

**John Wilson Education Society's
Wilson College (Autonomous)**

Chowpatty, Mumbai-400007
RE-ACCREDITED 'A' grade by NAAC

Affiliated to the
UNIVERSITY OF MUMBAI



Syllabus for MA

Program: MA

Program Code: WPAPSY

**Choice Based Credit System (CBCS) Under NEP
with effect from
Academic year 2024-2025**

PROGRAM OUTLINE 2024-2025

Semester III

Sr. No.	Core/ Elective	Course Title	Theory/ Practical	Credits	No. of teaching hours/ week	Total teaching hours per semester
1	Mandatory Core	Psychotherapy and Intervention Systems	Theory	4	4	60
2	Mandatory Core	Counseling Process and Ethics	Theory	4	4	60
3	Mandatory Core	Psychometric Assessment and Field Based Practicum	Practical	4	8	120
4	Research Project	Dissertation	RP	4	4	120
5	Elective	Expressive Arts Therapy	Theory	4	4	60
	Elective	Workplace Counseling	Theory		4	60

Total Credits: 20

Semester IV

Sr. No.	Core/ Elective/	Paper Name	Theory/ Practical	Credits	No. of teaching hours/week	Total teaching hours per Semester
1	Mandatory Core	Family and Couples Counseling	Theory	4	4	60
2	Mandatory Core	Counseling in Special Areas	Theory	4	4	60
3	Mandatory Core	Field based Practicum	Practical	4	8	120
4	Research Project	Dissertation	RP	6	2	180
5	Elective	Trauma informed Counselling	Theory	4	4	60
	Elective	School Counseling	Theory		4	

Total credits: 22

PROGRAM(s): M.A in Counseling Psychology			SEMESTER: III COURSE I		
Course: Psychotherapy and Intervention Systems (Mandatory Core)			Course Code: WAPSYMT631		
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
Course Objectives: <ol style="list-style-type: none"> 1. Acquaint students with various systems of psychological intervention through counselling theories and praxis. 2. Orient learners with classic approaches to interventions. 3. Develop proficiency in the process and practical application of counseling theories, enabling students to implement interventions with confidence. 4. Cultivate an understanding of the dynamic relationship between theory and practice in psychotherapy, empowering learners to navigate various therapeutic scenarios effectively. 					
Course Outcomes: The Learner will be able to - <ol style="list-style-type: none"> 1. Articulate the process, techniques and application of Behavioral, Humanistic and Cognitive therapies. 2. Develop techniques, skills and conditions required for effective practice of Counseling and choose basic counseling skills and strategies. 3. Apply the ability to use effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in group counseling sessions. 4. Demonstrate an understanding and sensitivity required in working in special areas. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Psychotherapy and its Genesis	1
	1.1	Nature and Characteristics of Psychotherapy; Factors promoting change	
	1.2	Psychoanalytic, Brief Analytic, Object Relations, and Interpersonal Approaches	
	1.3	Jungian Psychotherapy	
	1.4	Individual Psychology: The Therapeutic Approach of Alfred Adler	
II		Behavioral and Cognitive Approaches: Key Concepts, Therapeutic Process and Application	1
	2.1	Behavioral Therapy	
	2.2	Cognitive Behaviour Therapy	
	2.3	Rational Emotive Behavior Therapy	
	2.4	Acceptance and Commitment Therapy, Reality Therapy	

III		Humanistic, Experiential and Integrative Psychotherapy- Key Concepts, Therapeutic Process and Application	1
	3.1	Person Centered Therapy	
	3.2	Gestalt Therapy	
	3.3	Existential Therapy	
	3.4	Transactional Analysis <i>Wilson College</i>	
IV		Group Counselling: Concepts and Techniques	1
	4.1	Internal frame of reference, Perceptions, Attitudes, Depression- Abuse/ Harassment, Frustration, Anxiety, Conflicts, Goal directed behavior, Motivation and Values, Defense Mechanisms, Coping Strategies, Management of Emotions.	
	4.2	Fundamentals of Group Counselling: influences, advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists.	
	4.3	Special problems during group therapy	
	4.4	Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.	

References:

- Corey, G. (2022). *Theory and Practice of Counseling and Psychotherapy*. (10th ed.). Cengage India.
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford Press.
- Cormier, S., & Hackney, H. L. (2015). *Counseling Strategies and Interventions for Professional Helpers, Global Edition*. Pearson Higher Ed.
- Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2012). *The art and science of brief psychotherapies: A practitioner's guide*. American Psychiatric Publishing.
- Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). *The Handbook of Counseling Psychology*. (4th ed.). SAGE Publications Ltd.
- Jacobs, E. E., Schimmel, C. J., & Masson, R. L. L. (2012). *Group counseling: Strategies and skills*. Cengage Learning.
- Markowitz, J. C., Weissman, M. M., & Klerman, G. L. (Eds.). (2000). *The handbook of interpersonal psychotherapy*. Oxford University Press.
- Murdock, N. L. (2017). *Theories of counseling and psychotherapy: A case approach*. Pearson.
- Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications
- Seligman, L. W., & Reichenberg, L. W. (2020). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. (5th ed.). Pearson Education.
- Sharf, R.S. (2012). *Theories of psychotherapy and counselling: Concepts and cases* (4th ed.). Belmont CA Brooks/Cole.
- Sommers-Flanagan, J. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. Wiley.
- Tolan, J., Wilkins, P., & Dockrell, J. (2003). *Skills in person-centred counselling & psychotherapy*. SAGE Publications Ltd.
- Wolberg, L. R. (2013). *The Technique of Psychotherapy*. NJ: Jason Aronson Inc.
- Yalom, I. D. (2008). *Existential psychotherapy*. Basic Books.

