

ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA : 3.64) in the Third Cycle) ,
Graded as Category-I University and granted autonomy by MHRD-UGC)

DIRECTORATE OF COLLABORATIVE PROGRAMMES



M.Sc. Applied Psychology

(With specialization in Educational Psychology)

(Two Years Programme)

**Name of the programme: M.Sc. Applied Psychology
(With specialization in Educational Psychology)**

Duration of the programme: Two years (Four Semesters)

1. Eligibility:

A Pass in any bachelor degree from any recognized University/Institutes, or accepted as equivalent thereto by the Syndicate. Candidate for admission to M.Sc in Applied Psychology Shall be required to have passed qualifying examination

For the Degree:

The candidates shall have subsequently undergone the prescribed programme of study in a institute for not less than two academic years comprising 4 semesters, passed the examinations prescribed and fulfill such conditions as have been prescribed therefore.

2. Admission:

Admission based on the marks in the qualifying examination.

3. Duration of the course:

The course shall extend over a period of two years under semester pattern accounting to four semesters.

4. Standard of Passing and Award of Division:

- a. Students shall have a minimum of 50% of total marks of the University examinations in each subject. The overall passing minimum is 50% both in aggregate of Continuous Internal Assessment and external in each subject.
- b. The minimum marks for passing in each theory / Lab course shall be 50% of the marks prescribed for the paper / lab.
- c. A candidate who secures 50% or more marks but less than 60% of the aggregate marks, shall be awarded **SECOND CLASS**.
- d. A candidate who secures 60% or more of the aggregate marks, shall be awarded **FIRST CLASS**.
- e. The Practical / Project shall be assessed by the two examiners, by an internal examiner and an external examiner.

5. Continuous internal Assessment:

- a. Continuous Internal Assessment for each paper shall be by means of Written Tests, Assignments, Class tests and Seminars
- b. **25 marks** allotted for the Continuous Internal assessment is distributed for Written Test, Assignment, Class test and Seminars.
- c. Two Internal Tests of 2 hours duration may be conducted during the semester for each course / subject and the best marks may be considered and one Model Examination will be conducted at the end of the semester prior to University examination. Students may be asked to submit at least five assignments in each subject. They should also participate in Seminars conducted for each subject and marks allocated accordingly.
- d. Conduct of the continuous internal assessment shall be the responsibility of the concerned faculty.
- e. The continuous internal assessment marks are to be submitted to the University at the end of every year.

- f. The valued answer papers/assignments should be given to the students after the valuation is over and they should be asked to check up and satisfy themselves about the marks they have scored.
- g. All mark lists and other records connected with the continuous Internal Assessments should be in the safe custody of the institution for at least one year after the assessment.

6. Attendance:

Students must have earned 75% of attendance in each course for appearing for the examination.

Students who have earned 74% to 70% of attendance to be applied for condonation in the prescribed form with the prescribed fee.

Students who have earned 69% to 60% of attendance to be applied for condonation in the prescribed form with the prescribed fee along with the medical certificate.

Students who have below 60% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after completion of the programme.

7. Examination:

Candidate must complete course duration to appear for the university examination. Examination will be conducted with concurrence of Controller of Examinations as per the Alagappa University regulations. **University may send the representatives as the observer during examinations.** University Examination will be held at the end of the each semester for duration of 3 hours for each subject. Certificate will be issued as per the AU regulations. **Hall ticket will be issued to the 1st year candidates and upon submission of the list of enrolled students along with the prescribed course fee, subsequent 2nd year hall tickets will be issued.**

8. Question Paper pattern:

Maximum 75 Marks

Duration: 3 Hours

Part A - Short answer questions with no choice : 10 x 2 = 20

Part B – Brief answer questions either / or type [like 1.a [or] b]: 5 x 5 = 25

Part C- Essay – type questions of either / or type [like 1.a [or] b]: 10 x 3 = 30

9. Miscellaneous

- a. Each student possess the prescribed text books for the subject and the workshop tools as required for theory and practical classes.
- b. Each student is issued with an identity card by the University to identify his / her admission to the course

- c. Students are provided library and internet facilities for development of their studies.
- d. Students are to maintain the record of practicals conducted in the respective laboratory in a separate Practical Record Book and the same will have to be presented for review by the University examiner.
- e. Students who successful complete the course within the stipulated period will be awarded the degree by the University.

