maladjustment – Anxiety scales (BDI, HAMS), Depression Scales (BDI, HDRS, PHQ, GHQ) – Any two</p> <p>4.3 Geriatric Concerns - MMSE, ACE III, WMS</p> <p>4.4 Positive psychology assessment - Grit, Self-Compassion, Self-Efficacy, Flow, Well Being - Any three</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Presentations on any tool that covers the syllabus domain but is not included in the syllabus
- Review of recent trends in the domain of assessment
- Writing reports for tests included in the syllabus
- Simulated cases can be given and students can be assessed to write a detailed assessment plan with appropriate tests and the rationale for each test

References

- Anastasi, A., Urbina, S (2002) *Psychological Testing, 7th Edn.* Pearson Edu. Inc.
- Anthony, K., Nagel, D. M. & Goss, S. (2010). *The Use of Technology in Mental Health: Applications, Ethics and Practice.* Charles C. Thomas Pub. Ltd.
- Baumgardner, S. R., Crothers, M. K. (2015). *Positive Psychology. India:* Pearson Education India.
- Biswas-Diener, R. (2010). *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success.* Germany: Wiley.
- Gallagher, M. W., & Lopez, S. J. (Eds.). (2019). *Positive psychological assessment:*

- A handbook of models and measures (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000138-000>
- Gregory, R. J. (2015). *Psychological Testing: History, Principles and Applications, Global Edition*. Netherlands: Pearson Education.
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- Kaplan, R. M., Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues*. United States: Cengage Learning.
- Kulshrestha, S. P., & Rhimal D. N. (Eds.). (1984). *Recent advances in Educational and Psychological Testing*. Jugal Kishore & Co.
- Neukrug, E. S., Fawcett, R. C. (2019). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists, Enhanced*. United States: Cengage Learning.
- Singh, K., Junnarkar, M., Kaur, J. (2016). *Measures of Positive Psychology: Development and Validation*. India: Springer India.
- Testing and Assessment in Counselling Practice*. (2012). United States: Taylor & Francis.
- Tests and Assessments in Counselling: A Case by Case Exploration*. (2018). United States: Taylor & Francis.
- Watson, J. C., Flamez, B. (2014). *Counselling Assessment and Evaluation: Fundamentals of Applied Practice*. United States: SAGE Publications.
- Whiston, S. C. (2016). *Principles and Applications of Assessment in Counselling*. United States: Cengage Learning.
- Weiner, I. B., & Greene, R. L. (2017). *Handbook Of Personality Assessment (2nd Ed.)*. John Wiley & Sons, Inc.

SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Effective Counselling Skills – Major (Core)
Paper Code: 312912

Course Title	Effective Counselling Skills
Course Credits	4
Course Outcomes	After going through the course, learners will be able to:
	1. Demonstrate a comprehensive understanding of the Basic Counselling Competencies.
	2. Develop strengths in the foundational skills for counselors serving across settings and task
	3. Develop skills in formulating a comprehensive case conceptualization based on client information.
	4. Achieve significant personal development toward becoming strong, effective therapeutic agents for their clients
	5. Apply Ethical and Legal Considerations in the field of counselling
	6. Apply the Core Principles of Humanistic Psychology in practice.
Module 1 (Credit 1): Fundamentals of Counselling and Microskills	
Learning Outcomes	After learning the module, learners will be able to:
	1. Comprehend key milestones, definition, aims in the field of counselling.
	2. Recognize the essential personal characteristics of an effective counselor and manage personal biases, prejudices, and emotions in the counselling process.
	3. Analyze and synthesize client information to conceptualize the client's problems and challenges.
	4. Apply various counselling techniques and strategies to address clients' unique needs and goals.

Content Outline	<p>1.1 Define Counselling and Aims of Counselling and Historical Background</p> <p>1.2 Personal Characteristics of Counsellor Self-work of counsellor. Self-awareness</p> <p>1.3 Intake & Client History, Interview Assessment, Conceptualizing Client Problem,</p> <p>1.4 Counselling Skills: Communication Skills, Diagnostic Skills, Motivational Skills.</p>
Module 2 (Credit 1) Counselling Relationship: Ethical and Legal Guidelines	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to establish rapport and build trust with clients during the initial counselling session. 2. Apply empathy, trust, respect, and genuineness in building a therapeutic alliance 3. Establish clear boundaries, and maintain a professional demeanor in the counselling relationship. 4. Practice reflective listening techniques to help clients explore their thoughts, feelings, and experiences. 5. Develop strategies for addressing and mitigating ethical and legal concerns to ensure the well-being of clients and the integrity of the counselling profession.
Content Outline	<p>2.1 Opening Techniques</p> <p>2.2 Ingredients of an effective helping relationship</p> <p>2.3 Reflective & Structuring relationship techniques.</p> <p>2.4. Ethical issues; Ethical dilemmas; Legal concerns of counselors</p>
Module 3 (Credit 1): Promoting Change through the Integrative Approach	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Implement the concept of goal setting in the counselling context.