Evaluation:

Internal evaluation: 40 marks

- a. Conduct a workshop for college students and a report on the same to be evaluated: 20 marks
- b. Mock cases: 20 Marks

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4 Questions have to be attempted out of 8.

PROGRAM(s): M.A in Counseling Psychology				SEMESTER: III COURSE II	
Course: Counseling Process and Ethics (Mandatory Core)				Course Code: WAPSYMT632	
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Enables students to gather knowledge about the Counseling Process. 2. To acquaint learners of ethical as well as professional guidelines, principles, and issues pertaining to responsibilities towards client's change and growth. 3. Initiate a process of facilitating learners to challenge themselves to consider how their own values and backgrounds will influence their own personal sets of ethics. 4. Review counselors' roles in duties towards community, introduce cultural self-awareness, the nature of biases, processes of intentional and unintentional pre judgements and ethical issues therein. 					
<p>Course Outcome:</p> <ol style="list-style-type: none"> 1. Comprehensive review of ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counselling. 2. Skill learners in their future daily work as professional counselors and facilitate decision-making and consultation skills when faced with ethical dilemmas as well as conceptualize a case along with a treatment plan.. 3. Provide a review of professional documentation, assessment, evaluation, research and its impact 4. Facilitate counselor's self-awareness, the importance of appropriate professional boundaries Conduct a counseling session integrating both basic and advanced counseling skills. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		About the Counselling process and the Counselor	1
	1.1	Beginning the counselling process – pre-counselling issues, case conceptualization, setting goals, informed consent, contracting, confidentiality, verbatim recording.	
	1.2	Advancing the counselling process - interpretation, monitoring progress, making referrals, reporting, closure and termination	
	1.3	Characteristics of a good counselor – intellectual competence, interpersonal skills, cultural sensitivity, Objectivity, Flexibility, Ethics and self-awareness	
	1.4	Introspection by the counselor – Self-monitoring of thoughts, emotions & behaviors, Understanding and Improving self-talk	
II		Building a Therapeutic Alliance	1
	2.1	Initiating the Therapeutic Alliance- Intake and Client history, Opening techniques,	

	2.2	Diagnostic Skills, Psychoeducation and Management skills	
	2.3	Structuring Techniques, Socratic Questioning and Reflecting skills	
	2.4	Evaluating and facilitating change; Termination Skills	
III		Sources and Frameworks of Ethical Codes and Guidelines	1
	3.1	Guidelines for Professional Conduct - American Psychological Association (APA), British Association for Counselling (BAC)	
	3.2	American Counselling Association (ACA)- Section A, Section B, Section C, Section D	
	3.3	American Counselling Association (ACA)- Section E, Section F, Section G: Section H	
	3.4	Initiatives in Indian Context: National Counselling Society, Mariwala Health Initiative	
IV		Responsibility towards client and the community	1
	4.1	Professional Boundaries and Conflict of Interest	
	4.2	Counselling Supervision and Documentation	
	4.3	Dealing with Ethical Dilemmas	

	4.4	Professional health and well-being of the counselor	
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References:

Bhola, P. & Raguram, A. (Eds). (2016). *Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line*. Springer.

Corey, G. (1998). *Issues and Ethics in the Helping Profession*. Brooks/ Cole Publishing company.

Cottone, R. R. & Claus, R. E. (2000). *Ethical decision-making models: A review of the literature*. Journal of Counseling & Development, 78, 275-283.

Donner, M. B., VandeCreek, L., Gonsiorek, J. C. & Fisher, C. B. (2008). *Balancing confidentiality: Protecting privacy and protecting the public*. Professional Psychology: Research and Practice, 39, 369-376.

Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundation for ethical decisions in counseling psychology. Counseling Psychologist, 12, 43-55.

McCurdy, K. G. & Murray, K. C. (2003). Confidentiality issues when minor children disclose family secrets in family counseling. The Family Journal, 11, 393-398.

Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policies, and character. Counseling Psychologist, 24, 4-77.

Rao, N. (2003). *Counselling and Guidance*, New Delhi: Tata McGraw - Hill.

Welfel, E. R., Danzinger, P.R & Santoro, S. (2000). Mandated reporting of abuse/maltreatment of older adults: A primer for counselors. Journal of Counseling & Development, 78, 284-292.

Evaluation:

Internal evaluation: 40 marks

- a. Critical Reflection Essay - 20 Marks
- b. Mock Cases for dealing with Ethical Dilemmas - 20 Marks

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4 Questions have to be attempted out of 8.

