



Syllabus

Second Semester Courses in

MA PSYCHOLOGY:

LIFESPAN COUNSELLING

2023-2024

Contents:

- **Syllabus for Core Courses:**
 - Normal and Abnormal Development in Childhood and Adolescence
 - Psychotherapeutic Techniques-I
 - Psychological Assessment in Childhood and Adolescence
- Evaluation and Assessment guidelines

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MA-I (Psychology)

Course Code: PAPSY6005CRI

Name of the Course: Normal and Abnormal Development in Childhood and Adolescence

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

Course Objectives:

1. To understand theoretical models and research explaining typical and atypical development in different areas of the lifespan stages of childhood and adolescence
2. To evaluate these models and research findings in the current real-world scenario and in the Indian context
3. To be able to apply this understanding practically in the context of counselling

Course Outcomes (COs):

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand theoretical models and recent research explaining typical and atypical development in different areas of the lifespan stages of childhood and adolescence	PSO 3, 8	U
CO 2	Evaluate these models and research findings in the current real-world scenario and in the Indian context	PSO 3, 8, 9	E
CO 3	Apply this understanding practically in the context of counselling	PSO 1, 3, 8	Ap

Unit 1 Cognitive development in infancy, childhood and adolescence 15 hours

- 1.1 Classic theories of cognitive development - Piaget, Vygotsky
- 1.2 Contemporary theories - connectionism, dynamic systems
- 1.3 Development of processes - language, memory, problem-solving
- 1.4 Difficulties in cognitive development - intellectual disability, specific learning disorders, ADHD

Unit 2 Social and emotional development in infancy, childhood and adolescence 15 hours

- 2.1 Development of theory of mind
- 2.2 Development of emotion - expression and regulation
- 2.3 Development of empathy



2.4	Development of peer interaction	
2.5	Difficulties in socio-emotional development - ASD	
Unit 3	Development of the self-concept and morality	15 hours
3.1	Infant temperament	
3.2	Development of the self-concept	
3.3	Development of morality	
3.4	Aggression and altruism	
3.5	Difficulties in moral development - ODD and conduct disorder	
Unit 4	The Context of Development	15 hours
4.1	Bronfenbrenner's theory of ecological development	
4.2	Family as a context - parents and siblings	
4.3	Peers and school as agents of socialization	
4.4	Separation anxiety disorder	

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.
- DSM-5 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*. Arlington: American Psychiatric Publishing.
- Steinberg, L., Vandell, D., & Bornstein, M. (2010). *Development: Infancy through adulthood*. Nelson Education.
- Thornton, S. (2008). *Understanding human development: biological, social and psychological processes from conception to adult life*. Macmillan International Higher Education.
- Saraswathi, T. S. (Ed.). (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage.

Evaluation (Core Theory): Total marks per course – 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

Continuous Internal Assessment (40% Weightage):

- CIA 1 - Assignment (20 Marks)
CIA 2 - Class Test (20 Marks)



II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination (60 % Weightage) : Written examination: 60 Marks

Written examination : One compulsory question + Answer Any 3 out of 5 questions (Each question carries equal marks i.e. 15 Marks)

Eg: Template for the Core course End Semester examination in Semester 2 for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.



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MA-I (Psychology)

Course Code: PAPSY6006CRI

Name of the Course: Psychotherapeutic Techniques-I

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: Not Applicable

Course Objectives:

- I. To understand the importance of theory in counselling and psychotherapy
- II. To develop the skill of looking at a therapy case through the lens of a particular therapeutic approach
- III. To understand the history and theoretical frameworks of a variety of therapeutic approaches
- IV. To apply the understanding of these therapeutic approaches to the framing of goals, assessment of the client and the building of a therapeutic relationship in practice

Course Outcomes (COs):

CO No.	On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the nature of a theory in counselling and psychotherapy	PSO 2	U
CO 2	Understand the need for theory in counselling and psychotherapy	PSO 2	U
CO 3	Get an orientation to the history, development and theoretical foundations of thirteen evidence-based approaches to psychotherapy	PSO 2	U
CO 4	Evaluate the advantages and limitations of each approach to psychotherapy	PSO 2	E
CO 5	Apply theory to conceptualize cases according to these different approaches	PSO 2	Ap

Unit 1 Introduction to theory in counselling 15 hours

- 1.1 What is a theory
- 1.2 Why do we need theory
- 1.3 Moving towards theoretical integration
- 1.4 Case conceptualization

