

Syllabus for

M.A. IN WELLNESS COUNSELLING

Approved by the Goa University

Nirmala Institute of Education

Altinho, Panaji, Goa

M.A. IN WELLNESS COUNSELLING

Introduction

1. Wellness may be defined as the ability of a person to develop one's potentials, work productively and creatively, build strong and positive relationships with others, and be useful to one's family and country. It is a conscious, deliberate state that enables a person to make choices for a more satisfying and productive style of life.
2. The Wellness Counselling programme is designed to help people acquire the knowledge, skills and attitudes they need for maximising their potential for successful academic progress, career development, and personal and social growth. Its purpose is to help people to come to know the strengths and abilities they possess, and to build on them.
3. The counselling intervention aims at optimising a person's everyday personal and interpersonal functioning, and at addressing dysfunctions only from a strengths-based perspective. It seeks to promote development across the lifespan while respecting the role of the environment in people's lives. Its focus is less on remedial or therapeutic solutions and more on the identification and development of personal strengths. The objective is to help all persons craft lives of wellness, health, and meaning.
4. This program aims at training counselling professionals committed to the growth and development of the people with whom they will work. The trainees are exposed to a wide range of counselling theories and intervention techniques as they develop their clinical skills and their own understanding about wellness and what is meant by optimal functioning.
5. The learning process is based on prescribed readings and class discussions more than on lectures. It uses a constructivist approach. Students share in class, and also question, their understanding of the concepts they acquire from the prescribed readings, and the class discussion that follows helps to give clearer shape to each student's knowledge of the topic under study.
6. The role of the Instructor is to guide the class discussions and to bring the class to a more precise definition of the concepts and constructs under study and to demonstrate how the knowledge can be applied in counselling. Skills are acquired through supervised hands-on practical sessions. Research methodology is an important component of the curriculum.

7. ***Every student will keep a journal in which they will enter the knowledge, attitudes and skills they derive from each course, and preferably from every class session, and indicate how they see these as relevant to the counselling practice.***

8. The program consists of **20 compulsory courses** (60 credits) and **10 elective courses** (30 credits) covered in two academic years divided into six teaching trimesters, and an additional trimester of internship. Practical training also forms an important part of every course.

Note: One credit represents 1.5 clock hours of class session per week for ten weeks of class during a full academic term of three months. Thus a course carrying 3 credits involves 45 clock hours of class sessions during one academic term of three months.

In brief: the basic objectives of this program, to which all trainees are expected to subscribe, are:

1. The optimal development and functioning of individuals, groups, and organizations;
2. Appreciation of the strengths and uniqueness of individuals;
3. Belief in the unbounded potential of human beings; and
4. Respect for the integrity of all people.

Students are strongly encouraged to adopt approaches to client interaction that take into account the various contexts in which clients live and function. They should also endeavour to acquire what Peter Drucker has called the essential qualities of successful leaders – *integrity, humility, and generosity.*

The program also stresses the critical role of self-exploration and personal reflection as components of professional development; professional development is inseparable from personal growth. The faculty see themselves as learners who are able to guide the students' learning because of their head start in the learning of their subject. They reflect their learner attitude in the classroom by their willingness to listen.

CORE COURSES

C. 01. BASIC COUNSELLING TECHNIQUES [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Introduction to Counselling Psychology – what is psychology, fields of psychology, counselling psychology. Basic counselling principles - key concepts, problems in living, goals, collaborative relationships, values, preparation, making a space, tasks, methods, responding to crisis. Where counselling takes place – significance of context; philosophical principles and underlying assumptions. Basic interviewing skills – lead in responses, reflection of feelings, open-ended questions, close-ended questions, clarification, summarization, confronting. Building counselling relationships, facilitating client self-exploration; the therapeutic relationship; therapeutic factors, processes, stages; therapeutic alliance; micro-skills. Skills of empathy; what empathy is not; ways to generate empathic responses; the five level scale; empathy fatigue in counselling; empathy in CBT and supervision; advanced empathy. Self-disclosure, confrontation, immediacy; validation; Transference, counter transference, verbal and non-verbal cues. **Prescribed Readings:** (1) From Counsellor-in-Training to Professional School Counsellor: Understanding Professional Identity Development. By Gibson, Donna M.; Dooley, Brenda A.; Kelchner, Viki P.; Moss, Julie M.; Bryan, Vacchio C. *Journal of Professional Counselling: Practice, Theory & Research*. Winter/Spring 2012, Vol. 39 Issue 1, p 17-25, 9p. (2) Counseling Techniques: The Best Techniques for Being the Most Effective Counsellor. By Florence Ng, Apr. 30, 2014.

C. 02. CHILD DEVELOPMENT [Class sessions: 30, each of 90 min.; 3 credits; 100 marks (40/60)] **Erikson's** theory of psychosocial development – developmental crisis and tasks, and the various virtues developed at each stage; implication of these for the development of the individual and in the counselling setting. **Piaget's** theory of cognitive development; Piaget's cognitive tasks, and stages of cognitive development. **Vygotsky's** theory of Socio-cultural development and the significance of his various concepts for school counselling. **Bandura's** Social Learning theory; learning through modelling; concepts of reinforcement and punishment and vicarious learning; reciprocal causation model. **Loevinger's** Ego Development theory -- the various stages and introspection about counsellor's as well as counselee's ego development in the counselling setting. **Kohlberg's** theory of moral development. **Maturing brain.** Comparison of various theories to formulate a conceptual framework. **Prescribed Readings:** (1) The Self's Development and Ego Growth: Conceptual Analysis and Implications for Counselors. By Hamachek, Don E., *Journal of Counseling & Development*, Oct. 85, Vol. 64 Issue 2, p 136, 7p. (2) Promoting Hope: Suggestions for School Counselors By Pedrotti, Jennifer Teramoto; Edwards, Lisa M.; Lopez, Shane. *Journal of Professional School Counseling*, Dec 2008, Vol 12, Issue 2, p 100-107, 8p.

