MPC151-MULTICULTURAL COUNSELLING SKILLS - I

Total Teaching Hours For Semester:60 **No of Lecture Hours/Week:4**

Max Marks:100 **Credits:4**

Course Description and Course Objectives

Course description: This practical course has been conceptualized in order to train students in counselling skills. The developmental model of training is followed. Through this course the students are trained in basic counseling skills, such as attending skills, basic listening sequence, observation skills, along with ethics in a multicultural context through dyad and triad work.

Course objectives After the completion of this course, a student will be able to:

- Demonstrate Basic Counselling Skills.
- Reflect more on themselves as developing counsellors.
- Demonstrate a few counselling techniques.

Course Outcomes

Course outcomes: By the end of the course the learner will be able to:

CO1: Demonstrate sensitivity of and responsiveness to ways in which culture interacts with the counseling relationship.

CO2: Identify expected outcomes of basic counseling skills (attending, questioning, observation, encouraging, paraphrasing, summarization and reflection of feeling).

CO3: Apply basic counseling skills (attending, questioning, observation, encouraging, paraphrasing, summarization and reflection of feeling).

CO4: Demonstrate self-awareness through reflective writing and journaling of skills progression and observation.

Unit-1 **Teaching Hours:10**

Unit 1

Introduction to counselling skills; Micro skill approach to counselling; Ethics and multicultural issues in counselling.

Unit-2 **Teaching Hours:15**

Unit 2

Attending Behaviours; Questions; Client observational Skills; Encouraging, Paraphrasing and Summarizing.

Unit-3 **Teaching Hours:15**

Unit 3

Reflection of Feeling; Focusing

Unit-4 **Teaching Hours:20**

Unit 4

Integrating Listening Skills

Textbooks and Reference Books

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2017). Intentional interviewing and counseling: Facilitating client development in a multicultural society [9th Edition]. Cengage Learning.

Essential/Recommended Reading

Evans, D.R. , Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.

Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. New Delhi: Sage Publications.

Evaluation Pattern

Continuous Internal Assessment (CIA) - 70%

End semester examination (ESE) - 30%

Continuous Internal Assessment (CIA)

CIA 1: 30 marks

CIA 2: 30 Marks

Class participation: 5 marks

Attendance: 5 marks

All CIAs are must pass assessments with a passing grade of 50%. If a student does not meet the passing g
repeat the CIA again before moving to the next CIA. The student must pass all the CIA components and g
including class participation marks to be eligible to write the ESE.

End Semester Examination (ESE)

The passing grade for the ESE is 40%

An overall grade of 50% is required to pass the course.(CIA+ESE)

Course Name: Quantitative Research Methods
Course Code: MPC133
Total number of Teaching hours: 60
Credits: 4

Course Description:
This course is offered to students in the first semester to introduce them to the tradition of quantitative research in psychology. It begins by discussing the philosophical foundations of quantitative research, followed by the scientific process of research. Students are expected to identify the links between the scientific process of research and development of counseling psychology. Students will be introduced to research designs, data collection and sampling methods and application of basic statistical methods in quantitative psychology. The course also provides opportunities to practice skills of research in laboratory settings.

Course Outcomes:
At the end of this course students will be able to:

- Demonstrate knowledge of research designs in quantitative research and the scientific process of research
- Apply knowledge about basic descriptive and correlational statistics and visualization of quantitative data.
- Design an experiment with manipulation that can control variables
- Differentiate various data collection and sampling methods employed in quantitative research
- Write a quantitative research proposal in the domain of Psychology

Programme Outcomes:

PO1: Demonstrate knowledge of the theoretical foundations of counselling psychology and its application in diverse contexts and populations.

PO2: Practice evidence-based and culturally-sensitive counselling based in a holistic model of mental health services for individuals, couples, families and groups.

PO3: Exhibit an emerging professional identity and an openness to ongoing personal and professional development through engagement in relevant professional organizations, continued learning, and reflexive practices.

PO4: Design, implement, evaluate, interpret and disseminate psychological research to solve real world problems.

PO5: Demonstrate a critical understanding of professional, ethical and legal policies and procedures in mental health and counselling practice.

PO6: Demonstrate skills of leadership, creativity, and social sensitivity to recognise the needs of the community and become active agents of change.

Course Outcomes / Programme Outcomes	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO1: Demonstrate knowledge of research	**1**			**3**	**1**	

designs in quantitative research and the scientific process of research						
CO2: Apply knowledge about basic descriptive and correlational statistics and visualization of quantitative data				**3**		
CO3: Design an experiment with manipulation can control the variables				**3**		
CO4: Differentiate various data collection and sampling methods employed in quantitative research				**3**	**1**	
CO5: Write a quantitative research proposal in the domain of Psychology		**1**		**3**		

Course Outline:

Unit 1 title: Foundations of Quantitative Research Methods in Psychology
Hours: 10
Course outcome mapped to unit 1: CO1
Unit details:
Philosophical roots of quantitative research; History of scientific research in psychology; Definition of research; Purpose and need of psychological research. Hypothesis generating and hypothesis testing research; Ethical issues in psychological research

Unit 2: Study Conceptualization **Hours: 7 + 5 = 12**

Course outcome mapped to unit 2: CO1, CO2

Unit details:

Conceptualization of a study aim and rationale; Purpose of causality and experimentation; Formulation of research problems; Definition and nature of variables, types - Independent and dependent; Operationally defining variables; Definition and types of hypotheses- null, alternate, directional versus non-directional; Visualization of data through graphs.