	2. Demonstrate the ability to support and empower clients in making positive behavioral and emotional changes.
	3. Recognize the importance of the termination phase in counselling.
	4. Evaluate the effectiveness of an integrative approach in addressing complex client cases and promoting positive outcomes.
Content Outline	3.1 Goal Setting & Evaluation 3.2 Facilitate the Change Process 3.3. Termination Skills 3.4 Integrative Approach
Module 4 (Credit 1): Humanistic and Experiential Approaches	
Learning Outcomes	After learning the module, learners will be able to:
	1. Apply the fundamental concepts of person-centered therapy, including unconditional positive regard, empathy, and congruence.
	2. Demonstrate the application of Gestalt therapy techniques in addressing specific client issues and promoting self-awareness.
	3. Examine the fundamental concepts of existential therapy, including the exploration of existential concerns, choice, and personal responsibility.
	4. Evaluate the effectiveness of psychodrama in helping clients process emotions, gain new perspectives, and enhance interpersonal skills.
Content Outline	4.1 Person-Centered Therapy: Concepts, Process, Techniques, Applications & Evaluation 4.2 Gestalt Therapy: Concepts, Process, Techniques, Applications & Evaluation 4.3 Existential Therapy: Concepts, Process, Techniques, Applications & Evaluation 4.4 Psychodrama: Concepts, Process, Applications & Evaluation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Mock sessions or role plays to demonstrate skills
2. Compare and contrast therapeutic approaches
3. Prepare a therapy plan using a specific therapeutic approach
4. Quizzes can be conducted to assess knowledge
5. Debates can be conducted to compare between different approach positions

References:

- Cochran, J. L., & Cochran, N. H. (2015). *The heart of counselling: Counselling skills through therapeutic relationships* (2nd ed.). Routledge.
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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Multicultural Counselling – Major (Core)
Paper Code: 312913

Course Title	Multicultural Counselling
Course Credits	02
Course Outcomes	After Completion of the course the learner will be able to:
	1. Evaluate multicultural competencies by understanding counselling concepts for diverse populations.
	2. Apply skills to work with diverse groups and influence organizational and community attitudes through strategic interventions.
	3. Develop awareness of paradigms in counselling for diverse populations, fostering multicultural understanding and competency.
Module 1 (Credit 1): Introduction to Multicultural Counselling	
Learning Outcomes	After studying this module, learners will be able to:
	1. Demonstrate cultural sensitivity and respect in counselling interactions.
	2. Examine the gender roles, religion, caste, social class, language, and regionalism that influence individuals and communities in India.
	3. Recognize the core dimensions of multicultural competence: awareness, knowledge, and skills.
	4. Evaluate evidence for the effectiveness of multicultural counselling approaches.

Content Outline	<p>1.1 Culture and cultural identity development</p> <p>1.2 The cultural variables in the Indian context: gender, religion, caste, social class, language, and regionalism.</p> <p>1.3. Overview of multicultural competencies</p> <p>1.4 Multicultural Evidence-Based Practice - Evidence-Based Practice (EBP), Multiculturalism Evidence-Based Practice (EBP) and Diversity Issues in Counselling</p>
Module 2 (Credit 1): Multicultural Counselling Practice	
Learning Outcomes	<p>After studying this module, learners will be able to:</p> <p>1. Demonstrate strategies to address and overcome barriers in multicultural counselling, including cultural humility and self-awareness.</p> <p>2. Promote empowerment, self-advocacy, and inclusivity when counselling individuals with disabilities.</p> <p>3. Develop a deep understanding of the intersectionality of identities, such as race, ethnicity, and gender, in the experiences of LGBT individuals and women.</p> <p>4. Discuss the impact of aging, physical health, and cognitive changes on mental health and well-being.</p>
Content Outline	<p>2.1 Barriers to effective multicultural counselling/therapy</p> <p>2.2 Counselling Individuals with Disabilities</p> <p>2.3 Counselling for Gender and Sexual Orientation</p> <p>2.4 Counselling Older Adults</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Projects & Assignments
2. Role-play scenarios: Design role-play exercises where students simulate counselling sessions with individuals from diverse cultural backgrounds. Assess their ability to apply multicultural counselling concepts and strategies effectively.
3. Presentation
4. Interview with expert and disadvantaged group

References:

Corey, G. (2009). *Theory and Practice of Group Counselling*. CA: Thomson Brooks.

Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical*

- Review and Propositional Inventory of the American*. New York, NY: Wiley.
- Gamst, G. C., Liang, C. T. H., & Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*. La Verne, CA: SAGE.
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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Orientation to Practicum in Counselling Psychology – Major (Core)
Paper Code: 312924

Course Title	Orientation to Practicum in Counselling Psychology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Implement Ethical and Legal Standards. 2. Develop and Practice Counselling Skills 3. Apply theoretical concepts learned in the classroom to real-world settings, effectively communicate with clients, supervisors, and other professionals, and demonstrate cultural competence in their interactions. 4. Develop self-awareness and reflection skills necessary for ongoing professional growth 5. engage in ethical decision-making and problem-solving within the context of practice.
Module 1 Introduction to Practicum	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Develop Appropriate Rapport with clients. 2. Able to take case history and MSE. 3. Demonstrate attending behaviour, empathy, and basic counselling skills in working with clients. 4. Identify client problems and formulate therapeutic goals for clients.
Content Outline	<ol style="list-style-type: none"> 1.1 Rapport Building 1.2 Case history taking & Mental Status Examination 1.3 Basic Counselling Skills - Attending Behavior, Listening, and Influencing Responses 1.4 Problem Identification & Formulation. Application of Therapeutic Goals.

Module 2 (Credit 1) Assessments for Children and Adolescents	
Learning Outcomes	After learning the module, learners will be able to....
	<ol style="list-style-type: none"> 1. Identify the appropriate assessment tools for evaluating adult areas in counselling. 2. Administer relevant scales/tests for children and adolescents. 3. Report the findings effectively to demonstrate the client's concerns. 4. Enhance proficiency in interpreting assessment results to inform counselling interventions.
Content Outline	2.1 Assessments for Children and Adolescents 2.2 Personality- Children's Apperception Test, CPQ 2.3 Intelligence- MISIC, SPM, CPM, BKT 2.4 Developmental assessment- BG, DTLV VSMS & SFB Special concerns- Vanderbilt ADHD, CBCL, WJ, WRAT (any 2 from each domain)
Module 3 (Credit 1) Assessment of Adult Areas	
Learning Outcomes	After learning the module, learners will be able to....
	<ol style="list-style-type: none"> 1. Identify the test to be used for assessing adult areas in counselling. 2. Administer the tests and report the findings to demonstrate the client's concern.
Content Outline	<ol style="list-style-type: none"> 1. Personality Tests- Objective Measure: 16 PF (All modifications), EPQ-R, NEO-PI 2. Projective Measure: Drawing and Stimulus based Tests (DAP, HTP, TAT, Sentence Completion) 3. Interest Measure- SDS, Mascarenhas, EIR, VIR 4. Aptitude Assessment – DAT, DBDA, GATB (any 2 from each domain)
Module 4 (Credit 1) Special Concerns Assessment	
Learning Outcomes	After learning the module, learners will be able to....
	<ol style="list-style-type: none"> 1. Identify the test to be used for assessing special concerns in counselling. 2. Administer the test and report the findings to demonstrate the client's concern.

Content Outline	4.1 Hassles Scale 4.2 Trauma Symptom Inventory-2 (TSI-2) 4.3 Somatic Symptom Scale 4.4 Couple Satisfaction Index (CSI) 4.5 Relationship Assessment Scale 4.6 Dyadic Adjustment Scale (DAS) 4.7 Family Environment Scale (FES) 4.8 Geriatric Depression Scale (GDS) 4.9 Mini-Mental State Examination (MMSE) 4.10 UCLA Loneliness Scale 4.11 Psychological Test: WHO Quality of Life-BREF (WHOQOL-BREF) (any 4 from the above tests)
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Note: Minimum 8 tests to be administered

Each module necessitates the administration of at least one psychological test.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Final Practicum Case File to be submitted at the end of the semester with 3 cases worked during the internship. The case file must be submitted at the end of the semester with a record of Case History, MSE, 3 tests, and a minimum 5 session report with case conceptualization and therapeutic goals
2. Case Study Analysis: Analyze a real or hypothetical case from a therapeutic or counselling setting. Provide a comprehensive assessment, treatment plan, and reflections on the therapeutic process, incorporating appropriate psychological theories and techniques.
3. Reflective Practitioner Journal: Maintain a reflective journal throughout the practicum, documenting your experiences, observations, and personal growth. Reflect on your interactions with clients, ethical considerations, challenges faced, and strategies for improvement.
4. Ethical Dilemma Analysis: Present a real or hypothetical ethical dilemma that can arise in a counselling or therapeutic setting. Analyze the situation, discuss ethical principles involved, and propose a course of action in line with ethical guidelines and codes of conduct.
5. Self-Care and Professionalism Plan: Develop a self-care and professionalism plan for maintaining your well-being and ethical conduct during the practicum. Include strategies for managing stress, setting professional boundaries, and seeking supervision and support.