10.Fee structure

Course fee shall be as prescribed by the University and 50% of the course fee should be disbursed to University. Special fees and other fees shall be as prescribed by the Institution and the fees structure must intimated to the University. Course fees should be only by Demand draft / NEFT and AU has right to revise the fees accordingly.

11.Semester pattern

Course Fee payment deadline
Fee must be paid before 30 th September of the academic year

12.Other Regulations:

Besides the above, the common regulation of the University shall also be applicable to this programme.

M.Sc. Applied Psychology
(With specialization in Educational Psychology)

Subject Code	Course Code	Title of the Course	Credits	Hours	Int	Ext	Total
I	1 1	Fundamentals of Psychology	4	6	25	75	100
	1 2	Theories of Counselling	4	6	25	75	100
	1 3	Skills of Counselling	4	6	25	75	100
	1 4	Psychological Assessment	4	6	25	75	100
	1 5	Community Service -1 (Field Work)	6	8	75	25	100
II	2 1	Life-span Psychology	4	6	25	75	100
	2 2	Psychopathology -1	4	6	25	75	100
	2 3	Schools of Psychotherapy	4	6	25	75	100
	2 4	Theories of Personality	4	6	25	75	100
	2 5	Community Service -2 (Field Work)	6	8	75	25	100
III	3 1	Research Methodology	4	6	25	75	100
	3 2	Emotional Competency	4	6	25	75	100
	3 3	Community Service -3 (Field Work)	6	8	75	25	100
	3 4	Childhood Disorder & Learning Disabilities	4	6	75	25	100
	3 5	Expressive Art Therapies - I	4	6	75	25	100
IV	4 1	Positive psychology	4	6	25	75	100
	4 2	Community Service-4 (Field Work)	4	6	75	25	100
	4 3	Research Project (Dissertation- Specific to Specialization Area)	8	10	75	25	100
	4 4	Child, Adolescent And School Counselling	4	6	25	75	100
	4 5	Expressive Art Therapies - II	4	6	25	75	100
		Total	90				2000

11 FUNDAMENTALS OF PSYCHOLOGY

Learning outcome: The students will...

- Gain knowledge on the definition, aims and scope of Psychology
- Be introduced to the key concepts of Psychology
- Possess theoretical base to the forthcoming topics

UNIT I

Psychology: Definition and Meaning History and Origin of Science of Psychology
Scope and Application of Psychology Methods of Psychology Brief History of Psychology in India

Biology of Behaviour: Heredity and Environment Receptors: The sensory systems
Effectors: Muscles, Glands Connector: Nervous System

UNIT II

Cognitive Processes-1: Types of Attention, Determinants of Attention, Alteration in Attention
Perception: Meaning & Definition, Principles of Perception, Errors in perception Extra-sensory perception

Memory: Definition, Types, Nature, Factors influencing memory Theories of memory
Methods of memorizing Forgetting: Definition, Types, Theories of forgetting

UNIT III

Cognitive Processes-2: Thinking: Meaning & Definition, Types of thinking, Levels of Thinking, Problem Solving, Decision Making, Creative Thinking Intelligence: Meaning and Definition, Classification of Intelligence, and Aptitude

Learning: Meaning and definition Types of learning Theories of learning: Trial and Error learning, Classical and Operant conditioning, Insightful learning

UNIT IV

Motivational and Emotional Process: Motivation: Definition, Types of Motives Theories of Motivation: Instinct theory, Drive theory, Arousal theory, Incentive theory, Motives and Behaviour

Emotion: Definition, Components of emotion, Theories of emotion – James-Lange theory, Cannon-Bard theory

UNIT V

Personality: Definition, Types of personality Theories of Personality: Freud's Psychoanalytic theory, Eric Erickson's Psychosocial development, Hans Eysenck's theory, Albert Bandura's Social learning theory, Maslow's Hierarchy of Needs

Self & Social Identity Individual differences Attitudes Social Influence: Prejudice, Persuasion, Conformity and obedience Pro-social Behaviour

REFERENCE BOOKS:

1. Morgan, C T , (2015) Introduction to Psychology New Delhi: McGraw Hill Education (India) Pvt Ltd
2. Sreevani, R (2013) Psychology for Nurses New Delhi: Jaypee Medical Publishers (P) Ltd
3. Comer, R & Gould E (2011) Psychology Around Us Wiley India
4. S K Mangal, S K , (2009) An Introduction to Psychology New Delhi: Sterling Publishers Pvt Ltd
5. Siegel, D J (1999) The developing mind: Toward a neurobiology of interpersonal experience New York: Guilford Press
6. Hunt, M (1993) The Story of Psychology New York: Doubleday

12 THEORIES OF COUNSELLING

Learning outcome: The students will...