Steps in quantitative research (5 hours of lab work dedicated to developing problem statement and a hypothesis is suggested)

Unit 3: Sampling and Data Collection

Hours: 10

Course outcome mapped to unit 3: CO4

Unit details:

Population and sample: Basic assumptions of Sampling distribution; Sampling techniques such as -probability and non-probability sampling; Sample size, effect size and power
Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods and psychometric tests

Unit 4: Non-experimental and Quasi-experimental Research Designs **Hours: 13**

Course outcome mapped to unit 4: CO2, CO3

Unit details:

Observational, Exploratory, Correlational and descriptive research in psychology; Evaluating reliability and validity in research design and measurement
Application: Visualization of data through Histograms, Boxplots, Boxplots; Descriptive statistics - measures of central tendency and variability; Tests of relationship - Pearson's and Spearman's correlation. (Suggested Statistical software: SPSS or JAMOVI)

Unit 5: Experimental Research Design and Beyond **Hours: 15**

Course outcome mapped to unit 5: CO3, CO5

Unit details:

Adequate vs Inadequate (faulty) research designs; types of experimental designs based on subjects and factors: Within-subject, between subjects, single-subject, single factors and

factorial design; Source of error variance and its management in the various types of experimental designs; Mixed methods

Statistical application: Measurement of difference: independent and dependent samples t-test.

Continuous Assessment Outcomes

Course Outcomes	**CIA 1 (20 Marks)**	**CIA 2 (30 Marks)**	**ESE (50 Marks)**
CO1: Demonstrate knowledge of research designs in quantitative research and the scientific process of research	**10**		**10**
CO2: Apply knowledge about basic descriptive and correlational statistics and visualization of quantitative data	**10**		**10**
CO3: Design an experiment with manipulation can control the variables		**10**	**10**
CO4: Differentiate various data collection and sampling methods employed in quantitative research			**20**

CO5: Write a quantitative research proposal in the domain of Psychology		**20**	

MPC131 - FOUNDATIONS OF COUNSELLING PSYCHOLOGY

Total Teaching Hours for Semester:60 Max Marks:100

No of Lecture Hours/Week:4 Credits:4

Course description: This course will give students an insight into topics that provide a foundation for counselling psychology and lays down the ground concepts for their journey towards becoming a professional in this field. The course will also provide students with an in-depth examination of biological foundations of human behavior with specific focus on the intersection of biology and psychology in the context of counselling psychology.

Topics covered include, understanding the meaning of counselling, its settings and aspects, the historical roots of this field, an Indian Perspective, ethical components, and current trends, structure of brain, neurons, transmission of signals. This course is the steppingstone for students to gain a foundation towards understanding their roles and requirements to provide services to those in need of them.

Course objectives:

This course provides students with an understanding of:

- The counsellor's roles and responsibilities within evolving practice environments
- Historical development and its current status of counselling psychology
- Ethical issues and dilemmas in the field of counselling psychology
- Understand the key biological processes underlying emotional and cognitive processes.

Learning Outcome

CO1: Distinguish between guidance, psychotherapy and counselling

CO2: State the historical background and development of counselling psychology

CO3: Critically analyze ethical issues and debates in counselling psychology

CO4: Assess boundaries of the different types of counselling

CO5: Integrate biological and psychological perspective in counselling

Unit-1 **Teaching Hours:15**

Introduction

Struggle, Growth and Diversity of the Profession; Defining Features of Counselling; Difference between guidance and counselling; Counselling and psychotherapy; Training, Job Settings, and Activities; Counselling psychology and other specialties and fields: Distinctiveness and overlap

Unit-2 **Teaching Hours:15**

Historic Perspectives

Five Unifying Themes of Counselling Psychology; Stages in the Development of the Profession - Western History and Indian History; The Scientist-Practitioner Model

Unit-3 **Teaching Hours:15**

Counselling Relationship & Ethical and Legal Guidelines

Facilitative conditions for a counselling relationship; Importance of Ethics; Ethical Principles, with Case Studies; Ethical Dilemmas; Ethics and Online Client-Counsellor Interactions; Ethical and Legal concerns; Multicultural competence

Unit-4 **Teaching Hours:15**

A. Biological Bases of Human Behavior

Neurons, The transmission of Signal, Organization of Nervous System, Structure of Brain

B. Current trends in counselling

Different formats of Counselling services; Technological Advances in Counselling; Global diversity issues in counselling; Trauma Counselling; Mental Health Advocacy and Social Justice; Process Oriented Research in Counselling

Text Books And Reference Books:

Neukrug, E. (2011). The world of the counselor: An introduction to the counseling profession. Nelson Education.

Bond, T. (1997) Standards and Ethics for counsellors in action, New Delhi: Sage

Charles, G.J., & Bruce, F.R. (1995), Counselling Psychology, Harcourt Brace Publishers, U S A

Felthman, C., & Horton, I. (2000) (Ed), Handbook of Counselling and Psychotherapy, New Delhi: Sage

Essential Reading / Recommended Reading

Chang, C. Y., Lambert, S., & Goodman-Scott, E. (2017). Advocacy and Social Justice . In S. J. Young, & C. S. Cashwell, Clinical Mental Health Counselling: Elements of Effective Practice (pp. 88 - 127). Sage .

Gelso, C. J., Williams, E. N., & Fretz, B. R. (2014). Counselling Psychology. American Psychological Association .

Gibson, R. L., & Mitchell, M. H. (2008). Introduction to Counselling and Guidance . Pearson .

Gladding, S. T. (2018). Counselling: A Comprehensive Profession . Pearson .

Gupta, K., Sinha, A., & Bhola, P. (2016). Intersections Between Ethics and technology: Online Client-Therapist Interactions. In P. Bhola, & A. Raguram, Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line (pp. 169 - 186). Springer .