References:

- American Counselling Association. (2014). *Boundary Issues in Counselling: Multiple Roles and Responsibilities* (3rd ed.). American Counselling Association.
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- Neukrug, E. S., & Fawcett, R. C. (2019). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists* (4th ed.). Cengage Learning.
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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Psychology of Adjustment – Major (Elective)
Paper Code: 322911

Course Title	Psychology of Adjustment
Course Credits	4
Course Outcomes	After completing this course, learners will be able to:
	<ol style="list-style-type: none"> 1. Discuss the concept of mental health 2. Explain various maladaptive behaviors 3. Illustrate various causes and effects of specific problems and treatments that may be employed 4. Develop outreach programmes for the community. 5. Describe the new wave of psychology, positive psychology 6. Analyze positive psychology for individuals as well as for the community 7. Evaluate the impact of stress and trauma
Module 1 (Credit 1) Psychosocial Adjustment	
Learning Outcomes	After studying this module, learners will be able to: <ol style="list-style-type: none"> 1. Describe various approaches to mental health and the models of Mental health 2. Explain diagnostic criteria and intervention techniques 3. Develop community mental health and health interventions 4. Analyze the impact of positive psychology on individual as well as community

Content Outline	<p>Module: 1 - Psychosocial Adjustment</p> <p>1.1 Mental Health and Abnormality understanding the concepts and Models of mental health</p> <p>1.2 Classification in Psychiatry Basis of classification of mental disorders categories, (DSM, ICD)</p> <p>1.3 Health Intervention in Community Mental Health Defining community, level of prevention, and Community - Based Health Interventions</p> <p>1.4 Positive Psychology: Positive Subjective Experiences, Positive Individual Traits, and Positive Institutions</p>
Module 2 (Credit 1) Childhood and Adolescence Related Issues	
Learning Outcomes	After studying this module, learners will be able to:
1.	<ol style="list-style-type: none"> 1. Analyze the characteristics and diagnostic criteria of Neurodevelopmental Disorders 2. Evaluate evidence-based interventions to assess their effectiveness in addressing these conditions. 3. Develop strategies for supporting individuals with Neurodevelopmental Disorders in educational settings. 4. Apply knowledge of Neurodevelopmental Disorders to advocate for inclusive practices
Content Outline	<p>Module: 2 – Interventions: Childhood and Adolescence Issues</p> <p>2.1 Neurodevelopmental Disorders and Interventions</p> <p>2.2 Intellectual Development Disorder & Specific Learning Disabilities: Impairment in Reading; Written Expression; Mathematics</p> <p>2.3 Autism Spectrum Disorder and Interventions</p> <p>2.4 Language and Speech Sound Disorders in Childhood and Interventions</p>
Module 3 (Credit 1) Stress, Suicide and Coping	
Learning Outcomes	After studying this module, learners will be able to:
	1. Define stress, its sources and presentations
	2. Demonstrate familiarity with the concept of Non-Suicidal Self-harm.

	3. Explain the etiology, risk, and protective factors of suicide
	4. Distinguish between adaptive and maladaptive patterns of coping
Content Outline	<p>Module: 3 - Stress, Suicide, and Coping</p> <p>3.1 Stress: Concept, Impact, and Theories</p> <p>3.2 Non-Suicidal Self Harm: Etiology and Prevalence</p> <p>3.3 Suicide: Etiology, prevalence, theories, and prevention</p> <p>3.4 Coping- Understanding and Evaluating Coping Styles</p>
Module 4 (Credit 1) Maladaptive Behaviour Patterns	
Learning Outcomes	<p>1. Investigate maladaptive behaviour patterns and their impact</p> <p>2. Compare and contrast the descriptions, risk factors, and treatment</p> <p>3. Evaluate possible prevention plans for specific disorders</p>
Content Outline	<p>Module: 4 - Maladaptive Behaviour Patterns</p> <p>4.1 Substance Use Disorder - Effects of Substance Use Disorders, Treatment</p> <p>4.2 Anxiety disorders - Descriptions of the Anxiety Disorders, Risk Factors, and Treatment</p> <p>4.3 Trauma and stressor-related disorder - History and Family Context, Trauma, stress, and maltreatment, Treatment, and Prevention</p> <p>4.4 Behavioral addiction/non-substance use addiction - gambling, internet gaming, internet and other conditions</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Suicide and self-harm prevention and awareness, mental health awareness-based community outreach programme construction/conductions
2. Assignment on designing modules for stress management for adolescence
3. Critical analysis of inclusion policies of schools and colleges
4. Prevention programmes for any disorder at a community level, specific group, or strata of society
5. Designing and presentation of the workshop on the area of interest

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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-III (Counselling Psychology)
Research Proposal – (RP)
Paper Code: 352931