- Gain Knowledge on the definition, aims and scope of counselling & psychotherapy
- Be introduced to the prominent models of counselling & psychotherapy
- Gain knowledge on the important skills of counsellor and awareness on the self
- Will be able to record and document counselling practice

UNIT I

Counselling – Meaning and definition Difference among Advice, Guidance, Counselling, and Psychotherapy History of Counselling and psychotherapy Objectives of Counselling Scope of Counselling and psychotherapy, Principles of Counselling and psychotherapy

UNIT II

Models of Counselling – Psycho-analytic model of Freud, Non-Directive Model Client-centered and of Carl Rogers, Skilled Helper Model of Gerard Egan, Micro-Skill Model, Eclectic & Integrative Models

UNIT III

Barefoot counsellor Model Comparison among different Counselling Models Need for Counselling and psychotherapy in Indian situations Counselling and psychotherapy in a multicultural context Importance of cultural sensitivity in the practice of counselling and psychotherapy

UNIT IV

Skills of Counsellor: Genuineness, Respect, Basic Empathy, Advanced Empathy, Concreteness Caring confrontation, Self-disclosure, Immediacy Code of Ethics - Relevant to the practice of Counseling, Importance of Self-care

UNIT V

Importance and Benefits of Records Verbatim Model and Log Model Reading Reaction Reports Importance of Mentoring in Counselling & Psychotherapy: Supervision Benefits of Supervision Importance of Personal awareness and Growth, Healed Healers

Internal Assessment: Submission of Reading Reaction Report (RRR), Practice of skills and techniques in the study group and sharing the experiences will be assessed in the internal assessment, along with class tests

REFERENCE BOOKS:

1. Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy: Cengage Learning India (9th Edition)
2. Seligman, Linda & Reichenberg, Lourie, W (2010) Theories of Counselling and Psychotherapy Pearson India
3. Rao, Narayana (1981) Counselling Psychology, Bombay, Tata-McGraw-Hill,
4. Prasantham, B J (1987) Therapeutic Counselling, Vellore, Christian Counselling Centre Tamilnadu
5. Antony, D John (2009) Principles and Practice of Counselling Anugraha Publications, Dindigul
6. Feltham C & Horton I (2000) Handbook of Counselling and Psychotherapy, Sage Publications London
7. Joe Currie, Barefoot Counsellor, Asian Trading Corporation, Bangalore, 2009
8. American Psychological Association (2002) Ethical principles of psychologists and code of conduct American Psychologist
9. Hall, C S , Lindzey, G & Campbell J B (1998) Theories of Personality Wiley 4th Edition

13 SKILLS OF COUNSELLING

Learning outcomes: The students will...

- Be introduced to the Micro-skill Models Steps of counselling
- Gain knowledge on the facilitative dimensions and action-oriented dimensions of counselling process
- Will be able to understand the body language, emotions and various therapies
- Possess practical knowledge on presenting problems and diagnosed problems
- Gain knowledge on the important skills in counselling

UNIT I

Introduction Definition and Meaning What is Micro Skill Models Micro-skill Model Steps 1& 2 welcoming the client: Make the client comfortable with a small talk, Counselee's task, Observing the body language: Body speaks most, Body speaks a language, displaced activities, Energy level, Eye-scanning, Breathing (Calibration), Various Gestures, and Attending: Physical attending, Modalities of physical attending, Encouragements to talk, Handling silence

UNIT II

Micro-skill Model Steps 3 & 4: Letting the client tell the story: Let the client tell the story: Expressing, Levels of expression, Types of problem situation, Listening Reflect the content of what the client said: Responding, Helping skills pre-test, Kinds of responses as per EISPU, Understanding or paraphrasing response, Reflect the content, Kinds of responses as per ego-states