C - 03. COGNITION [Class sessions: 30, each of 90 min.; 3 credits; 100 marks(40/60)] Deals with how a person acquires and processes information about the external and internal environments, and how it impacts on the individual's knowledge, affects and behaviours; and how it influences decision making. **Learning:** definition and principles; learning to learn; on-going learning; **Memory**, recall, and forgetting; **Perception** (perception is not determined simply by stimulus patterns; it is a dynamic searching for the best interpretation of the available data); **Attention:** models of selective attention; **Brain** and the recent knowledge about how it functions in a person's knowing, affect, and behaviour; **Creative problem solving;** blocks to problem-solving; **Decision-making;** **Intuition;** **Gender differences in cognition, learning and cognitive style;** **Cognitive-affective basis of behaviour.**

NOTE: *Journal entries should indicate clearly how this knowledge affects the counsellor's understanding of the client's perceptions and attitudes.* **Prescribed Readings:** (1) Intuition as an influence on creative problem-solving: the effects of intuition, positive affect, and training. By Eubanks, Dawn L, Murphy, Stephen T; Mumford, Michael D. *Creativity Research Journal*, Apr-Jun 2010, Vol. 22 Issue 2, p 170-184, 15 p. (2) The creative personality: A synthesis and Development of the Creative Person Profile. By Martinson, Oyvind L. *Creativity Research Journal*, 2011, Vol.23, Issue 3, p185-202, 18p.

C 04. STATISTICS FOR SOCIAL SCIENCES [Class sessions: 30; each of 90 min.; credits; 100 marks(40/60)] **Introduction:** statistics in social sciences; **Descriptive statistics** -- measures of central tendencies, mean, median, mode; measures of dispersion, range, standard deviation; variance and quartile deviation; **Inferential statistics** -- Meaning of tests of significance - parametric and non-parametric tests of significance; normal distribution, hypothesis testing, types of error, levels of significance, probability theory. **Analysis of group differences:** t-test, f-test; Analysis of Variance (ANOVA) - one way and two-way. Non-parametric tests, sign test, median test; Mann-Whitney U test; Chi-square test; Kruskal Wallis test. **Measures of relationships:** product moment correlation; rank order correlation; biserial and point biserial, Tetrachoric and phi-coefficient; Partial and multiple correlations; Linear regression. Multivariate Analysis: multiple regression, discriminant analysis, factor analysis. **Prescribed Text :** Gupta, S.C. (2004) *Fundamentals of Statistics*. Delhi: Himalaya Publishing House, 6thed. OR Gaur, A.S. and Gaur, S. S. (2009) *Statistical Methods for Practice and Research*

C.05 OVERVIEW OF COUNSELING THEORIES [Class sessions: 30, each of 90 min.; 3 credits;100 marks (40/60)] Each theory will be studied under the following heads: (a) the author's view of human nature, (b) role of the counsellor, (c) goals of counselling intervention, (d) intervention techniques.. This course will introduce the following systems: Freud's psychoanalytical theory; Adler's Individual Psychology; Carl Roger's Person Centred Approach; Rollo May's and Viktor Frankl's Existential Counselling; Fritz Perls' Gestalt approach; Albert Ellis Rational Emotive Therapy; Eric Berne Transactional Analysis; B.F.Skinner's Behavioural Therapy; William Glasser's Reality Therapy. *Students will enter in their journals how each theory and technique influences the formulation of his or her own personal approach to*

counselling. Prescribed Readings: (1) Freedom: Towards an Integration of the Counselling Profession. By Hanna, Fred, *Journal of Counsellor Education & Supervision*, Dec.2011, Vol. 50 Issue 6, p362-385, 24p. (2) “Nondirectivity” in the theory of Carl Rogers: An unprecedented premise. By Bozarth, Jerold. *Person-Centered and Experiential Psychotherapies*. Dec 2012, Vol 11, Issue 4, p262-276, 15p.

C.06. INTRODUCTION TO STRENGTHS-BASED COUNSELLING [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)]. This course introduces the non-pathologizing approach to counselling – *the basic premise is that optimum functioning, happiness, and fulfilment of people entails more than the identification and remediation of their problems and dysfunctions*. Pathological and non-pathological approaches; positive psychology; wellness counselling - a strengths based approach; habits and behaviour change – moving towards wellness; meaning of health and wellness; definition of health, illness and wellness; health and wellness counselling; how to identify and utilise a person’s signature strengths in the pursuit of goals; formal and informal approaches for assessing wellness; evidence-base for the practice of wellness counselling; wellness evaluation of lifestyle; Five Factor Wellness Inventory; understanding the Wheel of Wellness and its components; Adler’s Individual Psychology; Adler’s “Indivisible Self”; components of the Indivisible Self; how to develop counselling objectives and empower clients, formal and informal methods. Values in Action; Character strengths; spirituality and wellness. **Prescribed Readings:** (1) Positive Psychology and Character Strengths: Application to Strengths-Based School Counselling. By Park, Nansook; Peterson, Christopher *Professional School Counseling*, Dec.2008, Vol 12, Issue 2, p85-92. 8 pages. (2) The Application of Signature Character Strengths and Positive Experiences at Work. By Harzer, Claudia; Ruch, Willibald. *Journal of Happiness Studies*, June 2013, Vol 14 Issue 3, p 965-983, 19p.