Course Title	Research Proposal
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Choosing a topic of interest within the clinical domain requires exhaustive reading
	2. Formulation of an appropriate research design translates learning from MA I to practice in MA II
	3. Ethical guidelines have to be adhered to and will be examined by the ethics committee of the Department while screening and evaluating a proposal.
Learning Outcomes	The learning outcome of a research proposal is to equip with the skills and knowledge needed to plan, execute, and communicate the findings of a research project effectively. It serves as a crucial step in the research process, helping you refine your research goals and methods before embarking on the actual study.
Content Outline Guidelines for Research Proposal	<ol style="list-style-type: none"> 1. Select a topic from the Counselling Psychology area and discuss with the research guide assigned to you 2. Presentation of the Proposal 3. Submit a hard copy of the research proposal including 4. Title 5. Introduction 6. Brief literature review 7. Hypotheses 8. Aims & objectives 9. Method <ol style="list-style-type: none"> a. Proposed Participants detail b. Proposed Research Design c. Proposed Variables d. Proposed Tools e. Procedure f. Proposed Statistical Analysis 10. References as per APA style

Evaluation: Presentation+ Viva + Submission of Proposal

SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-IV (Counselling Psychology)
Counselling and Psychotherapy Approaches – Major (Core)
Paper Code: 412911

Course Title	Counselling and Psychotherapy Approaches
Course Credits	4
Course Outcomes	After completing this course, learners will be able to:
	1. Discuss psychodynamic and behavioral theoretical perspective
	2. Critically evaluate various cognitive behavioral approaches
	3. Apply the theory, techniques, and applications of emotion-focused approaches in counselling
	4. Explain trauma-informed counselling
	5. Apply family and group counselling approaches
Module 1 (Credit 1) Psychodynamic and Behavioral Approaches	
Learning Outcomes	After studying this module, learners will be able to:
	1. Analyze the key concepts of classical psychoanalysis
	2. Discuss the theoretical concepts and techniques of transactional analysis
	3. Explain theoretical perspectives of behavior therapy
	4. Critically evaluate the applicability of behavior therapy in addressing various psychological issues

Content Outline	<p>1.1 Classical Psychoanalysis</p> <p>1.2 Transactional Analysis</p> <p>1.3 Behavior Therapy- Assumptions, concepts and theories</p> <p>1.4 Behavior therapy- Technique and applications</p>
Module 2 (Credit 1) Cognitive Behavioral Approaches	
Learning Outcomes	After studying this module, learners will be able to:
	1. Summarize the cognitive model and it's role in shaping emotional experiences and behavior.
	2. Analyze the similarities and differences between cognitive-behavioral approaches
	3. Apply the principles of reality therapy and its focus on personal responsibility and choice
	4. Define Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT)
Content Outline	<p>2.1 Beck's CBT</p> <p>2.2 REBT</p> <p>2.3 Reality Therapy</p> <p>2.4 Orientation to Mindfulness-based therapies- ACT and DBT</p>
Module 3 (Credit 1) Counselling in Groups	
Learning Outcomes	After studying this module, learners will be able to:
	1. Analyze group therapy techniques and strategies for facilitating group processes and creating a therapeutic environment
	2. Discuss approaches to family therapy
	3. Apply the counselling skills in couples in therapy
	4. Explain Life skills and their application in various settings

Content Outline	3.1 Group therapy 3.2 Family therapy 3.3 Couples therapy 3.4 Life Skills Training
Module 4 (Credit 1) Trauma and Indian approaches	
Learning Outcomes	After studying this module, learners will be able to: 1. Explain the principles of trauma-informed therapy and its application in treating trauma survivors 2. Apply trauma-focused CBT in counselling 3. Analyze the strengths and limitations of Indian approaches in the context of contemporary psychotherapy 4. Apply art-based and dance-based interventions for trauma
Content Outline	4.1 Basics of Trauma-Informed Counselling 4.2 Trauma Focused CBT 4.3 Indian Approaches to Psychotherapy - Yoga, Vipassana 4.4 Alternate Approaches- Art-Based Interventions, Dance Movement Therapy

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Review specific Indian approaches to psychotherapy
2. Develop a therapy plan for a specific concern and population
3. Debate on pros and cons of therapeutic approaches
4. Review contemporary applications and techniques of therapy
5. Presentations can be conducted to assess knowledge
6. Write and submit a book review of a classical book on an approach

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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-IV (Counselling Psychology)
Field-Based Practicum in Counselling Psychology – Major (Core)
Paper Code: 412922

Course Title	Field-Based Practicum in Counselling Psychology
Course Credits	4
Course Outcomes	<p>After studying this course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop advanced skills in psychological assessment, therapeutic intervention, 2. Application of psychopathology 3. Critically evaluate the ethical practice in counselling settings. 4. Engagements with clients, 5. Apply reflective practices as a professional counselling psychologist
Content Outline	<p>Duration and Required Hours:</p> <ul style="list-style-type: none"> • Overall Engagement: Students must complete 120 hours of activities related to counselling, including direct client interactions and supervision sessions. <p>Case Management:</p> <ul style="list-style-type: none"> • Engagement with Cases: Students will work with 8 to 10 cases during their practicum, covering a range of counselling situations to broaden their learning experience. • Case Reporting: Students are required to analyze and report on eight of these cases in their final counselling reports. These reports will include case summaries, strategies used, outcomes, and reflective analysis.