Mcleod, J. (2013). An Introduction to Counselling . McGraw Hill Publication .

D'Amato, R.C., Davis, A.S., Power E.M. (2021). Understanding Biological Basis of Behavior: Developing Evidence Based Interventions for Clinical, Counselling and School Psychologist. Springer Publications

Vinay, B., Lakshmi, J., & Math, S. B. (2016). Ethical and Legal Issues in Psychotherapy and Psychotherapy Practice: Walking the Line. In P. Bhola, & A. Raguram, Ethical Issues in Counselling (pp. 199 - 218). Springer

Evaluation Pattern

Continuous Internal Assessment (CIA) - 70%

End semester examination (ESE) - 30%

Continuous Internal Assessment (CIA)

CIA 1: 30 marks

CIA 2: 30 Marks

Class participation: 5 marks

Attendance: 5 marks

All CIAs are must pass assessments with a passing grade of 50%. If a student does not meet the passing grade for CIA, s/he will have to repeat the CIA again before moving to the next CIA.

The student must pass all the CIA components and get a minimum of 33/65 including class participation marks to be eligible to write the ESE.

End Semester Examination (ESE)

The passing grade for the ESE is 40%

An overall grade of 50% is required to pass the course. (CIA+ESE)

MPC 231

Qualitative research methods in counseling psychology

(Revised 2023)

Course code- MPC 231

Course title- Qualitative research methods in counseling psychology

Credits- 4

Number of hours per week- 60

Course type- Core

Course prerequisites- None

Course description:

This course provides a theoretical foundation in qualitative research methods including an orientation to diverse research paradigms and research designs. The course will provide basic hands-on training in collecting, analyzing, and reporting qualitative data. Along with courses on research in the first and second semester, this course intends to provide students with the theoretical background to develop their research proposal. This course is also a pre-requisite for an advanced level course on qualitative data analysis.

The course meets local needs of providing the necessary worldviews and skills to produce knowledge from the peripheries. As the importance of qualitative research in counseling psychology grows globally, the course also meets global needs.

The course is interdisciplinary in nature, and draws from history and philosophy of science, sociology, anthropology, literature, cultural studies and performance studies. It also addresses cross-cutting issues through the use of exemplar research articles that problematize mainstream knowledge production in psychology from anti-capitalistic, anti-caste, decolonial, feminist, queer, and disability lenses.

Course outcomes

By the end of the course, the learner will be able to:

CO1: Demonstrate knowledge of the philosophical foundations of different traditions in qualitative research.
CO2: Discuss the relationship between paradigms, methods, and knowledge produced in counselling psychology.
CO3: Analyse different disciplinary influences on research designs and analysis in qualitative research
CO4: Demonstrate skills of proposal writing and reporting qualitative research
CO5: Demonstrate skills of collecting, analyzing, and interpreting qualitative data, and using qualitative data analysis softwares.

Mapping course outcomes to programme outcomes

PO1: Demonstrate knowledge of the theoretical foundations of counselling psychology and its application in diverse contexts and populations.

PO2: Practice evidence-based and culturally-sensitive counselling based in a holistic model of mental health services for individuals, couples, families, and groups.

PO3: Exhibit an emerging professional identity and an openness to ongoing personal and professional development through engagement in relevant professional organisations, continued learning, and reflexive practices.

PO4: Design, implement, evaluate, interpret, and disseminate psychological research to solve real world problems

PO5: Demonstrate a critical understanding of professional, ethical, and legal policies and procedures in mental health and counselling practice.

PO6: Demonstrate skills of leadership, creativity, and social sensitivity to recognise the needs of the community and become active agents of change.

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	1	3	1	2
CO2	2	1	2	3	1	2
CO3	1	2	1	-	1	2
CO4	2	2	2	3	3	2
CO5	-	3	-	3	-	1

Unit	Unit details	Course outcomes	Assessments
1 **Foundations of qualitative research** **15 hours**	Defining qualitative research; Historical development of qualitative research; Key philosophical orientations/worldviews/paradigms in qualitative research (positivism, interpretivism, constructivism, critical theory, post-structural/post-modern); Contrasting qualitative and quantitative research	**CO 1** **CO 2** **CO 3**	**CIA 1** **ESE**

2. Conceptualizing qualitative research (15 hours)	Components of a qualitative research proposal; Conceptualizing research questions, issues of paradigm, Designing samples, Theoretical sampling, Different traditions of qualitative research; Grounded theory, Narrative approach, Phenomenology, Ethnography, Case study, Action research; Issues of credibility and trustworthiness	**CO2** **CO4**	**CIA 1** **ESE**
3. Qualitative data collection labs (15 hours)	What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups; Life history and oral history, documents, diaries, photographs, films and videos,	**CO5**	**CIA 2** **ESE**

	conversation, texts and case studies		
4. Qualitative data analysis and writing (15 hours)	Different traditions of qualitative data analysis; thematic analysis, Content analysis, Narrative analysis, discourse analysis, qualitative data analysis software, NVIVO, Reporting qualitative research data	**CO4** **CO5**	**CIA 2** **ESE**

Mapping course outcomes with assessments

Course outcomes	**CIA 1 (30)**	**CIA 2 (30)**	**Class participation and attendance (10)**	**End Semester Examination (30)**
CO 1 Understand the philosophical foundations of different traditions in qualitative research in relation to quantitative research	10	-	2	5
CO 2 Understand the relationship between paradigms, methods, and	5	-	2	10

knowledge produced in counselling psychology				
CO 3 Appreciate importance of different disciplinary influences on research designs and analysis in qualitative research	5	-	2	5
CO 4 Demonstrate skills on proposal writing and reporting qualitative research	10	10	2	5
CO 5 Develop skills to collect, analyze and interpret qualitative data using computer softwares	-	20	2	5

Essential References

Mcleod, J. (2011). Qualitative Research in Counseling and Psychotherapy. Sage

Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Sage.

Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research Practice: A guide for social science students and researchers (2nd ed.).* Sage Publication Limited.

Willig,C.(2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Open University Press.

Recommended References

Bryman,A (Ed.)(2007) Sage Benchmarks in social science research methods Vol.I,Vol.II ,Vol,III,and Vol. IV. Sage Publications

Kvale,S.(Ed.) (1997).Psychology & Post-modernism.Sage Publications

McGhee, P. (2001). Thinking critically about qualitative research in psychology. In P. McGhee, Thinking psychologically (pp.98-111). Palgrave

Smith,J.A.(ed.)(2003).Qualitative psychology: A practical guide to research methods. Sage.

Smith, J.A., Harre,R., & Langenhove,L.V.(eds.).(1995).Rethinking methods in psychology. Sage.

MPC251-MULTICULTURAL COUNSELLING SKILLS - II

Total Teaching Hours For Semester:60 **No of Lecture Hours/Week:4**

Max Marks:100 **Credits:4**

Course Description and Course Objectives

Course description: This course is a continuation of the Multicultural Counselling Skills Course–I. The developmental model of training is followed. Here the student is trained in the more advanced skills of influencing and bringing about client change, case conceptualization and treatment planning through observation and roleplay.

Course objectives : The aim of this course is to learn

- Advanced individual counselling skills.
- To use counselling techniques in applied settings.
- Conceptualization of client problems and effectively work towards client change and growth.

Course Outcomes

Course outcomes: By the end of the course the learner will be able to:

CO1: Identify expected outcomes of advanced counseling skills (empathic confrontation, reflection of meaning, reframing/interpretation; strategies for change).
CO2: Apply advanced counselling skills (empathic confrontation, reflection of meaning, reframing/interpretation; strategies for change).
CO3: Demonstrate integration of basic and advanced skills in practice counselling sessions.
CO4: Construct case conceptualization, and treatment and session plans

Unit-1 **Teaching Hours:15**

Unit I

Review; Confrontation Skills; Reflection of Meaning; Influencing Skills – Six Strategies for change.

Unit-2 **Teaching Hours:15**

UNIT II

Skill Integration; Integrating Micro skills with Theory; Determining Personal Style & Future Theoretical/ Practical Integration.

Unit-3 **Teaching Hours:15**

Case history gathering, mental status examination, 4-P model, major symptoms/provisional diagnosis, choosing a modality of therapy

Unit-4 **Teaching Hours:15**

UNIT IV

Incorporating conceptualization, creating goal/objectives, choosing modality, & intervention planning, treatment planning and session mapping.

Essential References

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society [9th Edition]*. Cengage Learning.

Recommended References

Evans, D.R. , Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). *Essential Interviewing: A Programmed Approach to Effective Communication*. Thomson: Brooks/Cole.

Nelson-Jones, R. (2008). *Basic Counselling Skills: A Helper's Manual*. New Delhi: Sage Publications.

Evaluation Pattern

Continuous Internal Assessment (CIA) - 70%

End semester examination (ESE) - 30%

Continuous Internal Assessment (CIA)

CIA 1: 30 marks

CIA 2: 30 Marks

Class participation: 5 marks

Attendance: 5 marks

All CIAs are must pass assessments with a passing grade of 50%. If a student does not meet the passing grade for CIA, s/he will have to repeat the CIA again before moving to

the next CIA. The student must pass all the CIA components and get a minimum of 33/65 including class participation marks to be eligible to write the ESE.

End Semester Examination (ESE)

The ESE is a Viva Voce Examination. The passing grade for the ESE is 40%

An overall grade of 50% is required to pass the course.(CIA+ESE)

MPC431-COUNSELLING INTERVENTIONS FOR SPECIAL POPULATIONS

Total Teaching Hours For Semester:30 **No of Lecture Hours/Week:2**

Max Marks:50 **Credits:2**

Course Description and Course Objectives

Course description: This course provides an overview of counselling interventions for special populations. Domains including Substance abuse counselling and queer affirmative practice are dealt with in this course. This course in the final semester aims to help students to integrate learning from the previous semester and apply it to provide counselling interventions for specific populations.

Course objectives: This course will help the learner:

- Understand addiction and deal more effectively with people addicted to various substances
- Inculcate basic theoretical understandings of sexuality and gender from an intersectional perspective and engage with LGBTQIA+ people with enhanced sensitivity

Course Outcomes

By the end of the course the learner will be able to:

- Identify and conceptualise substance use disorders and plan appropriate interventions

- Demonstrate the skills to work with LGBTQIA+ people employing queer-affirmative principles

Unit-1 **Teaching Hours:15**

Substance Abuse counselling

Understanding Use, Abuse and Dependence; Types of Drugs; Early Identification (risk factors); Nicotine Dependence; Assessment tools and application; Counselling for Motivation Enhancement; Brief Intervention Therapy; Denial; Counselling Individuals; Relapse Dynamic & triggers; Processes in Recovery (refusal skills)

Unit-2 **Teaching Hours:15**

Queer affirmative counselling practice

Sexual orientation and gender identity; Sexuality, genders, and mental health disciplines in India; Queering psychological practice: Role of language, CBT, Family & couples therapy, person-centred therapy, Trans-affirmative practice; Guidelines and manuals from India and outside

Essential References

Capuzzi, D., & Stauffer, M. D. (2014). Foundations of addictions counseling. Pearson.

Shelley, E. Taylor. (1986). Health Psychology. MGH

Miller, G. (2014). Learning the language of addiction counseling. John Wiley & Sons.