Unit 2 Experiential approaches (Person-centered therapy & Gestalt therapy) 15 hours

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- 2.1 History and development
- 2.2 Theoretical framework
- 2.3 Goals, assessment and the therapeutic relationship
- Unit 3 Cognitive and behavioural approaches (Cognitive-Behaviour Therapy, Rational Emotive Behaviour Therapy, & Dialectical Behaviour Therapy) 15 hours**
- 3.1 History and development
- 3.2 Theoretical framework
- Unit 4 Constructivist approaches (Solution-focused brief therapy & Narrative therapy) & Systems approaches (Family systems therapy & Transactional Analysis) 15 hours**
- 4.1 History and development
- 4.2 Theoretical framework
- 4.3 Goals, assessment and the therapeutic relationship

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.

Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.

Laungani, P. (2004). *Asian perspectives in counselling and psychotherapy*.

Manickam, L. S. S. (2010). Psychotherapy in India. *Indian journal of psychiatry*, 52(1), 366-370.

McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education (UK). Routledge.

Evaluation (Core Theory): Total marks per course – 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

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Continuous Internal Assessment (40% Weightage): 8 individual assignments for ten marks each on the application of the 8 different therapeutic approaches

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination (60 % Weightage) : Written examination: 60 Marks

Eg: Template for the Core course End Semester examination in Semester 2 for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.



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Name of the Course: Psychological Assessment in Childhood and Adolescence

Credits : 4 (Theory 3 - Total 45 hrs and Practical 1 - Total 30 hrs)

Prerequisite: Not Applicable

Course Objectives:

1. To develop competence in the administration, scoring and interpretation of common tools of psychological assessment used with children and adolescents.
2. To understand how to use information gained from psychological testing to inform therapeutic intervention recommendations.
3. To develop skills of writing test reports that are clear, informative and meet ethical guidelines.
4. To increase awareness of ethical and practical issues associated with psychological testing.

Course Outcomes (COs):

CO No.	Course Outcomes On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Develop competence in the administration, scoring and interpretation of common tools of psychological assessment used with children and adolescents.	PSO 5	Ap
CO 2	Apply information gained from psychological testing to inform therapeutic intervention recommendations.	PSO 5	Ap
CO 3	Develop skills of writing test reports that are clear, informative and meet ethical guidelines.	PSO 5	Ap
CO 4	Critically analyse and evaluate ethical and practical issues associated with psychological testing.	PSO 5	An, E

1.	Introduction to assessment of children and adolescents	5
1.1	Administration of tests with children	
1.2	Report-writing	
1.3	Observation and behaviour rating scales- CBCL, Vanderbilt, ADHD	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
2.	Projective tests with children	15
2.1	History of projective techniques, critical evaluation	
2.2	Projective drawing - DAP, Kinetic House-Tree-Person, Kinetic	



	Family Drawing	
2.3	Children's Apperception Test	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
3.	Intelligence testing with children	15
3.1	The concept of IQ, history of and debates regarding intelligence testing	
3.2	Vineland Social Maturity Scale	
3.3	Seguin Form Board	
3.4	Binet-Kamat Intelligence Test	
3.5	Wechsler Intelligence Scale for Children	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	
4.	Vocational guidance assessment	10
4.1	Holland's Self-Directed Search	
4.2	David's Battery of Differential Abilities	
	Practical: Administration, Scoring, Interpretation & Report Writing of tests learnt	

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Fisher, C. (2022). *Decoding the Ethics Code*. Sage.

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2017). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Brooks Cole.

Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.

Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

McLeod, J. (2013). *An introduction to counselling*. McGraw-Hill Education.

Pope, K.S., & Vasquez, M.J.T. (2011). *Ethics in psychotherapy and counseling: A practical guide*. Wiley.

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Practical:

- 1 Administration, Scoring, and Interpretation of Rating Scales (5 hours)
(CBCL and Vanderbilt ADHD)
- 2 Administration, Scoring, and Interpretation of Projective Tests (10 hours)
(DAP, HTP, CAT)
- 3 Administration, Scoring, and Interpretation of Intelligence Tests (10 hours)
(SFB, BKT, WISC-IV)
- 4 Administration, Scoring, and Interpretation of Vocational
Guidance Assessments (DBDA, SDS) (5 hours)

Evaluation (Core Theory): Total marks per course – 150.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

Continuous Internal Assessment (40% Weightage)

CIA 1: Test administration and report writing (20 marks)

CIA 2: Test administration and report writing (20 marks)

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination (60 % Weightage)

Written examination: 60 Marks:

MCQ from all units - 5 questions 1 mark each, all compulsory, 5 marks

Short answer questions from all units - one question from each unit for 5 marks, with internal choice, 25 marks

Evaluation of (Practical) Total marks Practical course - 50.