	<p>Supervision and Mentorship:</p> <ul style="list-style-type: none"> • Supervisory Sessions: Regular supervision is a core part of the practicum, crucial for discussing case management, addressing challenges, and supporting professional development. • Support from Faculty and Field Supervisors: Students will receive feedback from both faculty members and appointed field supervisors, providing a comprehensive learning experience. <p>Documentation and Ethical Compliance:</p> <ul style="list-style-type: none"> • Practicum Log: Students must keep a detailed log of their hours, activities, and reflections, documenting their practicum experience. (Maintaining a Diary) • Legal and Ethical Adherence: All practicum activities must comply with the Mental Health Care Act 2017, following the required standards of counselling practices. <p>Culmination and Reporting:</p> <ul style="list-style-type: none"> • Final Counselling Report: The practicum ends with a comprehensive report on the eight selected cases, discussing the counselling process, the student's role, interventions used, and reflections on the outcomes and personal development.
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Evaluation:

Internal Evaluation (50 Marks)

This segment focuses on the student's direct involvement and contribution to the practicum activities.

- **Engagement (20 Marks):** This criterion assesses the depth of students' interactions with clients and their active role in supervision sessions. Factors such as the ability to build a trusting relationship, show empathy, and effectively apply various counselling techniques are evaluated. It reflects on how well students can connect with clients and supervisees, demonstrating understanding and compassion while implementing learned counselling methods.
- **Participation (15 Marks):** Here, the emphasis is on the student's involvement in group supervision and peer learning activities. This includes the ability to engage constructively in discussions, provide and receive feedback, and share valuable insights from their practicum experiences. The ability to engage in self-reflection, critically analyze one's strengths and

areas for improvement, and actively participate in collective learning processes are key aspects of this evaluation.

- **Performance (15 Marks):** This area scrutinizes the student's ability to manage cases effectively, incorporating assessment, planning, intervention, and evaluation. It also examines the student's reflections on their practice as documented in their practicum log, emphasizing their capacity to link theoretical knowledge with practical application, navigate ethical dilemmas, and articulate their personal and professional development. Adherence to professional and ethical standards, demonstrating adaptability, and problem-solving skills in diverse counselling situations is crucial.

External Evaluation (50 Marks)

This section evaluates the student's ability to synthesize and articulate their practicum learning and experiences.

- **Viva (20 Marks):** The Viva voce is an oral examination where students are evaluated on their application of theoretical knowledge to practice, their ability to articulate experiences and learnings from the practicum, and their understanding of ethical considerations in counselling. This component tests the students' oral communication skills, depth of understanding, and reflective thinking in their counselling practice.
- **Simulated Case (15 Marks):** Students are required to conduct a thorough analysis of selected cases from their practicum. This involves a detailed examination of the counselling strategies applied, the critical thinking process behind decision-making, and the evaluation of outcomes. This component assesses the student's analytical skills, their ability to apply theoretical concepts in practice, and their capacity for reflective evaluation of their interventions.
- **Report (15 Marks):** Students must compile and submit a comprehensive report that encapsulates their overall practicum experience. This report should detail the interventions used, the challenges faced, and the outcomes achieved, alongside personal and professional reflections on the learning journey. The quality of the report, its structure, depth of analysis, and reflective quality are evaluated to understand the student's integrative learning and growth.

SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-IV (Counselling Psychology)
Internship in Counselling Psychology – Major (Core)
Paper Code: 412933

Course Title	Internship in Counselling Psychology
Course Credits	4
Course Objectives	<p>The internship is designed for students to actively engage in the field of Counselling Psychology within NGOs, rehabilitation centers, hospitals, or private clinics. The primary aim is to enhance awareness among students about the diverse opportunities in the field, facilitating both their career progression and the growth of the discipline. Through this hands-on experience, students will:</p> <ol style="list-style-type: none"> 1. Practice competencies developed throughout their postgraduate programme. 2. Gain familiarity with the organizational structure, protocols, relationships, processes, and working conditions in their chosen settings. 3. Foster the development and identification of their professional roles.
Course Outcome:	<p>After studying this course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop effective therapeutic rapport and communication skills with clients from diverse backgrounds. 2. Apply theoretical knowledge of counselling approaches (such as cognitive-behavioral therapy, psychodynamic therapy, humanistic therapy) in practice.