Narrain, A., & Chandra, V. (2015). Nothing to fix: Medicalisation of sexual orientation and gender identity. SAGE Publications India.

Recommended References

Alcoholic Anonymous World Services, Inc. (1980). The twelve steps and the twelve traditions. New York: AA World Services, Inc.

American Psychological Association (APA) Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. 2015

Ranade, K. (2018). Growing up gay in urban India. Critical Psychosocial perspectives. Springer Singapore.

Kumar, P. (2021). Sexuality, Abjection and Queer Existence in Contemporary India. Routledge.

Evaluation Pattern

Continuous Internal Assessment (CIA)

CIA 1: 20 marks

CIA 2: 25 Marks

Class participation & Attendance: 5 marks

All CIAs are must pass assessments with a passing grade of 50%. If a student does not meet the passing grade for CIA, s/he will have to repeat the CIA again before moving to the next CIA. The student must pass all the CIA components with an overall CIA mark of 25/50 to pass the course.

MPC252 - PSYCHOLOGICAL ASSESSMENT

Total Teaching Hours for Semester:60 No of Lecture Hours/Week:4

Max Marks:100 Credits:4

Course Description: This is a practical course aimed at familiarizing students with different assessment methods including psychological tests. A range of Personality, Intelligence, Aptitude and Achievement tests are covered. This course provides an in-depth examination of projective techniques as a tool for psychological assessment in counselling. Through hands-on practice, students will develop the skills to administer and interpret projective techniques and

integrate the results with other assessment methods to develop a comprehensive understanding of clients' psychological functioning. The course will also cover effective communication skills for presenting and discussing the results of projective techniques and other assessment with clients and their application in the development of treatment plans and interventions.

Course Objectives: The course is intended to help students to:

- Demonstrate competence in administering, scoring and interpreting a range of psychological tests.
- Identify relevant tests to be used for specific counselling needs.

Learning Outcome

CO1: Administer and interpret Intelligence, Personality, and Career interest and aptitude measures

CO2: Integrate the results of psychological tests and projective techniques with other assessment methods to develop a comprehensive understanding of clients' psychological functioning.

CO3: Demonstrate effective communication skills in presenting and discussing the results of psychological testing with clients.

CO4: Apply psychological testing in the development of treatment plans and interventions.

Unit-1 Teaching Hours:15

Unit I

The purpose of assessment in counselling. Assessment principles. Overview of assessment areas: Initial assessment in counselling – Case history, MSE: Identifying a clients problem using a clinical interview, suicide risk assessment

Unit-2 Teaching Hours:15

Unit II

Intelligence and general ability testing (WISC IV, Bhatia’s battery, Vineland Social Maturity Scale, Bharatraj Development Schedule).

Unit-3 Teaching Hours:15

Unit III

Assessment in career counselling (Comprehensive Interest Schedule), Measuring Achievement and aptitude (DBDA), Developmental Aptitude Test

B. Assessments in Personality (16 PF, MAPS, EPQ and MBTI)

Unit-4 Teaching Hours:15

Unit IV

Projective techniques

Thematic Apperception Test, Sentence Completion Test, Child Apperception Test, Draw a Person Test, Rorschach- Demo only

Text Books And Reference Books:

Aiken, L.R., & Groth- Marnat, G. (2006). Psychological Testing and Assessment – twelfth edition. Boston, MA: Pearson.

Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

Cormier, S.& Cormier, W.H. Interviewing Strategies for Helpers: Fundamental Skills And Cognitive- Behavioural Interventions (Counselling Series). Wadsworth Publishing Co.

Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

Whiston, S.C (1999). Principles and applications of assessment in counselling, Wadsworth, Belmont. Brooks- Cole

Essential Reading / Recommended Reading

Test Manuals

Evaluation Pattern

All CIA's are must pass CIAs

Minimum 50% of the mark is required to pass a CIA

Only those candidates with 50% marks in the previous CIA are allowed to write the next CIA. If they fail in one CIA, they have to repeat that CIA and pass it, in order to make them eligible to write the next CIA.

They have to score a minimum of 38/70 in the CIA overall, to make them eligible to write the End Semester Examination

If the student fails to get 38/70 in CIA overall, the candidate should repeat all the CIAs again and only then the candidate will be allowed to write the End semester Examination. While others write the ESE, the candidate will repeat overall CIA. After passing the CIA repeat (securing 38/70 marks) they have to appear for the ESE at the beginning of the consequent semester.

The pass percentage for ESE is 40%

Course Code	MPC331	**Course Title**	CHILD AND ADOLESCENT COUNSELLING
Credits	04	**Course Type**	THEORY
Hours	60	**Hours per week**	4
Course Type	CORE	**Course Prerequisites (if any)**	Life-span Psychology; Multicultural Counselling Skills, Counselling Theories and Techniques
Course Description	The course prepares trainee counsellors to address the specific needs of children and adolescents, emphasising developmental, academic and career-related issues. This paper appraises critical ethical and legal issues while working with children and adolescents. We will discuss various roles of a child and adolescent counsellor, including working with parents and school staff as a consultant and collaborator to provide services for children. Courses including multicultural counselling skills, counselling theories and techniques (individual and groups), and Life span psychology are critical foundational and prerequisite courses for this course. This course is taken along with a supervised practicum in the third semester to allow students to practice and develop specific skill sets to work with children and adolescents.		

Course Outcomes	Upon successful completion of the course, the student will be able to: **CO1:** Evaluate various ethical considerations, counselling strategies and the use of mediums while working with children and adolescents. **CO2:** Analyse different evidence-based preventive and promotive models to support behavioural, academic and career-readiness issues within the school and educational settings. **CO3:** Apply the knowledge of school-based consultation and collaboration models to develop services for students, school staff and families. **CO4:** Reflect on the role of a child and adolescent counsellor as a leader, advocate, consultant and service provider in Indian school systems.