PROGRAM(s): M.A in Counseling Psychology				SEMESTER: III COURSE III	
Course: Psychometric Assessment and Field based Practicum (Practicals)				Course Code: WAPSYMP633	
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
8	NA	NA	4	40	60
Course Objectives: <ol style="list-style-type: none"> 1. Be aware of the role of assessment in psychology. 2. Get acquainted with commonly used psychological tests. 3. Value the ethical considerations in psychological assessments. 4. Develop competencies required to Practice counseling. 					
Course Outcomes: The Learner will be able to - <ol style="list-style-type: none"> 1. Describe assessment in counselling and conduct assessments on psychological constructs of Personality, Intelligence, Creativity and Attitudes. 2. Describe the integral principles, goals and methods of psychological assessment. 3. Underline importance and formats of history taking and mental status examination. 4. Carry out the process of diagnosis and its importance in counselling 5. Develop counselling interventions. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		MODULE 1	1
	1.1	Intelligence- Wechsler Scale of intelligence (WISC/ WAIS), Non-verbal tests of intelligence (SPM), Indian intelligence tests (Bhatia/ MISIC), Emotional intelligence (MSCEIT/Chadda)	
	1.2	Tests of Creativity: Torrance & Passi Tests of Creativity	
	1.3	Objective tests of personality: CPQ, HSPQ, NEO-FFI	
	1.4	Projective tests of personality: CAT/TAT, Sacks sentence completion, House-Tree-Person test, Kinetic Family Drawing test	
II		MODULE 2	1
	2.1	Intrapersonal characteristics- Locus Of Control Scale, BEM's Sex Role Inventory, Study of Values,	
	2.2	Interpersonal characteristics - Attachment Styles, Family Environment Scale	

	2.3	Infant Assessment: VSMS, Nancy Bayley, Gessell	
	2.4	Geriatric assessment : ShamsirJasbir Old Age Adjustment Inventory, Geriatric Depression Scale, WSMemory scales	

For field based Practicum of 2 Credits, will include

- I. Case history taking
- II. Mental status examination
- III. Assessment using at least three psychological tests
- IV. Field visits
- V. Case presentations and discussions
- VI. Diagnostic formulations

Students are expected to-

1. Present 2 cases having diversity in terms of problem areas, method of assessment and intervention.
2. Document and report cases in a prescribed format following supervision of the faculty. It should be subsequently compiled in the journal. Each case must have following framework of presentation-
 - Presenting problem or concern(Detail case history)
 - Mental status examination
 - Psychological Assessment
 - Main points or main issues discussed
 - Relevant information on interventions
 - Long-term/short-term goals Evaluation

Evaluation:

Internal evaluation: 40 marks

Administration of tests from Unit 1, 2 and report writing: 40 marks

Semester end examination: 60 marks

Case Report in Journal Format and Viva: 60 marks

PROGRAM(s): M.A in Counseling Psychology			SEMESTER: III COURSE IV		
Course: Dissertation (RP)			Course Code: WAPSYRP631		
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 20)	Semester End Examination (Marks- 80)
8	NA	NA	4	NA	100
Course Objectives: <ol style="list-style-type: none"> 1. To undertake a significant practical unit of activity in a chosen field to enhance intellectual and personal development. 2. To provide a capacity to learn continually and interact with multidisciplinary groups. 3. To provide innovative methods and techniques to solve research problems existing in the society. 					
Course Outcomes: The Learner will be able to - <ol style="list-style-type: none"> 1. Investigate and assess a chosen research topic related to society and environment. 2. Apply theoretical principles to design original research. 3. Analyze existing literature and collect pertinent data. 4. Evaluate various technical and research solutions critically. 5. Identify limitations and anticipate future implications of the dissertation. 					

Guidelines for Dissertation

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

1. Selecting the Dissertation Topic (Dissertation must be related to the field of specialization and should be a specific area that you wish to investigate)

Dissertation topic and title are different- title may not be decided until the dissertation has been written so as to reflect its content properly. Topic must be related to one or more of the subjects or areas of study within the core program and specialization stream. Hence this difference must be noted.

It must be clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and of one's own knowledge.

Value and interest to personal and professional development. [SEP]

2. Planning the Dissertation involves establishing the precise focus of study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Topics worth investigating and its feasibility must determine the choice of dissertation topic. Dissertation plan or outline must be framed at the outset to provide focus, faculty-guide interaction, build confidence, reading, thinking and writing in a systematic and integrated way, eventually presenting a revision point in the development for final report submission.

3. Record Keeping for all the additions and deletions throughout the dissertation process

All students must follow the following rules in submitting their dissertation

1. Front page should provide title, author, Guide's name, Name of degree/diploma and the date of submission.
2. Acknowledgements
3. third page- Abstract of the dissertation (maximum 250 words) with keywords
4. Fourth page- table of contents giving page references for each chapter and section.
5. The next page should be listy of tables, graphs and figures that are attached in appendices giving titles and page references
6. Chapterisation-

The first chapter should be a general introduction, giving the background to the dissertation, the aims and objectives of the dissertation and the rationale for the dissertation. The second chapter should be Review of Literature. The third chapter should be the methodology (hypotheses, sample, tools, research design, variables, statistical analysis tools, ethical considerations, etc).

The Layout Guidelines for the Dissertation Proposal should be according to APA 7 format- A4 size Paper, Font: Times New Roman (12 points), Line spacing: 2.0, Top, bottom, left and right margins: 2.54 cm; Indentations: 1.27cm starting of each paragraph and 1.27cm hanging for references

Assessment Scheme:

Continuous Evaluation (Logbook) - 20 marks

(Based on Abstract, Regularity, Adherence to initial plan, Records, etc.)