C.07 ADOLESCENT DEVELOPMENT [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Physical changes and their implications for growth; Sexual development -- understanding the implications of pornography addiction, sexual orientation and teenage pregnancies in the context of sexual development; development of gender identity - Bem’s theory, Kohlberg’s theory and biological theories; discussion on issues of transgendered youth; moral and cognitive development -Theories of Piaget and Kohlberg on adolescence; Emotional Development - Changing brain, emotional intelligence, role of counsellors; Social development - family, peers and romantic relationships; Loevinger’s Sentence Completion; Self efficacy; Self-identity formation –Marcia’s theory, value building; Most common and critical issues among adolescents - substance abuse, suicides, bullying. *Students will compile a list of basic issues related to development and the Counsellor’s attitudes involved.* **Prescribed Readings:** (1) An integrated model for counselling adolescents by Whitmarsh, Lona; Mullette, Jaime. *Journal of humanistic counselling, education and development*. Fall 2009, vol.48 issue 2, p144-159.16p. (2)

A framework for exploring Adolescent wellness by Spurr, Shelley; Bally, Jill, et al. Pediatric Nursing. Nov/Dec2012, Vol.38 Issue 6, p320-326, 7p.

C. 08 COUNSELLING TECHNIQUE-I (A) FREUD AND (B) ADLER [Class sessions:30, each 1of 90 min; 3 credits, 100 marks (40/60)] Students are expected to acquire a clear understanding of the basic concepts of the two systems and know how these are being used in counselling. **(a) Freud's** view of human nature as dynamic; Freud's view of the mind; the structure of personality; developmental stages; fixation; ego defence mechanisms. Narcissistic personality. Role of the counsellor; goals of therapy; Techniques: free association, dream analysis, analysis of transference, analysis of resistance, interpretation; Critical evaluation. **(b) Alfred Adler's** Individual Psychology: social interest; the individual as part of a whole; feeling of belonging; Inferiority and superiority complex; striving to overcome inferiority for personal growth; the conscious is the mainstay of personality development; emphasis on personal responsibility; The birth order of children in the family and its influence on their personality development; parents the only role models for children with no siblings -- while they may mature early and be high achievers, they may lack socialization skills, expect pampering, and become selfish. Parent education; "Style of life", goal orientation and mental health. Self-determination and uniqueness. Social context; feeling of community. Socially responsible development for today. Clients are encouraged to overcome their feelings of insecurity, develop deeper feelings of connectedness, and redirect their striving for significance into more socially beneficial directions. They are challenged to correct mistaken assumptions, attitudes, behaviours and feelings about themselves and the world. The growth of confidence, pride, and gratification lead to a greater desire and ability to cooperate. Therapy aims to replace exaggerated self-protection, self-enhancement, and self-indulgence with courageous social contribution. The Counsellor helps client develop a healthy lifestyle and social interest; assists the client through *four goals* of the therapeutic process: establishing a therapeutic relationship, examining the style of life, developing client insight, and changing behaviour through the individual taking personal responsibility for behaviour. Techniques: establishing rapport, defining style of life, and helping the client to gain insight. Confrontation : asking clients "*the Question*" how their life would be different if they were well? What would be the problem if this child were not the problem? Affirming the client's ability to take responsibility and change their behaviour. *Acting "as if"* by instructing the client to behave "as if" there were no problem or as the person the client would like to be. *Spitting in the client's soup* means that the counsellor points out the purpose of the client's behaviour. The client may still continue the behaviour, but cannot do so without being aware of his motivation for engaging in the behaviour. *Catching oneself* consist of helping the client learn to bring destructive behaviour into awareness and stop it. *Task setting* consists of helping the client set short-term goals leading toward the attainment of long-term goals. **Prescribed readings:** (1) "Freudian Psychoanalytic Theory of Personality." *Boundless Psychology*, Boundless, 17 Aug. 2016. Retrieved 16 Feb. 2017. (2) Individual Psychology in the 21st Century, By: Curlette, William L.; Kern, Roy M. *Journal of Individual Psychology*. Spring2013, Vol. 69 Issue 1, p1-4. 4p.

C. 09 RESEARCH METHODOLOGY [Class sessions: 30, each of 90 min.; 3 credits; 100 marks (40/60)] Students will acquire practical experience in research methodology through

exercises which they must record in their journals. Meaning of Social Research – why, types, goals; Sources of research ideas; Steps in research process, cautions, construct operational definition; Problem and hypotheses, defining the problem; Formulating the hypotheses; Types of hypotheses; Importance of the problem and the hypotheses; Methods of data collection: Interviews and interview schedules; Observation of behaviour; Objective tests and scales; Projective methods; Content analysis, Q methodology; Experimental design; complex design; small n designs; Research methods in counselling psychology; Use of computers in research. **Prescribed Readings:** (1) Research in Education, Best, John W., & Kahn, James V. (2006) New Jersey: Pearson Education Inc. 10th ed. (2) *Research Methodology*. By Sharma, K. R. (2002) New Delhi, National Publishing House.