CIA: 20 marks (Administration and Scoring from Units 1 and 2)

End Semester Practical Examination: 30 marks (Administration and Scoring-All units)

Eg: Template for the Core course End Semester examination in Semester I for the Core course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	05		10	15
2		05	10	15
3		05	10	15
4		05	10	15
-TOTAL - Per objective	05	15	40	60
% WEIGHTAGE	8.33	25	66.67	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.

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Syllabus

Second Semester Courses in

MA PSYCHOLOGY:

LIFESPAN COUNSELLING

2023-2024

Contents:

- **Syllabus for Elective courses:**
 - **Counselling Special Groups in Childhood and Adolescence**
- **Evaluation and Assessment guidelines**



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MA-I (Psychology)

Course Code: PAPSY6002EL1

Name of the Course: Counselling Special Groups in Childhood and Adolescence

Credits : 4 (Theory 4 - Total 60 hrs)

Prerequisite: None

Course Objectives:

1. To understand the theory behind, and develop skills in counselling techniques specific to the lifespan stages of childhood and adolescence
2. To develop skills for working with distinct population groups within this lifespan stage
3. To be able to apply the skills learned in the current, real-world, Indian context

Course Outcomes (COs):

CO No.	Course Outcomes On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Understand the theory behind, and develop skills in counselling techniques specific to the age group of childhood and adolescence	PSO 4	U, Ap
CO 2	Develop skills for working with distinct population groups within this lifespan stage	PSO 4	Ap
CO 3	Apply the skills learned in the current, real-world, Indian context	PSO 1, 4, 9	Ap

Unit 1. Using play therapy techniques in counselling (12 hours)

- 1.1 Definition of play therapy and its functions
- 1.2 Materials for play therapy and its use
- 1.3 Practical considerations for conducting play therapy sessions
- 1.4 Non-directive play therapy & Directive play therapy

Unit 2. Using art-based techniques in counselling (12 hours)

- 2.1 Defining art therapy and its function in counselling
- 2.2 Types of art materials
- 2.3 Structure of an art therapy session and possible observations
- 2.4 Expressive art-based techniques for group therapy



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Unit 3. Working with survivors of child sexual abuse (12 hours)

- 3.1 Signs, stages, specific behaviours and long-term effects of CSA
- 3.2 Characteristics of perpetrators
- 3.3 POCSO (Protection of Children from Sexual Offenses Act, 2012)
- 3.4 Preventive sex education
- 3.5 Working with parents and families of child survivors of CSA
- 3.6 Working with survivors - Dos and Don'ts, initial assessment of PTSD, Trauma-Focused Cognitive Behaviour Therapy

Unit 4. Applied Behaviour Analysis (12 hours)

- 4.1 Definition and Goals of Applied Behaviour Analysis
- 4.2 Application of ABA to children with Autism Spectrum Disorder
- 4.3 Function and Topography of behaviour
- 4.4 Functional Behavioural Assessment and ABCs of behaviours
- 4.5 Tools/ techniques of change in behaviour

Unit 5. School-based Primary Prevention Programmes (12 hours)

- 5.1 Need for school counselling
- 5.2 Interventions to increase mental health awareness among stakeholders
- 5.3 Ethical considerations in implementing school-based primary prevention programmes
- 5.4 Documentation of school-based primary prevention programmes
- 5.5 Teacher training & Evidence-based school interventions

List Of Recommended Reference Books (list based on the most recent date of publication to oldest)

Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). Applied Behavior Analysis. Pearson.

Poynton, T.A. & Carlson, J. (2016). *Promoting social and emotional learning in schools: A practical guide for school-based professionals*. Routledge.

Scafefer, C.E. & Cangelosi, D. (2016). *Essential Play Therapy Techniques*. Guilford.

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Deblinger, E., Mannarino, A.P., & Cohen, J. (2015). *Child Sexual Abuse: A Primer for Treating Children, Adolescents, and their nonoffending parents*. Oxford University.

Stone, C.B. & Dahir, C.A. (2015). *The Transformed School Counselor*. Cengage.

Fisher, W.W., Piazza, C.C. & Roane, H.S. (2014). *Handbook of applied behavior analysis*. Guilford Press.