Final Evaluation, Research Proposal submission - 50 marks

(Contents & Layout of the Report: 15 marks,

Conceptual Framework: 15 marks,

Objectives & Methodology:20 marks)

Presentation and viva - 30 marks



PROGRAM(s): M.A in Counseling Psychology			SEMESTER: III COURSE VA		
Course: Expressive Arts Therapy			Course Code: WAPSYET631(Elective Paper)		
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
<p style="text-align: center;"><i>Wilson College</i></p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To provide students knowledge of timely practices, innovative interventions, and specialty areas. 2. Equip students with a combination of theoretical and practical knowledge of expressive arts. 3. To enhance creativity, imagination and spontaneity in planning interventions. 					
<p>Course Outcomes:</p> <p>The Learner will be able to -</p> <ol style="list-style-type: none"> 1. Describe and appraise the structure, impact and purpose of different expressive arts modalities and techniques 2. Design interventions catering to diverse populations and socially challenging environments. 3. Utilize skills and interventions of expressive arts therapy into other modalities of therapy. 4. Demonstrate creativity and spontaneity in planning interventions. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Theory and Principles of Expressive Arts Therapy	1
	1.1	History of Expressive Arts Therapy	
	1.2	Philosophy and Principles of Expressive Arts Therapy	
	1.3	The Materials and Methods of Expressive Arts	
	1.4	Current Scope of Expressive Arts Therapy	
II		Art Therapy	1
	2.1	Introduction to art therapy	
	2.2	Impact and purpose of different art therapy materials	
	2.3	Art therapy interventions and structure of session for individuals	

	2.4	Art therapy interventions and structure of session for groups	
III		Play Therapy	1
	3.1	Introduction to play therapy	
	3.2	Impact and purpose of different play therapy materials	
	3.3	Play therapy with developmentally delayed children	
	3.4	Play therapy with victims of abuse	
IV		Music, Dance and Drama	1
	4.1	Therapeutic elements of music, dance and drama	
	4.2	Music Therapy: Introduction and Techniques	
	4.3	Dance and Movement Therapy: Introduction and Techniques	
	4.4	Drama Therapy: Introduction and Techniques	

References:

- Brooke, S. L. (2015). *Creative Arts Therapy Manual: A Guide to the History, Theoretical Approaches, Assessment, and Work with Special Populations of Art, Play, Dance, Music, Drama, and Poetry Therapies*. Charles C Thomas Publisher.
- Case, C. (2014). *Introduction to Play Therapy*. Routledge.
- Emunah, R. (1994). *Acting for Real: Drama Therapy Process, Technique, and Performance*. Brunner/Mazel.
- Gilroy, A., McNeilly, G., & Vessey, J. (2006). *The Arts and Human Development: A Psychological Study of the Artistic Process*. Princeton University Press.
- Johnson, D. R. (2004). *Therapeutic Uses of Music with Older Adults*. American Music Therapy Association.
- Landgarten, H. B. (1991). *Clinical Art Therapy: A Comprehensive Guide*. Brunner/Mazel.
- Levy, F. J. (1988). *Dance Movement Therapy: A Healing Art*. American Psychological Association.
- Moon, B. L. (2010). *Art-Based Research*. Guilford Press.
- Nordoff, P., & Robbins, C. (2007). *Creative Music Therapy: A Guide to Fostering Clinical Musicianship*. Barcelona Publishers.
- Oaklander, V. (2007). *Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents*. Gestalt Journal Press.
- Robbins, A. R. (1994). *The Tapestry of Culture: An Introduction to Cultural Anthropology*. Cengage Learning.
- Schaefer, C. E. (2013). *Play Therapy for Preschool Children*. Routledge.

Evaluation:

Internal evaluation: 40 marks

- a) Designing a 5-10 session intervention plan for a given population backed by research based evidence, Literature review on topics relevant to course material or written assessment conducted by the faculty - 20 Marks
- b) Conducting a group workshop or class presentation on topics relevant to the course material - 20 Marks

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4

Questions have to be attempted out of 8.



PROGRAM(s): M.A in Counseling Psychology				SEMESTER: III COURSE VB	
Course: Workplace Counseling				Course Code: WAPSYET632	
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
Course Objectives:					
<ol style="list-style-type: none"> 1. Define workplace counselling; its history and different models of workplace counselling. 2. Understand the need and purposes of workplace counselling. 3. Explain the various challenges related to workplace counselling. 					
Course Outcomes:					
The learners will be able to-					
<ol style="list-style-type: none"> 1. Recall workplace counselling techniques and their types. 2. Explain how to apply appropriate counselling techniques to individuals. 3. Implement positive workplace culture strategies and grievance mitigation techniques. 4. Evaluate breakthrough techniques for motivating high-performance teams. 5. Assess steps for handling employees of various types, including problematic ones. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Understanding Workplace Counseling	1
	1.1	Workplace Counseling: Concept, History, Functions.	
	1.2	Models of workplace counseling	
	1.3	Ethics in workplace counseling	
	1.4	Concepts of prejudice, discrimination and oppression	
II		Introduction to Employee Counseling	1
	2.1	Meaning, Nature & Scope	
	2.2	Functions of Employee Counseling	
	2.3	Employer and Employee Relationship	