C.-10 ASSESSING PERSONALITY USING PROJECTIVES [Class sessions: 30, each of 90 min.; 3 credits; 100 marks (40/60)] This is a Lab course in which the students have hands-on experience to administer various projective techniques, score, interpret and write a report on their findings, including the client's cognition, perception, affect, self-concept, interpersonal relations, conflicts, and defences. The tests to be studied are the MBTI, the Sentence Completion, the H-T-P, the D-A-P, and the TAT. Students will administer under supervision at least five examples of each of these tests. **Prescribed Readings:** (1) Some Thematic Apperception Test Norms And A Note On The Use of the Cards in the Guidance of College Students. By Wittenborn, J.R. *Journal of Clinical Psychology* Apr 1949, Vol 5, Issue 2, p 157-161, 5p. (2) Using Myers-Briggs Personality Type To Create A Culture Adapted To The New Century By Overbo, Jennifer, *T+D*, Feb 2010, Vol 64, Issue 2, p70-72, 3p.

C. 11 CAREER COUNSELLING [Class sessions: 30, each of 90 min; 3 credits, 100 marks (40/60)] Career development theories; Parson's Trait and Factor Theory; Super's self-concept theory; cognitive information processing theory; Holland's personality type theory; Bandura's self-efficacy theory and Social Cognitive career theory; Career development plan – step by step process; Career assessment techniques – Strong Interest Inventory, DAT, HSPQ, SATB; stages of career counselling; career counselling with special populations. **Prescribed Readings:** (1) Positive psychology: A movement to reintegrate career counselling within counselling psychology? By: Robertson, Peter J. *Counselling Psychology Review*. Sep2015, Vol. 30 Issue 3, p26-35. 10p. (2) Career counsellors and suicide risk assessment. By: Popadiuk, Natalee Elizabeth. *British Journal of Guidance & Counselling*. Aug2013, Vol. 41 Issue 4, p363-374. 12p.

C. 12 COUNSELLING TECHNIQUES – 2. *Existential (Rollo May; Viktor Frankl); Person Centred (Carl Rogers); Gestalt (Perls Fritz)* [Class sessions: 30, each of 90 min; 3 credits, 100 marks (40/60)] Existentialists believe that individuals write their own life story by the choices they make. Psychopathology results from neglecting to make meaningful choices for developing

one's potential. Anxiety is the motivational force that helps the clients to reach their potential ; it is also the paralyzing force that prevents clients from reaching their full potential; through awareness, anxiety can be helpful for living more fully. Viktor Frankl observed in the concentration camps that survival depended on resistance to despair through finding some spiritual meaning in life. The prime motive of human behaviour is "will-to-meaning" which is discovered through values; all have a moral duty to discover these values through work, through love for others, and through confrontation with our own suffering. Life's meaning can be discovered in three ways: (i) by doing a deed (accomplishments or achievements), (ii) by experiencing a value (beauty, love, nature, and arts), (iii) by suffering (reconciling ourselves to fate). He devised a treatment he called Logotherapy. Rollo May: individuals can only be understood in terms of their subjective sense of self. Abnormal behaviour is often just a stratagem for protecting the subjective sense of self against perceived threats. The person may give up on self-growth if he or she feels the self is threatened, and retreat to the secure, known centre. This is a way of accepting nonbeing in order that some little being may be preserved. May was concerned with people's loss of faith in values because of which they feel lonely and empty. We need to take responsibility for ourselves and find meaning in our life. The counsellor aims at being authentic with the client and entering into a deep personal sharing relationship; the counsellor models how to be authentic, to realize personal potential, and to make decisions with emphasis on mutuality, wholeness, and growth. Existential counsellors do no diagnosis, nor do they use assessment models like the DSM-IV. Goals: (a). The goal of existential counselling is to have the clients take responsibility for their life and life's decisions. (b). develop self-awareness, to promote potential, freedom, and commitment to better life choices (c). to help the client develop an internal frame of reference, as opposed to the outward one . The most common technique used is the relationship with the client; confrontation is also used when the counsellor challenges the clients with their own responsibility for their lives. The Person-centred approach of Carl Rogers is based on the positive view of human nature; it is non-directive and supportive, providing the client the non-judgemental environment to develop his or her full inherent self-actualizing tendency, and become a fully functioning person. The counsellor's attitudes of genuineness, congruence, unconditional positive regard, empathy and the inherent drive to self-actualisation create the required environment for growth and health. Gestalt Therapy focuses on the integration between the "whole" person and his or her environment. The healthy individual is someone who has awareness in his or her life, and lives in the here and now. Several key concepts are similar to that of person-centred and existential therapy, and others are distinctive: like wholeness and integration, awareness, energy and blocks to energy, growth disorders, unfinished business, I - Thou relationship. Techniques used in therapy: experiments; use of language; empty chair; top dog – underdog dialogue; dreams; fantasy; body as a vehicle of communication – identification, locating emotions in the body, repetition and exaggeration, confusion, confrontation. **Prescribed Readings:** (1) Perls With Gloria Re-reviewed: Gestalt Techniques and Perl's Practices. By: Dolliver, Robert H. *Journal of Counseling & Development*. Mar/Apr91, Vol. 69 Issue 4, p299. 6p. (2) Person-Centered Counseling: The Culture Within. By: Glauser, Ann Shanks; Bozarth, Jerold D. *Journal of Counseling & Development*. Spring2001, Vol. 79 Issue 2, p142-147. 6p

C - 13. LEGAL & ETHICAL ISSUES [Class sessions: 30, each of 90 min.; 3 credits; 100 marks] The purpose of a Code of Ethics is to improve the qualifications and usefulness of

psychologists by establishing high standards of ethics, conduct, education and achievement. The topics covered are: the counselling relationship; confidentiality and privacy; professional responsibility; relationships with other professionals; evaluation, assessment, and interpretation; supervision, training, and teaching; research and publication; distance counselling, technology, and social media; resolving ethical issues; Glossary of Terms. The Class should study carefully as a model the Code of Ethics of the American Counseling Association. Our mission is to enhance the quality of life in society by promoting the development of professional counsellors, advancing the counselling profession, and using the profession and practice of counselling to promote respect for human dignity and diversity.