Course Outline	<ol style="list-style-type: none"> 1. Students will undertake block placements in selected schools, NGOs/hospitals, completing a minimum of 240 hours during their internship period. They are required to maintain an internship diary, adhere to the ethical guidelines of their host organization, and report to their organizational supervisor. 2. Student has to report to centers and work on a total of 10 cases from history taking to intervention sessions. 3. Cases should be discussed with the supervisor in groups or individually.
	<ol style="list-style-type: none"> 1. Certificate of attendance and completion of the internship institute should be attached. 2. Students can use any one or combination of the following therapeutic techniques for every case. 3. Minimum of five sessions of counselling plan should be submitted. 4. Write a detailed report on 6-8 cases selected out of a total of 8-10 cases worked on. 5. Group counselling may constitute educational or vocational group testing sessions and educational and/or vocational guidance may be provided based on findings.

Examination and Evaluation Scheme

The assessment framework is tailored to measure the application of counselling psychology theories, the development of counselling skills, reflective practice, and professional growth. The components include:

1. Internship Diary (15 Marks)

- **Internship Diary:** A detailed record of daily counselling activities, including client interactions, assessment techniques employed, and therapeutic interventions.
- **Reflections:** Thoughtful analyses of counselling experiences, challenges encountered, and the integration of counselling theory with practice.
- **Evaluation Criteria:** Depth and breadth of counselling reflections, application of clinical methods, growth in counselling competencies, and adherence to ethical standards.

2. Counselling Internship Report / Case File (20 Marks)

- A detailed report summarizing the counselling experience, highlighting psychological assessments, treatment plans formulated, interventions implemented, and case studies.
- **Evaluation Focus:** Comprehensive analysis of counselling work, demonstration of counselling judgment and skills, synthesis of theoretical knowledge with practical experiences, and reflective insights on professional development.

3. Internship Presentation/Viva (15 Marks)

- A formal presentation or oral examination discussing the internship experience, with emphasis on specific cases, therapeutic outcomes, professional challenges, and ethical considerations in counselling practice.
- **Assessment:** Conducted by both an internal panel and an external clinical supervisor, evaluating the student's ability to articulate counselling experiences, and demonstrate clinical reasoning, ethical decision-making, and professional growth.

Total Evaluation by

- **Internal Panel:** Faculty members with expertise in Counselling psychology, assessing the integration of academic knowledge with Counselling practice, ethical considerations, and professional development.
- **External Supervisor:** A practicing counselling psychologist/psychotherapist assessing the student's practical skills, engagement in the clinical setting, and the application of clinical psychology principles.

Weightage

The assessment contributes 100% to the final grade, distributed across the outlined components to ensure a comprehensive evaluation of the student's counselling training and professional readiness.

SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-IV (Counselling Psychology)
Psychological Adjustment Across the Lifespan – Major (Core)
Paper Code: 422911

Course Title	Psychological Adjustment Across the Lifespan
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Applications of developmental theories across the lifespan and human development from infancy to old age
	2. Examine the role of schooling, education, and parenting in shaping cognitive, social, and emotional development during childhood and adolescence
	3. Apply the theories of youth development and navigating challenges such as peer pressure, bullying, career planning, and emerging sexuality
	4. Develop interventions to support adolescents' growth and well-being
	5. Recognize the dynamics of marriage and intimate relationships, domestic and sexual abuse, occupational hazards, and work-life balance across adulthood
	6. Explore theories of aging and predictors of positive and negative aging outcomes among older adults, and develop strategies to promote successful aging and address challenges such as grief and bereavement
Module 1 (Credit 1) Infancy and Childhood	
Learning Outcomes	After learning the module, learners will be able to
	1. Application of major developmental theories
	2. Identify common risk factors (e.g., poverty, trauma, family dysfunction) that may impact children's development and resilience.

	<p>3. Learn evidence-based strategies and techniques for promoting positive parent-child relationships and fostering healthy development in children.</p> <p>4. Examine different educational approaches and their potential impact on children's learning outcomes and socioemotional well-being.</p>
Content Outline	<p>1.1 Introduction to developmental theories</p> <p>1.2 Risk and Protective Factors for resilience in children</p> <p>1.3 Role of Schooling and Education in child's development</p> <p>1.4 Positive Parenting</p>
Module 2 (Credit 1) Youth Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply theoretical frameworks to analyze the factors influencing the physical, cognitive, social, and emotional development of adolescents.
	2. Analyze the impact of peer pressure and bullying on adolescents' psychological well-being, social relationships, and academic performance.
	<p>3. Explore cultural and societal influences on adolescents' understanding and expression of sexuality, and address issues of diversity and inclusivity in sexual education and counselling.</p> <p>4. Apply theoretical frameworks to understand the stages of career development, career decision-making processes, and factors influencing career choices.</p>
Content Outline	<p>2.1 Theories of Youth Development</p> <p>2.2 Peer pressure and bullying</p> <p>2.3 Career Planning and Development (Super's Lifespan, and Holland's Theory of Vocational Personalities and Work Environments)</p> <p>2.4 Emerging Sexuality</p>