Malchiodi, K. & Perry, B. (2014). *Creative Interventions for Traumatized Children*. Guilford.

Cohen, J. Mannarino, A.P., & Deblinger, E. (2012). *Trauma-focused CBT for Children and Adolescents: Treatment Applications*. Guilford.

Malchiodi, K. (2011). *Handbook of Art Therapy*. Guilford.

Drewes, A.E. (Eds) (2009). *Blending Play Therapy with Cognitive-Behavioral Therapy- Evidence-based and Other Effective Techniques*. John Wiley & Sons.

Kaduson, H.G. & Schaefer, C.E. (2006). *Short term Play Therapy for Children*. Guilford.

Edwards, D. (2004). *Art Therapy*. Sage.

Nelsen, J., Lott, L., & Glenn, S. (2000). *Positive Discipline in the Classroom- Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom*. Harmony.

Evaluation (Core Theory): Total marks per course – 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
Continuous Internal Assessment (40% Weightage): 5 application-based 10 mark assignments- one for each module
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 60 marks
Written examination: 60 Marks
 - Long answer questions from all modules

Eg: Template for the Elective course End Semester examination in Semester 2 for the Elective course

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	3	3	6	12
2	3	3	6	12
3	3	3	6	12
4	3	3	6	12
5	3	3	6	12
-TOTAL -	15	15	30	60



Per objective				
% WEIGHTAGE	25	25	50	100%

College Grids for assignments/presentations are used/adapted according to the type of assessment.



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Syllabus

Second Semester Courses in

MA PSYCHOLOGY:

LIFESPAN COUNSELLING

2023-2024

Contents:

- Syllabus for Field Project in Childhood and Adolescence
- Evaluation and Assessment guidelines



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MA-I (Psychology)
 Name of the Course: Field Project in Childhood and Adolescence
 Credits : 6 (12 hours/week)

Course Code: PAPSY6001FPI

Prerequisite: Not Applicable

Course Objectives:

1. To identify and assess behavioural, emotional, and psychosocial issues of concern in childhood and adolescence in real-world settings.
2. To apply theoretical knowledge of typical and atypical developmental concerns in childhood and adolescence to real cases
3. To plan and execute counselling and psychotherapeutic interventions for children and adolescents in both individual and group settings
4. To be able to work in real-world settings where counsellors work with children and adolescents

Course Outcomes (COs):

CO No.	Course Outcomes On completing each of the courses of this semester the PG student will be able to...	PSOs Addressed	Cognitive Level
CO 1	Effectively use skills for practising counselling and psychotherapy with children and adolescents	PSO 1,3,4	U, An, Ap
CO 2	Practise theory- and research-informed counselling and psychotherapy for children and adolescents	PSO 2	U, An, Ap
CO 3	Understand and identify issues of concern associated with children and adolescents	PSO 3	U, An, Ap
CO 4	Recognise when to use and appropriately use assessment tools to inform therapeutic decisions	PSO 5	U, E, An, Ap
CO 5	Conceptualize client problems based on theory and research to inform therapy planning	PSO 2,7,8	U, E, An, Ap
CO 6	Plan and execute appropriate individual and group counselling and psychotherapy sessions with children and adolescents	PSO 1,3,4,8,9	U, An, Ap
CO 7	Use supervision to enhance their learning and development as counsellors	PSO 1,2,7	U,A, E

In Semester II, students are engaged in field project work for a total of 12 hours in a week.
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Of these, they are at schools for two days in a week for 5 hours each day. These settings allow the students to interact with children and adolescents as this is the lifestyle of focus in the second semester.

These interactions are supervised. Students are encouraged to engage with clients in the setting through individual counselling and group counselling sessions.

For 2 hours per week, students meet with their faculty supervisors and present cases they have seen in the field. Discussions are held regarding conceptualization of the cases and planning of interventions.

At the end of the semester, students submit a case file for evaluation and have a viva about their fieldwork experience. They receive grades for their performance on field, their viva and their case files.

Evaluation of Field Project (100 marks)

Field Performance (40 marks): Students will be evaluated by their assigned field supervisor on Professionalism, Motivation and Initiative, Use of Counselling Skills, and Application of Theory.

Viva (30 marks): In-house faculty will conduct a viva to assess the students' individual and group therapy work on field and their reflections and learnings from the field.

Case File (30 marks): Each student will submit a case file which will include records of minimum 2 individual cases they have worked with, the group therapy conducted on the field site, and their reflections. This will be evaluated by in-house faculty.



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