	2.4	Integrative Model of Individual Employee Counseling	
III		Training for Workplace Counselors	1
	3.1	Understanding Stressful Job factors, Occupational Stress; Travel stress, Time Stress, Work stress and Families	
	3.2	Dealing with crisis, sexual harassment, and unethical behaviour in the work place	
	3.3	Cultural, ethnicity, race, gender as dimensions of differences	
	3.4	Sexual orientation, abilities, age, class as dimensions of differences	
IV		Conflict and Negotiation viz Employee Counseling	1
	4.1	Concept of Conflict and Negotiation	
	4.2	Importance and relevance of Conflict and Negotiation in Employee Counseling	
	4.3	Group Counseling: Conflict resolution, interpersonal and familial skills	
	4.4	Group Counseling: team building, negotiation and arbitration skills	

Reference List

- Bajorek, Z.M. & Bevan, S. (2020). Demonstrating the effectiveness of workplace counselling: Reviewing the evidence for wellbeing and cost effectiveness outcomes. Institute for Employment Studies.
- Carroll, M. (1996) Workplace Counselling: a systematic approach to employee care. London: Sage.
- Coles, A. (2004). Counselling in the workplace. Maidenhead, England: Open University Press. Franklin, L. An introduction to workplace counselling. Palgrave Macmillan.
- Francis, J. (2018, March 21). Counselling in the Workplace.
- Hafner, M. van Stolk, C., Saunders, C., Krapels, J. & Baruch, B. (2015). Health, wellbeing and productivity in the workplace. www.rand.org/t/rr1084
- Henderson, M., Hotopf, M., & Wessely, S. (2003). Workplace counselling. *Occupational and environmental medicine*, 60(12), 899–900. <https://doi.org/10.1136/oem.60.12.899>
- Newton, T. (1995), Managing Stress: Emotion and Power at work. London: Sage
- Nixon, J and Carroll, M. (1994). Can a line-manager also be a counselor?, *Employee Counselling Today*, 6(1), 10-15.
- Tehrani, N. (1998). Counselling in the workplace: The organizational counselor. *Counselling Psychology* <https://www.researchgate.net/publication/232985854>

Evaluation:

Internal evaluation: 40 marks

- 1) Survey conduction on various workplace counseling concerns
- 2) Group presentation on a particular unit
- 3) Class test on a topic
- 4) Mock counseling sessions on workplace counseling strategies
- 5) Infographics on educating employees on basics of workplace boundaries
- 6) Group discussion on whether workplace should have special leaves for mental health or ethical dilemmas commonly encountered in workplace counseling, such as confidentiality, dual relationships, informed consent, or boundary issues
- 7) Analyze case studies related to workplace issues such as stress, conflict, leadership, diversity, or organizational culture.

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4 Questions have to be attempted out of 8.



PROGRAM(s): M.A in Counseling Psychology			SEMESTER: IV COURSE I		
Course: Family and Couples Counselling			Course Code: WAPSYMT641		
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To acquaint the students with the relevance of family and couple counselling. 2. To familiarize the issues faced by families and couples. 3. To help develop skills in family and couple counselling. 					
<p>Course Outcomes:</p> <p>The Learner will be able to -</p> <ol style="list-style-type: none"> 1. Demonstrate competence in clinical assessment, conceptualization and therapeutic interventions in the area of family and couple counselling. 2. Develop therapeutic alliance and necessary skills of interactions, interviewing and interventions with multiple members through a systems and relational perspective. 3. Apply intervention strategies with couples going through various types of issues. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Introduction to family and couple therapy	1
	1.1	Couple therapy: history, models and applications	
	1.2	Understanding adult attachment: theory, psychodynamics and couples relationship	
	1.3	Basic techniques of family therapy	
	1.4	Ethical issues in couple therapy	
II		Addressing special issues in couple therapy	1
	2.1	Couple therapy and sexual dysfunction	
	2.2	Couple therapy and physical aggression	
	2.3	Separation and divorce issues in couple therapy	
	2.4	Couple therapy for drug abuse and alcoholism	

III		Therapeutic interventions I	1
	3.1	Object relations couple therapy	
	3.2	Brief strategic couples therapy	
	3.3	Solution focused couples therapy	
	3.4	Narrative couple therapy	
IV		Therapeutic interventions II	1
	4.1	Affective- reconstructive couples therapy	
	4.2	Integrative behavioural couple therapy	
	4.3	Cognitive-behavioural couple therapy	
	4.4	Emotional focused couple therapy	

References:

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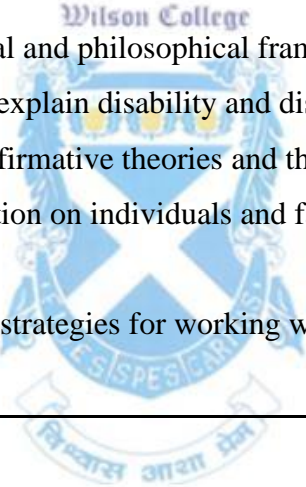
Evaluation:

Internal evaluation: 40 marks

A. Design Intervention for Mock Cases: 40 Marks

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4 Questions have to be attempted out of 8.