Prescribed Reading and Class Discussion: (1) Ethical and Legal issues in Psychotherapy by Ajit Avasthi Sandeep Grover www.indianjpsychiatry.org/cpg/cpg2009/article11.pdf . (2) ACA CODE OF ETHICS <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

C - 14 METHODS OF PSYCHOLOGICAL ASSESSMENT [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Definition and uses of psychological tests; Historical antecedents to modern testing; Concepts and types of reliability and validity; Relationship between validity and reliability; Estimates of error; Correlation of coefficient; Item analysis: Item difficulty; Item discrimination; Item response theory. Commonly used psychological instruments for assessing social, educational, emotional, personal, intellectual, behavioural, and perceptual development; Ability and aptitude testing – DAT, GATB, Intelligence tests including performance tests; Personality testing – 16PF, EPQ, MMPI; Individual and group testing. Individual tests of intelligence and personality Wechsler's Adult Intelligence scale, 16 personality factor, Eysenck's personality questionnaire Cognitive styles inventory. Contemporary issues pertinent to the assessment of intelligence; Synthesizing and integrating information from cognitive tests along with other sources to plan effective intervention. Appropriate use of tests in agencies and clinical practice. **Prescribed Text:** Anne Anastasi *Psychological Testing*

C. 15 PERSON IN THE INDIAN TRADITION - 1 [Class sessions: 30, each of 90 min.; 3 credits; 100 marks (40/60)] Ways of knowing in the Indian tradition found in Samkhya, Vedanta, Yoga and Buddhism Yoga, Samkhya, Vedanta, Purva Mimamsa, Uttar Mimamsa, Charvakism, Vaisheshika, Nyaya, Buddhism, Jainism; Notions of Self - Definition of Self, Philosophy of Self, Concept of Self; The Problem of Self and Understanding - Personal Beliefs, Socio-Cultural Beliefs, Personality; Notions of the Mind, Consciousness And Spirituality – Mind, Consciousness, Spirituality; Health and Well-being, Illness and Wellness [- Health, Wellbeing, Health and Wellbeing in eastern tradition; Yoga, Meditation, Pranayama, Mudra, Bandhas, Pratyahar, Dharma and Dhyan; Compassionate Action - Love, Altruism, Compassion, Compassionate action in counselling; Indian Perspective of Values Morality and Justice. **Prescribed Readings:** (1) Counselling Psychology in India: At the Confluence of Two Traditions. By: Arulmani, Gideon. Applied Psychology: An International Review. Jan2007, Vol. 56 Issue 1, p69-82. 14p. (2) What Is Indian Psychology: Transcendence In And While Thinking. By: Menon, Sangeetha. Journal of Transpersonal Psychology. Dec2005, Vol. 37 Issue 2, p83-98. 16p.

C. 16 PERSON IN THE INDIAN TRADITION - 2 [Class sessions: 30, each of 90 min; 3 credits, 100 marks (40/60)] Conceptualizing Person-Environment Relationship – Person, Environment, Person-Environment Interaction; Social Behaviour: the challenge of individuality and relatedness - What is Social in Social Psychology?, The Indian Heritage, Social Psychology in the West, Social Psychology in India, Human Behavior, Social Niche, Individual in social context, challenge of individuality and relatedness; Insights into organizational dynamics of leadership, values, motivation.- Organizational Behaviour, Leadership, Values and organization behaviour; Motivation - Human Development the idea of child, organization of adult life, Child development, Adolescent development, Adult; Process of Aging - Aging across cultures, Sociological perspectives on aging; Motivation, Intrinsic Motivation, ideas of anasakti, work, happiness, cognitive functions. **Prescribed Readings:** (1) Reinterpreting the Inner Self in Global India: 'Malevolent Mothers', 'Distant Fathers' and the Development of Children's Identity. By: Bhatia, Sunil. *Culture & Psychology*. Sep2006, Vol. 12 Issue 3, p378-392. 15p. (2) Perception, Cognition and Consciousness in Classical Hindu Psychology. By: K. Ramakrishna Rao. *Journal of Consciousness Studies*. Mar2005, Vol. 12 Issue 3, p3-30. 28p.

C. 17 HEALTH PSYCHOLOGY AND MANAGING STRESS [Class Sessions: 30 each of 90 mins; 3 credits; 100 marks (40/60)] Overview of the rapidly expanding field of health psychology; psychological processes in health and health care; impact of stress on physical health; psychological factors that determine health-related behaviour; psychological aspects of the delivery of health care; assessment issues in health psychology; mental health and the practice of mindfulness; sources of occupational stress; cumulative effects of stressful events; hardiness; burnout; salutogenesis and the sense of coherence; social support and buffering effects; coping by means of BRIMS; five factor personality traits and health. **Prescribed Readings:** (1) The End Of Mental Illness Thinking? By Pemberton, Richard; Wainwright, Tony, *International Journal Of Clinical Health & Psychology*, Sept. 2014, Vol 14 Issue 3, P 216-220, 5p. (2) Guided Imagery As A Psychotherapeutic Mind-Body Intervention In Health Psychology – A Brief Review Of Efficacy Research. By Ozu, Oyku, *Europe's Journal Of Psychology*, Nov 2010, P 227- 237, 11p.