UNIT III

Micro-skill Model Steps 5 & 6: Reflect the Feelings, Reflect the deeper feeling, Allow the client to speak sufficiently on the feeling, Facilitate the client to release strong negative feelings like Grief, Anger, Guilt Pinpointing the problem: Four problem areas

UNIT IV

Micro-skill Model Step 7, 8 & 9: Personalizing, Re-framing, Alternative Frame of Reference, and Employing problem-solving techniques, behavioral strategies, and action-programs

UNIT V

Micro-skill Model Step 10, 11 & 12: Insights Defining and Operationalizing the goal, SMART Goals Making contracts and Evaluating Review and synthesis

Internal Assessment: Practice of skills and techniques in the study group and sharing the experiences and knowledge of body language, and class tests will form the internal assessment

REFERENCE BOOKS:

1. Antony, D John (2009), Principles and Practice of Counselling Anugraha Publications, Dindigul, Tamil Nadu
2. Corey, Gerald (2009) Counselling and Psychotherapy: Theory and Practice Cengage Learning India
3. Seligman, Linda &Reichenberg, Lourie, W (2010) Theories of Counselling and Psychotherapy Pearson India
4. Antony D John, (2011), The Body Never Lies: The basics of Body Language, Guru Publications, Dindigul
5. Burnard, Philip (1999) Counselling Skills Training: A Sourcebook of Activities Viva Books Private Ltd Chennai

14 PSYCHOLOGICAL ASSESSMENT

Course Objective:

- To acquaint students with concept of Psychological assessment and to develop the ability to administer, score and interpret the various Psychological tests used for intelligence, ability and personality assessment Four tests to be administered by the students

UNIT I

Introduction and history of psychological testing: Meaning and Definition Objectives of psychological testing Importance of Psychological tests Types of assessment: Biological (Autonomic), Psychological and Electronic Applications and issues in psychological testing Psychological assessment: Meaning, Definition, Types of assessments Significance of psychological assessment

Unit II

Types of tests, Scales, Batteries, MSE, Ethical and professional standard for tests in counselling Cultural sensitivity in Test administration Skills involved in Test administration

UNIT III

The Eysenck Personality Questionnaire-Revised (EPQ-R), Self-Concept Rating Scale (13-26 Years), Academic Self-Concept, Inventory of Self-actualization Characteristics (ISAC), FIRO-B, FIRO-F, Keirsey Temperament Sorter Rosenberg Self-esteem Scale

UNIT IV

Genogram, Sociogram, Egogram, Strokogram, Multimodal Life History Questionnaire, Index of Parental Attitudes (IPA-Fischer) Attachment Styles Questionnaire, Conflict management, Adjustment Inventory

UNIT V

Problem Solving Ability Test, Levels of Aspiration, Life Orientation Scale, Wide Range achievement test, Academic Resilience Scale Tests relevant to Learning Problems, Vocational interest scales and Job satisfaction Scales

References:

1. Anastasi, A & Urbina, S (1977) *Psychological testing* N J: Practice Hall
2. Gegory, J R (2004) *Psychological testing: History, principles and applications* Allyn & Bacon
3. Kaplan, R M & Saccuzzo, D P (2005) *Psychological testing: Principles, applications and issues* (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd
4. Kline T J B (2005) *Psychological testing: A practical approach to design and evaluation* Sage Publication Inc
5. Silva, F (2005) *Psychometric foundation and behavioral assessment* Sage Publications Inc

15 COMMUNITY SERVICE-1(FIELD WORK)

Course Objective:

An important part of one's preparation as a counsellor includes actual counselling sessions performed under the supervision of a faculty member or experienced counsellor. In the Field Work – 2, a student will see individual clients in the counselling skills practice sessions as well as in appropriate settings like schools, colleges, hospitals, NGO's and other mental health related settings.