PROGRAM(s): M.A in Counseling Psychology			SEMESTER: IV COURSE II		
Course: Counseling in Special Areas			Course Code: WAPSYMT642		
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 50)	Semester End Examination (Marks- 50)
4	NA	NA	4	40	60
Course Objectives					
<p style="text-align: center;"><i>Wilson College</i></p>  <ol style="list-style-type: none"> 1. To gain knowledge of theoretical and philosophical frameworks, conceptions and misconceptions that define and explain disability and disability experience. 2. Develop knowledge of queer-affirmative theories and therapeutic approaches. 3. Understand the impact of addiction on individuals and families, and learn about the various treatment methods available. 4. Learn effective communication strategies for working with older adults and their families. 					
Course Outcomes:					
Learners will be able to-					
<ol style="list-style-type: none"> 1. Recognize the framework of domination and exclusion in societal structures. 2. Construct an approach to understanding disability that integrates insights from multiple fields relevant to counseling. 3. Assess personal biases and assumptions concerning queer identities and their potential influence on therapeutic interactions. 4. Implement motivational interviewing techniques effectively in counseling sessions with clients. 5. Grasp the interconnectedness of biological, psychological, and social factors in the aging process. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Psychology of Disability	1
	1.1	Perspectives and definitions	
	1.2	Disability and self	
	1.3	Disability and counseling relationship	
	1.4	Intergroup counseling theory and inclusion of persons with disabilities	
II		Queer Affirmation Counseling Practice	1
	2.1	Introduction to the gender spectrum	
	2.2	Unique stressor and mental health concerns: intra and interpersonal relationships	

	2.3	Being a queer affirmative practitioner	
	2.4	Intersectionality and Minority Stress Theory	
III		Addiction Counseling	1
	3.1	Types of Addictions - Substance and Process Addictions; Assessment and Diagnosis of Addictions <i>Wilson College</i>	
	3.2	Motivational Interviewing; Empirically Supported Treatment Approaches, Behavioral and Cognitive-Behavioral Assumptions and Practices, Solution Focused Counselling	
	3.3	12 Step Facilitation of Treatment	
	3.4	Alcohol Addiction and Families; Group therapy for Addiction	
IV		Geriatric Counselling	1
	4.1	Theories of Aging	
	4.2	Disorders in the geriatric population	

	4.3	Therapeutic considerations of working with the geriatric population	
	4.4	Neurocognitive rehabilitation	



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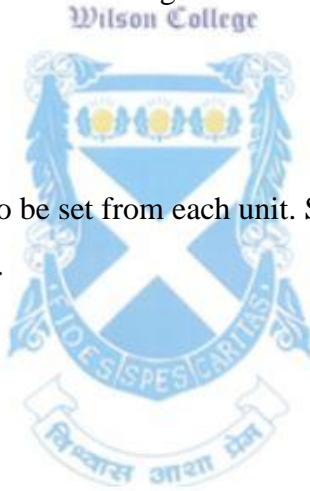
Evaluation:

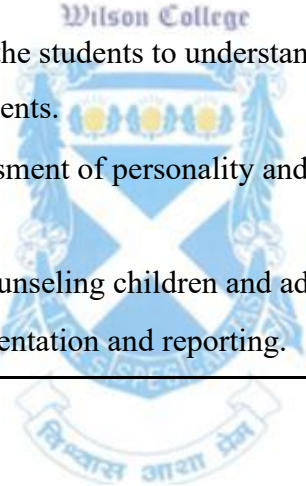
Internal evaluation: 40 marks

1. Conduct a small-scale survey/conduct a workshop on Addiction Treatments
2. Develop resources and educational materials for mental health professionals to promote queer-affirmative practices in their work settings
3. Design a psychoeducational program or support group tailored to the needs of older adults in a community setting
4. Prompt students to explore the intersectionality of disability with other aspects of identity, such as race, gender, sexuality, or socioeconomic status. Ask them to analyze how multiple marginalized identities intersect and impact individuals' experiences and counseling needs.
5. Make an educational poster to promote strategies to reduce addiction among youths for a general hospital.

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one. Total 4 Questions have to be attempted out of 8.



PROGRAM(s): M.A in Counseling Psychology			SEMESTER: IV COURSE III		
Course: Field Based Practicum			Course Code: WAPSYMP643		
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 60)	Semester End Examination (Marks- 40)
4	NA	NA	4	60	40
Course Objectives:					
<p style="text-align: center;"><i>Wilson College</i></p>  <ol style="list-style-type: none"> 1. To provide practical experience to the students to understand the role of interview, observation and case-history in assessment of clients. 2. To acquaint students with the assessment of personality and cognitive development on the field. 3. To train the students in skills for counseling children and adults on the field. 4. To acquaint students with case presentation and reporting. 					
Course Outcomes:					
<p>The Learner will be able to -</p> <ol style="list-style-type: none"> 1. Underline importance and formats of history taking and mental status examination. 2. Describe the counselling process in the field. 3. Carry out the process of diagnosis and its importance in counselling 4. Develop counselling interventions suitable to the needs of the clients. 					

Students are expected to find Internships in Organizations Working for MH, or Psychologists having their Private Practice.

Students will be encouraged to send out brochures for online therapy services to be conducted by them under supervision.