C. 18 MINDFULNESS AND ACHIEVEMENT [Class Sessions: 30 each of 90 mins; 3 credits; 100 marks (40/60)] Mindfulness - benefits of mindfulness; barriers to mindfulness; mindfulness for counsellors; making minds matter: infusing mindfulness into school counselling; mindfulness in organisational counselling; relations among mindfulness, achievement-related self-regulation, and emotions; relational aspects of mindfulness: implications for the practice of marriage and family therapy; clarifying values: access to

mindfulness. leadership and mindfulness; mental health and the practice of mindfulness. Leadership isn't for cowards. **Prescribed Readings:** (1) Mindfulness In Higher Education: Teaching, Learning, And Leadership By Davis, Danielle Joy, *International Journal Of Religion & Spirituality In Society*, 2014, Vol 4, Issue 3, P 1-6, 6p. (2) Wellness: A Conceptual Framework For School-Based Mindfulness Program By Albrecht, Nicole, *International Journal of Health, Wellness & Society*, 2014, Vol 4, Issue 1, p21-36. 16p.

C. 19 COUNSELLING TECHNIQUES – 3. REBT, TA, Behavior Modification, Reality Therapy. [Class sessions: 30, each of 90 min; 3 credits, 100 marks] Rational Emotive Behaviour Therapy. Irrational beliefs; the ABCD method of therapy; Transactional Analysis – Understanding of theoretical concepts in T.A., Games in T.A., Therapeutic process, Application of T.A. in practical settings; Behavior Therapy – Theoretical concepts, therapeutic process, techniques of behavior modification, cognitive behavior therapy; Reality Therapy: the identification of patient's basic needs, and how to meet them. **Prescribed Readings:** (1): using reality therapy trained group counselors in comprehensive school counseling programs to decrease the academic achievement gap By Mason, Cynthia Palmer. *International Journal of Choice Theory & Reality Therapy*, Spring 2016, Vol. 35 Issue 2, p14-24. 11p. (2) a Multimodal Assessment And Rational Emotive Behavioural Approach To Stress Counselling: A Case Study By: Jenkins, Dinah; Palmer, Stephen. *Counselling Psychology Quarterly*. Sep2003, Vol. 16 Issue 3, p265-287. 23p.

C-20. COUNSELLOR COMPETENCIES. (Number of Credits: 03, Total teaching hours: 45, Duration of class sessions: 90 minutes. Marks: 100 (40/60)) This course aims at ensuring that the Counsellor is equipped with the required knowledge, abilities, skills, and attitudes to function professionally in setting up, maintaining, and enhancing a comprehensive counselling program that will foster the academic achievement, career planning and personal and social development of all students. This should be done through in-class presentations by students and discussions. The graduating Counsellors should be able to articulate and demonstrate an understanding of the organizational structure and governance of the current educational system. Emphasis will be placed on the leadership abilities required to accomplish the counsellor's responsibilities, his advocacy role, his role of systems change agent, and his role of developing partnering among the stakeholders – the principal, the teachers, the students, the staff, the parents, and the community. Counsellor must be able to self-evaluate his own competencies and to formulate a plan for his own professional development. The School Counsellor should be accountable for the results of the school counselling program. **Prescribed Reading:** American Counselling Association Advocacy Competencies

ELECTIVE COURSES

(Students are required to choose 10 out of the following self-standing courses. Each course carries 3 credits and involves 45 hours of class sessions in each trimester.)

E - 21. GROUP COUNSELLING [Class sessions 30, each of 90 min.; 3 credits; 100 marks(40/60)] Theory and research on group process; group dynamics and leadership strategies; implications for group counselling; Adlerian group counselling and its emphasis on self-concept and the discovery of personal motivation; theory behind Adlerian group processes and practice; formation of group relationship; psychological assessment, awareness and disclosure; reorientation of lifestyle; selection of group members, group composition, group size, group setting; frequency, length and duration of group sessions; role of the counsellor; ethical considerations. **Prescribed readings:** (1) Corsini's Individual Education: A Democratic Model. By: Corsini, Raymond. Group Dynamics. Dec2007, Vol. 11 Issue 4, p247-252. 6p. (2) Adlerian Group Counselling Step by Step. By: Sonstegard, Manford A.; Bitter, James Robert. Journal of Individual Psychology. Summer98, Vol. 54 Issue 2, p176. 41p. (3) Adlerian Group Counselling and Therapy step-by-step. By Burchell, Lynda CPJ: Counselling & Psychotherapy Journal. Oct2004, Vol. 15 Issue 8, p56-57. 2p. (Book Review) [html full text](#)

E – 22. MARRIAGE COUNSELLING [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Introduction to counselling of couples, including survey of major theories and research. The Rochester Objective Structured Clinical Evaluation (ROSCE). Ten truths for changing the relationships you have into the one you want; Creating a foundation of mutual support in couple relationships; Marriage counselling as an opportunity for catharsis; counsellor's intervention is often resisted; Seeing infertility in the context of meaning of life – logotherapy; premarital counselling; Children in alcoholic families; Children of divorce; Child abuse; Death and dying. **Prescribed Readings:** (1) Just Say It By: Flora Carlin Psychology Today. Sep/Oct2014, Vol. 47 Issue 5, p52-61. 10p. (2) Why Power Matters: Creating a Foundation of Mutual Support in Couple Relationships. By: Knudson-Martin, Carmen. Family Process. Mar2013, Vol. 52 Issue 1, p5-18. 13p. (3) Self-Esteem, Coping Efforts and Marital Adjustment. By: Bélanger, Claude; Di Schiavi, Marie-France; Sabourin, Stéphane; Dugal, Caroline; Baalbaki, Ghassan El; Lussier, Yvan. Europe's Journal of Psychology. 2014, Vol. 10 Issue 4, p660-671. 12p.