The student is expected to complete 20 days or 100 hours of supervised counselling experience in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work. Their field work will be supervised by the regular assessment of counselling progression and case study presentation.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

21 LIFE-SPAN PSYCHOLOGY

Learning outcomes: The students are guided

- To familiarize with the important developmental theories to help expertise of a counsellor
- To become aware of the details involved in human development in different stages
- To be able to assess the strength and challenges of human development in different stages so as to understand and help the client

UNIT I

Introduction: Meaning and definition of life-span psychology Dimensions of developmental psychology, Foundations of development across the life span Applied developmental science

Development Theories: Elizabeth Hurlock, Robert Kegan, Sigmund Freud, Erik Erikson, Abraham Maslow and Jean Piaget, Lawrence Kohlberg

UNIT II

Infancy: Physical development Cognitive development Infant perception and cognition, social and emotional development in infancy, stress and emotion in early childhood, diversity in care-giving contexts

UNIT III

Childhood: Physical development Cognitive development in childhood, language development in childhood, emotion and personality development in childhood, social development and social relationships in middle childhood, the cultural context of child development

UNIT IV

Adolescence: Physical development- puberty, sexuality, and health Cognitive development in adolescence, emotional and personality development in adolescence Moral development Important concerns: positive behaviours, problem behaviours, and resiliency in adolescence, relationships with parents and peers in adolescence

UNIT V

Adulthood and aging: Physical development- disease, health, and aging Cognitive development in adulthood, personality development in adulthood and old age, social relationships in adulthood and old age, disabilities and development, applied developmental science of positive human development, successful aging

REFERENCE BOOKS:

1. Santrok, J W , (2007) Life-Span Development (3rdEdn) New Delhi: TATA McGraw-Hill Publishing Company Ltd
2. Hurlock, Elizabeth B 1987 Developmental Psychology New Delhi: Tata-McGraw-Hill
3. Papalia, E E , Olds, S W , & Feldman, R D , (2007) Human Development (9thEdn) New Delhi: TATA McGraw-Hill Publishing Company Ltd
4. Sigelman, C K & Rider ,E , (2005) Life-span Human Development (International edition) USA: Wadsworth Publishing Co Inc
5. Brim, O G , Jr , & Kagan, J (Ed) (1980) Constancy and Change in Human Development Cambridge, MA: Harvard University Press
6. Lerner, R M (2002) Concepts and Theories of Human Development (3rd ed) Mahwah, NJ: Erlbaum

22 PSYCHOPATHOLOGY-1

Learning Outcomes: The students will...

- gain knowledge about DSM-V and ICD-10
- get knowledge about anxiety, Bipolar and related disorders and depressive disorders
- able to learn Schizophrenia and other psychotic disorders
- be able to assess and identify psychopathologies and make use of various schools of treatment

UNIT I

Psychopathology- Meaning, definition and History Classification – Psychosis and Neurosis Development of the Diagnostic and Statistical Manual (DSM V) and the International Classification of Diseases (ICD 10) Mental Status Examination – General Description, Emotions, Perceptual disorders, Disorders of Thought Process and Memory

UNIT II

Anxiety Disorders-Meaning and definition Panic disorder – Agoraphobia, Specific Phobia, Social Phobia–diagnostic criteria and differential diagnosis Obsessive-compulsive disorder Post-traumatic Stress Disorder, Acute Stress Disorder Generalized Anxiety Disorder Induced Anxiety Disorder Separation Anxiety Disorder and Selective Mutism Psychotherapeutic approach in Treatment

UNIT III

Bipolar and Related disorders and Depressive Disorders-Meaning and definition Unipolar and Bipolar mood disorders Mood episodes – major depressive, manic, mixed and hypomanic Mood disorders – depressive disorders, Dysthymic disorder, other depressive disorders Specifies related to mood disorder Substance related disorders, Addictive disorders, Substance -induced disorders Cyclothymic disorder Psychotherapeutic approach in Treatment

UNIT IV

Schizophrenia and other Psychotic Disorders Schizophrenia – Kurt Schneider's first-rank symptoms, diagnostic criteria, Positive and negative symptoms Differential diagnosis and Schizophrenia subtypes: paranoid schizophrenia disorganized, or hebephrenic schizophrenia, catatonic schizophrenia, childhood schizophrenia Schizoaffective disorder Schizophreniform disorder Delusional Disorder Psychotic Disorders – brief, shared, substance induced – Course and outcome of Schizophrenia Decision-tree for differential diagnosis Psychotherapeutic approach in Treatment

UNIT V

Various schools of Treatment Treatment – Pharmacotherapy, Psychodynamic Psychotherapy, Behaviour Therapy, Cognitive-behaviour therapy and Interpersonal therapy Integrative approaches: Combining medications and Psychotherapy

REFERENCE BOOKS:

1. Antony, D John, (2006) Mental Disorders encountered in Counselling, Dindigul: Anugraha Publications
2. American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders (5th ed) Washington, DC
3. Blashfield, R K (1984) The Classification of Psychopathology New York: Plenum
4. World Health Organization The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines Geneva: World Health Organization, 1992

23 SCHOOLS OF PSYCHOTHERAPY

Learning outcome: The students will...