Following guidelines have to be adhered:

1. Students have to report a minimum of 6 cases from history taking to intervention sessions.
2. Cases should be discussed with the supervisor in group or individually.
3. Certificate of attendance and completion of the internship institute should be attached/
Feedback form from individual clients in case of Online therapy should be attached.
4. Students can use any one or combination of the following therapeutic techniques for every case.
5. Relevant therapeutic approaches are to be selected from
 - a. Person Centered Therapy
 - b. Cognitive Behavior Modification (REBT, Meichenbaum and Beck)
 - c. Multimodal Psychotherapy
 - d. Reality Therapy
 - e. Transactional Analysis
 - f. Behaviour Therapy
 - g. Family Therapy
 - h. Eclectic Approach
6. Minimum six session of counseling plan should be given
7. Write a detailed report on any 6 cases worked on.
8. Group counselling may constitute educational or vocational group testing sessions and educational and / or vocational guidance may be provided on the basis of findings.

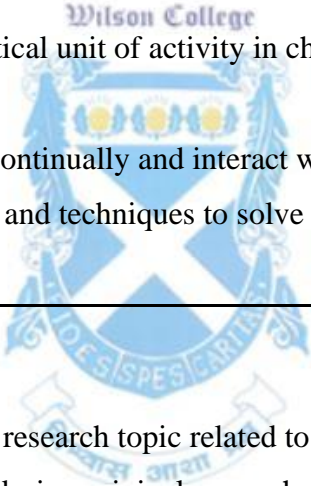


Internal evaluation: 60 marks

- a) Detailed case reports to be submitted on individual case studies and interventions (minimum 4 cases) conducted during the semester: 40 marks
- b) Assessment by supervisor (on the basis of regularity and insight oriented discussions): 20 Marks

Semester end Practical examination: 40 marks

Viva voce examination: 40 marks

PROGRAM(s): M.A in Counseling Psychology			SEMESTER: IV COURSE IV		
Course: Dissertation			Course Code: WAPSYRP641		
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 50)	Semester End Examination (Marks- 50)
180	NA	NA	6	40	60
Course Objectives:					
<p style="text-align: center;"><i>Wilson College</i></p>  <ol style="list-style-type: none"> 1. To undertake a significant practical unit of activity in chosen field to enhance intellectual and personal development. 2. To provide a capacity to learn continually and interact with multidisciplinary groups. 3. To provide innovative methods and techniques to solve research problems existing in the society. 					
Course Outcomes:					
The Learner will be able to -					
<ol style="list-style-type: none"> 1. Investigate and assess a chosen research topic related to society and environment. 2. Apply theoretical principles to design original research. 3. Analyze existing literature and collect pertinent data. 4. Evaluate various technical and research solutions critically. 5. Identify limitations and anticipate future implications of the dissertation. 					

Guidelines for Dissertation

All students must follow the following rules in submitting their dissertation

1. Front page should provide title, author, Guide's name, Name of degree/diploma and the date of submission.
2. Acknowledgements
3. third page- Abstract of the dissertation (maximum 250 words) with keywords
4. Fourth page- table of contents giving page references for each chapter and section.
5. The next page should be listy of tables, graphs and figures that are attached in appendices giving titles and page references
6. Chapterisation-

The first chapter should be a general introduction, giving the background to the dissertation, the aims and objectives of the dissertation and the rationale for the dissertation. The second chapter should be Review of Literature. The third chapter should be the methodology (hypotheses, sample, tools, research design, variables, statistical analysis tools, ethical considerations, etc). The next chapter should have results and discussions. Finally, include Summary, Limitations, Recommendations and Implications of the research study. Changes to this order may be undertaken after consulting the research guide or other APA guidelines that may exist at that time.

The Layout Guidelines for the Dissertation should be according to APA 7 format-

A4 size Paper, Font: Times New Roman (12 points), Line spacing: 2.0, Top, bottom, left and right margins: 2.54 cm; Indentations: 1.27cm starting of each paragraph and 1.27cm hanging for references

Assessment Scheme:

Continuous Evaluation: 20 marks

(Based on Abstract, Regularity, Adherence to initial plan, Records, etc.)

Final Evaluation: - 50 marks

(Contents & Layout of the Report: 10 marks,

Conceptual Framework: 10 marks,

Results and Discussion:20 marks)

Presentation and viva: 30 marks

PROGRAM(s): M.A in Counseling Psychology			SEMESTER: IV COURSE VA		
Course: Trauma Informed Therapy			Course Code: WAPSYET641		
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 50)	Semester End Examination (Marks- 50)
4	NA	NA	4	40	60
<p>Course Objectives:</p> <p style="text-align: center;">Wilson College</p> <ol style="list-style-type: none"> To acquaint students with different types and presentation of trauma. To equip students with the skill to use client specific intervention and assessment. To orient students to the signs of vicarious trauma and strategies to manage them. 					
<p>Course Outcomes:</p> <p>The Learner will be able to -</p> <ol style="list-style-type: none"> Identify and differentiate between the types of trauma and symptoms of trauma Analyze the different phases of treatment and demonstrate the ability to conceptualize client interventions through that. Select and use sound assessment measures and demonstrate the ability to conceptualize client specific interventions. Identify signs of vicarious trauma and design self-care strategies to manage the same. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Introduction to Trauma	1
	1.1	Interpersonal Sources of Trauma	
	1.2	<p align="center">Wilson College</p> Situational Sources of Trauma	
	1.3	Reactions to Trauma Experiences <ul style="list-style-type: none"> a) Neurological Symptoms b) Psychological Symptoms c) Social Symptoms 	
	1.4	Diversity Issues in Trauma - Minority stress theory, Intersectional Lens to Trauma	
II		Phases of Trauma Therapy	1