E –23. COUNSELLING IN ADDICTIVE BEHAVIOUR [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Introduction to assessment, treatment and outcome evaluation of chemical and nonchemical addictive behaviours; overcoming "compulsive" behaviour; journaling about the cognitive, emotional and behavioural

reactions during the abstinence period; attending 12-step meetings; participating in a quasi-12-step in class meeting; critiquing a film depicting dynamics of an alcoholic family; two myths of addiction – personality and free choice; recognizing and intervening with adolescents presenting signs of addictive behaviour; narratives of recovery from addictive behaviours; addictive behaviours and personality disorders; relapse prevention. **Prescribed Readings:** (1) Motivational Interview; Evidence Based Strategy In The Treatment Of Alcohol And Drug Addiction. By Ukachi, Madukwe Ann, IFE Psychol. 2013 Special Edition, Vol. 21 Issue 3-S, p174-196. 23p. (2) Cannabis Use And Suicidal Ideations In High-School Students. By: Chabrol, Henri; Melioli, Tiffany; Goutaudier, Nelly. Addictive Behaviors. Dec2014, Vol. 39 Issue 12, 3p. (3) You're Distracted. By: PARRY, MARC. Chronicle of Higher Education. 3/29/2013, Vol. 59 Issue 29, Following pA26-A29. 4p.

E - 24 ADOLESCENT & YOUTH SUICIDE [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Suicidal behaviour; suicide risk assessment and prevention; process of risk assessment; discomfort intolerance and acquired capability for suicide; gatekeeper training for counsellors; suicide awareness training for faculty and staff; postvention in schools and colleges. **Prescribed Readings:** (1) Suicide Prevention in Schools: The Role of the School Counsellor By Fineran, Kerrie R. Journal of Professional Counselling: Practice, Theory and Research, Summer/Fall 2012, Vol. 39, Issue 2, p 14-28, 15p. (2) Web-Based and Mobile Suicide Prevention Interventions for Young People: A Systematic Review. By: Perry, Yael; Werner-Seidler, Aliza; Calear, Alison L.; Christensen, Helen. Journal of the Canadian Academy of Child & Adolescent Psychiatry. Spring2016, Vol. 25 Issue 2, p73-79. 7p. (3) Risk Factors for Farmers' Suicides in Central Rural India: Matched Case-control Psychological Autopsy Study. By: Changoji Bhise, Manik; Balkrushna Behere, Prakash. Indian Journal of Psychological Medicine. Nov/Dec2016, Vol. 38 Issue 6, p560-566. 7p (4) School-Wide Staff and Faculty Training in Suicide Risk Awareness: Successes and Challenges. By: Walsh, Elaine; Hooen, Carole; Kronick, Barbara. Journal of Child & Adolescent *Psychiatric Nursing*. Feb2013, Vol. 26 Issue 1, p53-61. 9p.

E - 25 COUNSELLING IN SCHOOLS [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] The characteristics required of the Counsellor; Counsellor-Principal collaboration; collaboration with teachers; helping students and teachers belong; partnering with families and community; use of student data to effect systemic changes; action plans for prevention and intervention services; defining the desired student competencies and achievement results; students at risk ; students with suicide ideation; from school to work transition. **Prescribed readings:** (1) Supportive Learning Communities And The Transformative Role Of Professional School Counselors. By: Sink, Christopher A.; Edwards, Cher. Professional School Counseling. Dec2008, Vol. 12 Issue 2, p108-114. 7p. (2) Integrating A Suicide Prevention Program Into A School Mental Health System: A Case Example From A Rural

School District. By: Schmidt, Robert C.; Iachini, Aidyn L.; George, Melissa; Koller, James; Weist, Mark. *Children & Schools*. Jan2015, Vol. 37 Issue 1, p18-26. 9p. (3) Climate, Culture And Collaboration: The Key to Creating Safe and Supportive Schools) By: Cobb, Nicole. Techniques: Connecting Education & Careers. Oct2014, Vol. 89 Issue 7, p14-19. 6p.

E - 26. WORK, CAREERS, SELF-EFFICACY [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Some contemporary perspectives; definition of work; job satisfaction; work and mental health; work and leisure; vocational and career guidance theories: Holland's theory of vocational choice; Bandura's social cognitive theory; Parson's trait and factor theory; Kramboltz's happenstance theory; Super's developmental self-concept theory. Development of career behaviour and choice; career development and vocationalization; decision theory; approaches to career development and choice – situational, sociological, and contextual approaches. Prescribed Readings: (1) The Future Of Jobs And Careers. By: Gordon, Edward E. Techniques: Connecting Education & Careers. Sep2009, Vol. 84 Issue 6, p28-31. 4p. (2) The True Cost Of The Economic Crisis On Psychological Well-Being: A Review. By: Van Hal, Guido. Psychology Research & Behavior Management. 2015, Vol. 8, p17-25. 9p.