- Gain Knowledge on the various schools of psychology and psychotherapy
- Able to have a holistic picture of the prominent theories of personality and the corresponding psychotherapy
- Will possess a theoretical foundation for the application of various techniques of counselling

UNIT I

Psychodynamic Psychotherapy: Meaning and definition Freud - Psychoanalytic therapy, Carl Gustav Jung – Analytic Psychotherapy Alfred Adler – Adlerian Therapy Contemporary Psychodynamic Psychotherapies – Ego Psychology, Object relations

UNIT II

Behaviour Psychotherapy: Meaning and definition Ivan Pavlov – Classical Conditioning B F Skinner – Operant Reinforcement theory Bandura – Social Learning theory William Glasser – Reality Therapy Arnold A Lazarus – Behaviour Therapy

UNIT III

Cognitive-Behavioral Psychotherapy: Meaning and definition Albert Ellis – Rational Emotive Behaviour Therapy (REBT) George A Kelly – Personal Construct Counselling and Psychotherapy Aaron T Beck – Cognitive Therapy Donald Meichenbaum – Cognitive Behaviour Modification

UNIT IV

Humanistic-Existential Psychotherapy Viktor Frankl – Logo therapy Theory of Rollo May Carl R Rogers – Person-Centered Counselling and Psychotherapy Arthur Janov – Primal Integration Counselling and Psychotherapy Interpersonal Psychotherapy: Eric Berne – Transactional Analysis Family Systems Therapy of Murray Bowen

UNIT V

Post-Modern Approaches Solution focused brief therapy, Narrative Therapy, Feminist Therapy, Positive psychology and Well-being approach to psychotherapy

Internal Assessment: Internal assessment is made on Group Discussion, Presentation (Peer learning and teaching), and class tests

REFERENCE BOOKS:

1. Antony, D John (2003) *Psychotherapies in Counselling*, Nochiodaipatti, Dindigul, Anugraha Publications
2. Corey, Gerald (2009) *Counselling and Psychotherapy: Theory and Practice* Cengage Learning India
3. Seligman, Linda & Reichenberg, Lourie, W (2010) *Theories of Counselling and Psychotherapy* Pearson India
4. Duane P Schultz & Sydney Ellen Schultz (2016) *Theories of Personality* Cengage Learning, India
5. Snyder, C R , & Lopez S J *Handbook of Positive Psychology* (2002) Oxford University Press New York

24 THEORIES OF PERSONALITY

Course Objectives

- To enable the students to understand the need for the concept of personality and its appraisal by various techniques
- To understand the various approaches to understand human personality
- To understand the dynamics one's own personality and thus grow in maturity and to facilitate the same in others

UNIT I

Sigmund Freud's Classical Psychoanalytic Theory: The structure of personality – the id, the ego, the superego; the dynamics of personality – instinct, the distribution and utilization of psychic energy, anxiety; the development of personality – identification, displacement, the defense mechanisms of the Ego; stages of development – the oral stage, the anal stage, the phallic stage Carl Jung's Analytic Theory: The Structure of Personality: The Ego, the personal unconscious, the collective unconscious, archetypes, the persona, the anima and the animus, the shadow, the Self, the attitudes, the functions, interactions among the systems of personality The Dynamics of Personality: psychic energy, the principle of equivalence, the principle of entropy, the use of energy The Development of Personality: causality vs teleology, synchronicity, heredity, stages of development, progression and regression, the individuation process, the transcendent function, sublimation and repression, symbolization

UNIT II

Social Psychological Theories: Adler: Fictional finalism, striving for superiority, inferiority feeling and compensation, social interest, style of life, the creative self, neurosis Erik Erikson: The Psychosocial Theory of Development: basic trust vs basic mistrust (hope), autonomy vs shame, doubt (will), initiative vs guilt (purpose), industry vs inferiority (competence), identity vs identity confusion (fidelity), intimacy vs isolation (love), generativity vs stagnation (care), integrity vs despair, disgust (wisdom); a new conception of the ego