	2.1	Role of therapeutic relationship in treatment	
	2.2	Phases of Treatment: Stage 1 - Safety and Stabilization	
	2.3	Phases of Treatment: Stage 2 - Processing Trauma	
	2.4	Wilson College Phases of Treatment: Stage 3 - Integration and Connecting with Others	
III		Trauma Informed Assessment and Interventions	1
	3.1	Trauma Symptom Inventory, PTSD Checklist (Adults)	
	3.2	Adverse Childhood Experiences Scale (Children)	
	3.3	Crisis Interventions – Introduction and application	

	3.4	TF-CBT – Introduction and application	
IV		Understanding Vicarious Trauma	1
	4.1	Introduction to Vicarious Trauma and contemporary perspectives	
	4.2	Compassion Fatigue, Burnout, Countertransference	
	4.3	Self-assessment - Identifying signs of vicarious trauma in self	
	4.4	Importance of self-care and strategies	

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Evaluation:

Internal evaluation: 40 marks

20 marks - Application based assignment, class presentation, critical review of research papers on topics relevant to course material or in class quiz.

20 marks - Video recording of a short 20 minute session demonstrating their skills either with a classmate or demo participant (teacher has the discretion to choose)

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one.

Total 4 Questions have to be attempted out of 8.



PROGRAM(s): M.A in Counseling Psychology				SEMESTER: IV COURSE VB	
Course: School Counselling				Course Code: WAPSYET642	
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
4	NA	NA	4	40	60
Course Objectives : <ol style="list-style-type: none"> 1. To understand the development and purpose of school counselling programme in schools 2. To obtain the knowledge, skills, and attitude that helps to implement a comprehensive counselling programme in the educational settings. 3. To understand student appraisals, assessment techniques and essentials of career counselling. 					
Course Outcomes: Learner will be able to – <ol style="list-style-type: none"> 1. Outline the history and development of school counselling and the changing role of school counselors. 2. Describe the various roles of a school counselor, necessary skills and essentials of an effective training program. 3. Explain student appraisals, assessment techniques and essentials of career counselling. 4. Identify the professional boundaries, ethics and legal issues in school counselling. 5. Administer, score and interpret results for psychological tests entailed in career counselling. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits / Unit
I		Development of School Counselling and Individual and Group Counseling	1
	1.1	Need and Purpose of School counseling program	
	1.2	Evaluation and building of school facilities and resources, varying roles of school of counselors, training of school counselors, culturally competent counseling skills.	
	1.3	Student, parent and teacher counseling, consulting: Information, instructional, problem solving services.	
	1.4	Data Collection and sharing, referrals and follow up, school wide events, appraising: student evaluation and environmental evaluation.	
II		Developing a comprehensive program, Student appraisal, and career counselling	1
	2.1	Planning: assessing the current program, seeking input and support for change,	

		assessing students', parents' and teachers' needs, determining resources	
	2.2	Organizing: setting goals, assigning responsibilities	
	2.3	Evaluating: types of evaluation, school counselor evaluation Standardized testing - using Standardized tests – types of assessment instruments – other assessment techniques. Wilson College	
	2.4	Career counseling - career planning and decision making, Collaboration with school and agency professionals, Professional ethics and legal issues	
III		Educational and Vocational Guidance	1
	3.1	Purpose, Factors affecting education: Self, Home, School, Neighborhood, Community. Educational Guidance Programme - Primary School Level, Secondary School Level, College Complementary Roles of the Teacher Counselor and Professional Counselor, Parental Collaboration in Educational Guidance.	
	3.2	Instituting and Founding of Guidance Service, Planning Designing and Implementing an Educational Cell/Unit.	

	3.3	Nature, Scope, Need for Vocational Guidance, The Socio-economic and Cultural Context and factors contributing to vocational Development.	
	3.4	Theories of Vocational Development, Process of Vocational Counselling, Job Analysis and Job Satisfaction, Role of counselor and Occupational Information: Sources and Collection Classification and Dissemination of information. Role of counselor in career preparation, career decision making, career exploration techniques.	
IV		Measurement in Guidance and Counselling, Applications of Vocational Guidance	1
	4.1	Need, Use, Characteristics of Psychological Tests, Different Types of Tests - Intelligence Tests, Achievement and Aptitude Tests, Personality Inventories, Interest Inventories, Projective Techniques, Testing Procedure, Scoring, Recording, Reporting Test Interpretations, Limitations	
	4.2	Specific Targeted Groups Exceptional Children: definition, Causes, Types, Specific assessment tools- Intellectually challenged, Scholastic deficits/ Learning disabled, Physical and sensorially challenged, communication disorders and gifted;delinquents/dropouts, destitutes/ orphans.	

	4.3	Individual counselling and guidance- discovering Individual Abilities/Interests, Studying Occupations and Job Requirements, Training for Interviews.	
	4.4	Developing a Work Ethic, Developing Professionalism, The Psychology of Entrepreneurship.	

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Sharma, R. N. (2008). Vocational Guidance and Counseling. Delhi: Surjeet Publications.

Evaluation:

Internal evaluation: 40 marks

- A. Mock Cases
- B. Module making
- C. Workshop with school students

Semester end examination: 60 marks

Paper pattern: 2 questions of 15 marks to be set from each unit. Students will attempt any one question.

Total 4 Questions have to be attempted out of 8.