Course Outline

Course Outcomes	**Topic**	**Teaching Hours**	**Teaching learning methods used/ activities and or class trips**	**Reading material /References**	**Assessment Strategies**
CO1: Evaluate various ethical considerations, counselling strategies and the use of	Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community,	10	Case-discussion; workshop	Reference Geldard, K., Geldard, D., & Foo, R. Y. (2013). Counselling Children: A Practical Introduction. SAGE. Additional Reading Vernon, A. (2009). Counseling children and adolescents (4th ed.). Love Publishing.	Case study

mediums while working with children and adolescents.	at risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). Characteristics of child and adolescent counsellor Use of mediums-play and art with children, Ethical and legal issues while working with minor clients			McClure, F. & Teyber, E. (2003). Casebook in child and adolescent treatment: Cultural and familial contexts. Brooks/Cole. Naar-King, S., & Suarez, M. (2011). Motivational interviewing with adolescents and young adults. Guilford.	
CO2: Analyse different evidence-based	Devising Tiered Model interventions for	25	Lecture and PPT, Class	B Santrock, J.W. (2003). Educational Psychology. McGraw-Hill.	Scenario/case-based essay

preventive and promotive models to support behavioural, academic and career-readiness issues within the school and educational settings.	specific issues in an educational setting: Working with children with special needs. principles of special education, behavioural management. Individualized educational programmes. Career Readiness: theories of career development, influences on career development.		activities	Woolfolk, A. (2007). Educational psychology (10th ed.). Allyn & Bacon. Additional Reading Forman, S.G., & Crystal, C.D. (2015). Systems consultation for multitiered systems of supports (MTSS): Implementation issues. Journal of Educational and Psychological Consultation, 25(2-3), 276- 285. https://doi.org/10.1080/10474412.2014.963226	

	Learning and Teaching Needs/Academic Readiness and advising: Learning styles: VAK Model, Kolb's experiential model. study skills and academic advising: reading, writing, note making, time management. cognitive issues: factors influencing attention and concentration, rememberin				

	g, forgetting; teacher-student relationship, school climate				
CO3: Apply the knowledge of school-based consultation and collaboration models to develop services for students, school staff and families.	Counsellor as Educational Consultant: Consultation Models and Skills-mental health, behavioural, process and organisational models	15	Case-based discussion, PPTs	Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2010). Psychological consultation: Introduction to theory and practice (7 th ed.). NJ Additional Reading Schmidt, J. (2008). Counseling in Schools: Comprehensive programs of responsive services for all students. Allyn and Bacon. Ferguson, S. (2002). What parents need to know about children. Ludic. Sharry J. (2004) Counselling children, adolescents and families: A strengths-based approach. Sage Publications.	Case study-written exam
CO4: Reflect on the role of	School counselling models and	10	Group discussions,	American School Counselor Association (2012). The ASCA National Model: A Framework	Reflective essay

a child and adolescent counsellor as a leader, advocate, consultant and service provider in Indian school systems.	policies- The ASCA National Model: A Framework for School Counseling Programs; UNCRC, National level initiatives- NCPCR; Advocating for minor clients, advocating for counselling for children and adolescents, their mental health needs. Roles of school counsellor and challenges		reflection activites	for School Counseling Programs, Third Edition. Alexandria, VA: Author. Studer J.R.(2015) The essential school counselor in a changing society. SAGE.	

Assessment Plan

Course outcomes	CIA1	CIA3	ESE

	(Total 30 marks)	(Total 30 marks)	(Total 50 marks)
CO1:	10		10
CO2:	20		20
CO3:		15	10
CO4:		15	10
Note (if any):	5 marks for attendance as per University Policy 5 Marks for class engagement CIA 1 & 3 will be individual assignments End Semester - 2 hrs- 50 Marks		

Course code- MPC341B

Course title- Data analysis labs (Qualitative)

Credits- 2

Number of hours per week- 30

Course type- Elective

Course prerequisites- MPC 231

Course description:

This course provides a deeper, and more hands-on training in qualitative data analysis. The student will take up one approach to qualitative data analysis and deep dive into the same. Students will also be exposed to the importance of theory in qualitative data analysis, and post-qualitative research inquiry that critiques knowledge production based on methods employed.

The course meets local needs of providing the necessary worldviews and skills to produce knowledge from the peripheries. As the importance of qualitative research in counseling psychology grows globally, the course also meets global

needs.

Course outcomes

By the end of the course, the learner will be able to…

1. Demonstrate skills in any one approach to qualitative data analysis
2. Report qualitative data in a manner consistent with qualitative data analysis approach and paradigm
3. Critically reflect on knowledge produced based on choice of qualitative data analysis method.

Mapping course outcomes to programme outcomes

PO1: Demonstrate knowledge of the theoretical foundations of counselling psychology and its application in diverse contexts and populations.

PO2: Practice evidence-based and culturally-sensitive counselling based in a holistic model of mental health services for individuals, couples, families, and groups.

PO3: Exhibit an emerging professional identity and an openness to ongoing personal and professional development through engagement in relevant professional organisations, continued learning, and reflexive practices.

PO4: Design, implement, evaluate, interpret, and disseminate psychological research to solve real world problems

PO5: Demonstrate a critical understanding of professional, ethical, and legal policies and procedures in mental health and counselling practice.

PO6: Demonstrate skills of leadership, creativity, and social sensitivity to recognise the needs of the community and become active agents of change.