Module 3 (Credit 1) Adulthood	
	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Discuss theories and models of marriage and intimate relationships 2. Recognize the signs and dynamics of domestic violence, intimate partner violence, and sexual abuse, including power and control dynamics and the cycle of abuse. 3. Analyze the impact of occupational hazards such as job stress, burnout, workplace harassment, and unemployment on individuals' mental health and well-being 4. Explore the challenges and consequences of workaholism, and its impact on relationships, health, and overall quality of life.
Content Outline	<ol style="list-style-type: none"> 3.1 Marriage and Intimate Relationships 3.2 Domestic and Sexual Abuse 3.3 Coping with Occupational Hazards-Job Stress, Sexual Harassment, Unemployment /Underemployment 3.4 Balancing Work and Other Spheres-Workaholism, Work, and Family Roles, Work-life Balance
Module 4 (Credit 1)- Old Age – Aging	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Discuss the multifaceted nature of aging processes, including biological changes, psychological adjustments, and social transitions across the lifespan. 2. Recognize risk factors associated with negative aging outcomes, such as chronic illness, social isolation, financial strain, and psychological distress. 3. Explore evidence-based strategies and interventions aimed at promoting successful aging 4. Apply psychological and emotional processes of grief and bereavement, including common reactions, stages of mourning, and cultural variations in grieving practices.

Content Outline	<p>4.1 Theories of Aging</p> <p>4.2 Predictors of positive and negative aging</p> <p>4.3 Strategies to Promote Positive Aging.</p> <p>4.4 Grief and Bereavement</p>
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Written Assignment on Grief Counselling
2. Review the changing nature of marriage and intimate relationships in the current era.
3. Review Laws, legal aid, and NGOs that assist in domestic and sexual abuse
4. Simulated cases in any one of the areas
5. Develop an intervention plan for positive parenting and/or positive aging

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SNDT Women's University
 Postgraduate Programmes
MA Psychology (NEP – 2023)
 Syllabus of
 MA- IInd Year – SEM-IV (Counselling Psychology)
Research Dissertation – Major (Core)
Paper Code: 452931

Course Title	Research Dissertation
Course Credits	6
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ul style="list-style-type: none"> • Develop proficiency in conducting psychological research, including formulating research questions, designing studies, collecting and analyzing data, and interpreting results. • Enhance critical thinking abilities by evaluating existing literature, identifying gaps in knowledge, and proposing novel research directions or hypotheses. • Improve written and oral communication skills through the preparation and presentation of a comprehensive research proposal and dissertation. • Understand and adhere to ethical guidelines in psychological research, including obtaining informed consent, protecting participant confidentiality, and minimizing potential harm. • Demonstrate competence in selecting appropriate research methodologies and techniques, justifying methodological choices, and addressing potential limitations and biases. • Apply appropriate statistical techniques to analyze research data, interpret findings, and draw meaningful conclusions in accordance with research objectives. • Apply theoretical concepts and empirical findings from psychology into the design, implementation, and interpretation of research. • Develop problem-solving skills by addressing challenges encountered during the research process and making appropriate adjustments to research plans or methodologies. • Demonstrate independence, initiative, and self-motivation in carrying out a substantial research project from inception to completion under the guidance of a supervisor.

<p>Content Outline</p>	<p>The layout of the Dissertation:</p> <p>Introduction</p> <p>review of literature Method</p> <p>Results</p> <p>Discussion</p> <p>Conclusion</p> <p>Implication of the Study Limitations</p> <p>Recommendations.</p> <p>References</p> <p>Appendix</p> <p>Guideline for Research Dissertation</p> <p>1) Executing the Research Proposal finalized in Semester III, for which the research guide is already assigned in Semester III, and the proposal presented before the Departmental committee which serves as the Departmental ethics committee.</p> <p>2) Psychological tests used should be standardized and as far as possible recent.</p> <p>3) References should be given in APA style.</p> <p>4) One hardbound and one soft copy of the report (80 to 100 pages) should be submitted to the department before the final examination.</p> <p>5) The student will face a viva voce during which she will present the key findings of her work and be questioned on the same. Marks will be assigned separately for the writing of the dissertation as well as the oral presentation and defense.</p>
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Evaluation:

- Report
- Presentation
- Viva-Voce – External and Internal Examiner