E - 27. PERSONALITY IN POSITIVE PSYCHOLOGY [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Human strengths and resilience in the face of disaster; Hemingway's portrayal of a hero with complete personality and the multi-faceted character; Natural resilience of the human spirit; Features of human resilience; The sources of strength, toughness, hardiness, and relative immunity from personal and psychological collapse; Lessons in teaching hope; Five-factor personality traits and health-related personality dimensions. Prescribed Readings: (1) Ego Strengths – And Their Absence By: Kardum, Igor; Hudek-Knezevic, Jasna. International Journal of Clinical Health & Psychology. Sep2012, Vol. 12 Issue 3, p373-387. 15p. (2) On Human Resilience: Our Role As Counselors By: Roland, Catherine B. Adultspan Journal. Spring2006, Vol. 5 Issue 1, P2-3. 2p. 3) Integrating Positive Psychology Into Counseling: Why And (When Approp(ate) How. By: Harris, Alex H. S.; Thoresen, Carl E.; Lopez, Shane J. Journal Of Counseling & Development. Winter2007, Vol. 85 Issue 1, p3-13. 11p

E - 28. HUMAN STRENGTHS, PERSONAL AND ORGANIZATIONAL CHANGE, AND INNOVATION [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] This approach to personal and organizational change is based on the belief that people, individually and collectively, have unique gifts, skills and contributions and that the organizations in which they work are human social systems where, through inquiry and dialogue, people can shift their

attention and action away from problem analysis to identify worthy ideals and possibilities for the future; intervention as a major tool of the psychology of human strengths; improving organizational performance in higher education institutions; what gives life to human systems when they function at their best; case study in human strengths and innovation; addressing important questions in the field of adolescent purpose. **Prescribed Readings:** (1) Understanding Human Emotions By: Jarymowicz, Maria. Journal Of Russian & East European Psychology. May/Jun2012, Vol. 50 Issue 3, P9-25. 17p (2) Environments Where Children Thrive: The Circle Of Courage Model By Brendtro, Larry K.; Brokenleg, Martin, Van Bockern, Steve. Reclaiming Children And Youth. Fall 2014, Vol 23 Issue 3, p 10-15, 6p.

E - 29. MOTIVATION AND CREATIVITY [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Idea generation using brainstorming; Motivation and giftedness; Creativity and understanding; Teaching for creativity; Individual differences of creative people; Project-based learning and skills for the future; What students would do if they did not do their homework; Context and Creativity: The theory of planned behaviour as an alternative; Promoting creativity at work: the role of problem solving demand. **Prescribed Readings:** (1) Lighting The Fire By McVeigh, Margaret, Screen Education, Spring 2014, Issue 75, p 56-63, 8p. (2) Teaching: The Lessons Of Hope By: Snyder, C. R. Journal of Social & Clinical Psychology. Feb2005, Vol. 24 Issue 1, p72-84. 13p.

E - 30. DEVELOPING EMOTIONAL INTELLIGENCE FOR ACADEMIC SUCCESS [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Definition of emotional intelligence; how is emotional intelligence correlated to verbal intelligence, and social support; implication of emotional intelligence for personal, social, academic, and workplace success; developing emotional intelligence in children – role of parents; emotional intelligence: a model for positive personal change; Yoga for developing emotional intelligence in mid-life managers; in search of authenticity: now more than ever, soft skills are needed; emotional intelligence relates to well-being. **Prescribed Readings:** (1) Emotional Intelligence As A Predictor Of Academic And/Or Professional Success._By: Romanelli, Frank; Cain, Jeff; Smith, Kelly M. American Journal Of Pharmaceutical Education. Aug2006, Vol. 70 Issue 3, P1-10. 10p. (2) Emotional Intelligence For School Administrators: A Priority For School Reform? By Moore, Bobby. American Secondary Education Summer 2009, Vol.37, Issue 3, P20-28, 9p.Fv

E - 31 GRIEF COUNSELLING [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Understanding Grief (video); Observing the grieving process; death and bereavement counselling; how children mourn; the more recent theories which also consider the cognitive, social, cultural and spiritual dimensions of grief and loss; emerging trends in bereavement theory; potential complications of grief and the evidence for the efficacy of grief interventions; techniques of grief counseling – cognitive restructuring; writing; role playing; evocative language; memory book. Adler's Grief counseling Videos: The Adventure of Grief (Dr. Geoff Warburton); The Cure for Grief (Norah Casey); Changing the way we mourn (Laura Prince); Against Grieving in Silence (Rachel Stephenson); Good Grief! What I learned from Loss

(Elaine Mansfield); The Effects of Trauma on the Brain and how it affects behaviours (John Rigg); After watching this, your brain will not be the same (Lara Boyd).

E - 32 RORSCHACH METHOD OF PERSONALITY ASSESSMENT [Class sessions 30, each of 90 min.; 3 credits; 100 marks (40/60)] Rorschach is studied here not as a personality test but as a multifaceted method of collecting data about personality processes and how they are scored; how people focus their attention and perceive their environment; how they think of the experiences they have – do they think logically, coherently, flexibly, constructively, and to a moderate extent; how they modulate emotional experiences and deal with feelings arising from within themselves, and how they respond to the feelings of others, and to emotionally charged situations in general; how effectively are people able to muster adequate resources for meeting the demands of everyday living, and do they have effective ways of thinking about these demands and appropriate channels for experiencing and expressing feelings about them; the more realistic their self-perceptions, the more familiar and comfortable they are with themselves, maintaining adequate self-esteem, promoting positive self regard, enhancing self-awareness, forming a stable sense of identity; do they perceive people and social situations in an accurate and empathic manner.

E- 33 and E34. COURSE OF GUIDED PERSONAL STUDY

A student who desires to investigate special problems in wellness counselling under the guidance of a faculty member may be allowed by the Faculty Chair to do so in lieu of a 3-credit elective course. The student will be required to submit to the Faculty Chair, at the end of the trimester, a written report of his study for grading approved by his/ her faculty guide.