Course	PO1	PO2	PO3	PO4	PO5	PO6

outcome						
CO1	1	-	3	3	1	2
CO2	2	1	3	3	2	2
CO3	3	2	2	3	2	2

Unit	Unit details	Course outcomes	Assessments
1 **Doing qualitative data analysis** **15 hours**	Diverse paradigmatic approaches to Content analysis, Thematic analysis, IPA, Narrative analysis, Discourse analysis, Conversation analysis	**CO1**	**CIA 1** **ESE**
2. Writing up qualitative research	Theorizing data; critique of method, post-qualitative inquiry, representational and anti-representational approaches to 'reporting' qualitative research	**CO2** **CO3**	**CIA 2** **ESE**

Mapping course outcomes with assessments

Course outcomes	**CIA 1 (20)**	**CIA 2 (20)**	**Class participation and attendance (10)**
CO 1 Demonstrate skills in any one approach to qualitative data analysis	15	-	4
CO 2 Report qualitative data in a manner consistent with qualitative data analysis approach and paradigm	-	15	3
CO 3 Critically reflect on knowledge produced based on choice of qualitative data analysis method.	5	5	3

Essential readings

Parker, I. (2005). *Qualitative Psychology: Introduction to Radical Research.* Open University Press.

St. Pierre, E. A. (2018). Writing post qualitative inquiry. *Qualitative inquiry*, *24*(9), 603-608.

Recommended readings

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.

Clarke, V., & Braun, V. (2018). Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling and psychotherapy research*, *18*(2), 107-110.

Larkin, M., Flowers, P., & Smith, J. A. (2021). Interpretative phenomenological analysis: Theory, method and research. *Interpretative phenomenological analysis*, 1-100.
Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. routledge.
Gee, J. P. (2014). *How to do discourse analysis: A toolkit*. Routledge.
Sidnell, J. (2011). *Conversation analysis: An introduction*. John Wiley & Sons.
Emerson, P., & Frosh, S. (2004). *Critical narrative analysis in psychology: A guide to practice*. Springer.

Course Name: Data Analysis Labs (Quantitative)
Course Code: MPC341A
Total number of Teaching hours: 30hrs
Credits: 2

Course Description:
This course will be offered in the third semester only to students working on a quantitative dissertation. An understanding in quantitative research methods (MPC133) is a prerequisite for this course. The course introduces students to key statistical theory around probability and hypothesis testing in quantitative methods in psychology. Learners will be able to load, clean and transform data as appropriate for their research questions and hypotheses. They will also be able to understand and evaluate statistical inferences and visualizations. The course covers descriptive statistics, assumptions of probability, hypothesis testing methods to measure relationships between variables and differences between variables. Hands-on experience in the usage of statistical packages (through JAMOVI) for quantitative analysis is a core component of this course. Completion of this course will equip students to further study advanced statistics, interpret and write statistical inferences as a quantitative report. .

Course Outcomes:
At the end of this course, learners will be able to:
- **CO1**: Demonstrate knowledge of statistical theory according to the general linear model, probability and hypothesis testing methods.
- **CO 2**: Understand and interpret statistical data through descriptive statistics and visualization of data

- **CO 3**: Apply appropriate methods of hypothesis testing such as tests of relationships (correlation, regression) and tests of difference (ANOVA, ANCOVA, MANOVA)
- **CO 4**: Apply knowledge of statistical inference through software such as JAMOVI in a reproducible manner.
- **CO 5**: Write statistical inferences in an APA format quantitative report.

Programme Outcomes:

PO1: Demonstrate knowledge of the theoretical foundations of counselling psychology and its application in diverse contexts and populations.

PO2: Practice evidence-based and culturally-sensitive counselling based in a holistic model of mental health services for individuals, couples, families and groups.

PO3: Exhibit an emerging professional identity and an openness to ongoing personal and professional development through engagement in relevant professional organizations, continued learning, and reflexive practices.

PO4: Design, implement, evaluate, interpret and disseminate psychological research to solve real world problems.

PO5: Demonstrate a critical understanding of professional, ethical and legal policies and procedures in mental health and counselling practice.

PO6: Demonstrate skills of leadership, creativity, and social sensitivity to recognise the needs of the community and become active agents of change.

Course Outcomes / Programme Outcomes	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO1: Demonstrate knowledge of statistical theory according to the general linear model, probability and hypothesis testing methods		**1**		**3**		
CO 2: Understand and interpret statistical data through descriptive statistics and visualization of data				**3**		

CO 3: Apply appropriate methods of hypothesis testing such as tests of relationships (correlation, regression) and tests of difference (ANOVA, MANOVA)		**1**		**3**		
CO 4: Apply knowledge of statistical inference through software such as JAMOVI in a reproducible manner.				**3**		
CO 5: Write statistical inferences in an APA format quantitative report.		**1**		**3**		

Course Outline:

Unit 1 title: Introduction to Statistics and JAMOVI **Hours: 4**

Course outcome mapped to unit 1: CO1, CO4

Unit details:

Relevance of statistics in counselling psychology, refresher on quantitative research design, refresher on variables - nominal, categorical, ordinal. Continuous versus discrete variables.

Introduction to JAMOVI: Getting started with the software, loading data, cleaning data, setting types of variables. Transforming and recoding variables.

Unit 2: Probability, hypothesis testing and Descriptive Statistics **Hours: 6**

Course Outcomes mapped to unit 2: CO 1, CO2,

Unit details:

Probability, normal distribution, standard error, z scores. Sampling - calculating power through G*Power; Relevance of effect size and degrees of freedom. Hypothesis testing - null and alternate hypothesis. One tailed versus two-tailed tests. Descriptive Statistics - measures of central tendency and variability. Visualization of data through graphs.

On JAMOVI: Calculate and interpret descriptive statistics such as measures of central tendency (Mean, Median, Mode) and variability (Skew, Kurtosis). Descriptives for categorical data (Tabular, Frequency). Visualize through use of appropriate graphs

MPC433- Entrepreneurial Skills for Counselling Practice

Total Teaching Hours For Semester:30	**No of Lecture Hours/Week:2**
Max Marks:50	**Credits:2**

Course Description and Course Objectives

Course Description: This Course will introduce students to the world of business entrepreneurship for varied counselling practices. Students will explore the skills and challenges related to planning, launching, and maintaining an entrepreneurial venture. Through faculty and guest lectures students will learn about logistics, legal and ethical issues, marketing and branding, and business planning related to running a counselling practice. Through this course students will have the opportunity to develop a business plan for their practice of choice, to implement, should they choose, after graduation.

Course objectives:

This course will help the learner to:

1. Understand the elements of a viable business plan (vision/mission, business description, market research, financial Plan, marketing & Goals)
2. Explain ethical and sustainable business practices.
3. Develop logistical systems and business materials related to the operation of a counselling practice.

Course Outcomes

Course outcomes: By the end of the course the learner will be able to:

1. Assess the viability and challenges of a business in area markets.
2. Generate an ethical and sustainable business plan for a counselling practice.

3. Apply logistical, legal, and marketing knowledge and skills related to operation of a business.

Course Outcomes	Topics	Teaching methods, Reading material, Resources	Assessment Strategies
CO1: Understand the elements of a viable business plan	"Challenges of running a counselling practice", "Business Basics", & "Ethical and Legal considerations of a sustainable business"	Faculty & Guest Lectures, inquiry of professionals, assigned readings: *Anatomy of a Business Plan, Linda Pinson. Building Your Ideal Private Practice: A Guide for Therapists and Other Healing Professionals, Lynn Grodzki.*	Interview of a Professional, Writing submissions
CO2: Explain ethical and sustainable business practices	"Business Planning", "Market Research", "Financial Planning", & "Marketing and Branding"	Faculty & Guest Lectures, Research, assigned readings: *A Brief Guide to Building Your Therapy Practice, Eric Morris.*	Writing and Project submission
CO3: Develop logistical systems and business materials related to the operation of a counselling practice	"Operational Logistics", "Office Policies", "Documentation" & "Serving Consumer/Clients"	Faculty & Guest Lectures, assigned readings: *Private Practice Essentials: Business Tools for Mental Health Professionals,*	Writing and Project submission

		Howard Baumgarten.	

Mapping of course outcomes with assessments

Course Outcomes	CIA 1 (20 marks)	CIA 2 (25 marks)	Attendance & class participation (5 marks)
CO1: Understand the elements of a viable business plan	X	X	NA
CO2: Explain ethical and sustainable business practices	X	X	NA
CO3: Develop logistical systems and business materials related to the operation of a counselling practice		X	NA

Evaluation Pattern

Continuous Internal Assessment (CIA)

CIA 1: 20 marks

CIA 2: 25 Marks

Class participation & Attendance: 5 marks

All CIAs are must pass assessments with a passing grade of 50%. If a student does not meet the passing grade for CIA, s/he will have to repeat the CIA again before moving to the next CIA. The student must pass all the CIA components with an overall CIA mark of 25/50 to pass the course

(Histogram, Boxplot etc.)

Unit 3: Tests of Difference **Hours: 6**

Course Outcomes mapped to unit 3: CO3, CO4, CO5

Unit details:

On Jamovi (can be supplemented by theory): T-statistic, Parametric measurement: one sample t-test, independent and dependent samples t-test. Non-parametric alternatives: Kurskal-wallis, Mann-Whitney U.

Interpretation and writing a t-test or non-parametric test of difference in an APA format.

Unit 4: Tests of Relationships and Goodness of Fit **Hours: 8**

Course Outcomes mapped to unit 4: CO3, CO4, CO5

Unit details:

On JAMOVI (can be supplemented with theory): correlation, Pearson's and Spearman's rank correlation, chi-square tests.

Interpretation of findings and writing a correlation in an APA format.

Linear regression, writing linear regression findings in an APA format.

Unit 5: Multivariate analyses **Hours: 6**

Course Outcomes mapped to unit 5: CO3, CO4, CO5

Unit details:

Tests of difference: Analysis of Variance (ANOVA), MANOVA

Tests of relationship: Multiple linear regression.

Writing findings in an APA format.

Recommended Textbooks:

Navarro DJ and Foxcroft DR (2022). learning statistics with jamovi: a tutorial for psychology students and other beginners. (Version 0.75). DOI: 10.24384/hgc3-7p15

Gravetter, F. J. & Wallnau, L. B. (2014). Essentials of statistics for the behavioral sciences (8th ed.). Pacific Grove, CA: Wadsworth

Recommended Software:

JAMOVI

Continuous Assessment Outcomes

Course Outcomes	**CIA 1 (20 Marks)**	**CIA 2 (25 Marks)**	**Class Participation & Attendance (5 marks)**
CO1: Demonstrate knowledge of statistical theory according to the general linear model, probability and hypothesis testing methods	**5**		
CO 2: Understand and interpret statistical data through descriptive statistics and visualization of data	**10**		
CO 3: Apply appropriate methods of hypothesis testing such as tests of relationships (correlation, regression) and tests of difference (ANOVA, MANOVA)	**5**	**5**	
CO 4: Apply knowledge of statistical inference through software such as JAMOVI in a reproducible manner		**10**	

CO 5: Write statistical inferences in an APA format quantitative report		**10**	