UNIT III

Gordon Allport and the Individual: The structure and dynamics of personality: personality, character, and temperament, trait, intentions, the proprium, functional autonomy, the unit of personality The development of personality: The infant, transformation of the infant, the adult Raymond Catell's Factor-Analytic Trait Theory: The nature of personality: A structure of traits, the development of personality – traits, ability and temperament traits, dynamic traits; The development of personality: heredity-environment analysis, learning, integration of maturation and learning, the social context

UNIT IV

Abraham Maslow: Assumption about human nature, hierarchy of needs Carl Roger's Person-Centered Theory: The Structure of Personality – the organism, the Self, organism and Self: congruence and incongruence; The Dynamics of Personality; The Development of Personality

UNIT V

B F Skinner's Operant Conditioning: The Structure of Personality, The dynamics of personality, the development of personality – classical conditioning, operant conditioning schedules of reinforcement, secondary reinforcement, stimulus generalization and discrimination Albert Bandura and Social Learning Theories: Reconceptualization of reinforcement, principles of observational learning – attentional processes, retention processes, production processes, motivational processes; reciprocal determinism; The Self-System – self-observation, judgemental process, self-reaction; applications to therapy; Self-efficacy

Text Book

1. Hall, Calvin S & Lindzey, Gardner *Theories of Personality* Singapore: John Wiley & Sons, 1978

Reference Books

1. Allport, G W *Pattern and growth in personality* New York: Holt, Rinehart and Winston, 1961
2. Catell, R B *Personality: A systematic, theoretical, and factual study* New York: McGraw-Hill, 1950
3. Eysenck, H J *The structure of human personality* London: Methuen, 1970
4. John Antony, D *John Psychotherapies in Counselling* Nochiodaipatti, Dindigul, Anugraha Publications, 2003

25 COMMUNITY SERVICE-2 (FIELD WORK)

Course Objective:

In line with the principle of field work, the students will undertake second field work in the second semester. Under the supervision of a faculty member or experienced counsellor, the students in the Field Work – 2, will engage in offering counselling in various settings.

The student is expected to complete 20 days or 100 hours of supervised counselling experience and administering one or two psychological tools and assessment in an appropriate professional setting. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of counselling and counselling related works.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce.

31 RESEARCH METHODOLOGY

Learning outcomes: The students will....

- Acquire understanding of research methods
- Gain knowledge about research statistical applications
- Be able to conceptualize research projects
- Acquire knowledge about report writing and scope of research in counselling and psychotherapy

UNIT I

Research – meaning, definition and objectives. Scientific Method – meaning, definition, assumption, criticism. Types of Research. Research Approaches. Significance of Research. Research Methods vs Research Methodology. Scope of Research in Counselling & psychotherapy. Ethics in Research. Stages in Research.

UNIT II

Identification and formulation of research problem. Statement of Objectives. Literature Review. Hypotheses – types, criteria of a good hypothesis. Variables. Operational definition. Research Design – meaning, definition and criteria, Factors influencing the choice of research design, Types of research design.

UNIT III

Sources of data – Primary and Secondary. Data Collection – Methods and tools. Observation. Interview guide, Interview Schedule, Questionnaire, electronic tools for data collection. Pilot study and Pre-test. Sampling - types, sampling size and sampling error.

UNIT IV

Statistics – definition, meaning and its importance. Levels of Measurement – Nominal, Ordinal, Interval and Ratio. Measures of central tendency – Mean, Median and Mode. Measures of Dispersion – range, quartile deviation, Standard Deviation. Karl Pearson's co-efficient of correlation, Spearman's Rank correlation. Testing of Hypotheses (Only theory and not problems) – application and uses of Chi Square, Student's "t," "Z" test. ANOVA. Scaling techniques – Thurstone, Likert, Bogardus. Reliability and Validity of Scales. Items writing. Factor Analysis (Only theory).

UNIT V

Report Writing – objectives, types. Content of an Academic Research Report. Documenting models related to footnotes, Reference, Bibliography. Preparation of abstract. Preparation of a Research Proposal. Planning and Organization of research in counselling areas.

Note: Preparation of the research proposal and the methodological review of earlier research shall be given for internal assessment.

REFERENCE BOOKS:

1. Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw-Hill.
2. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International.
3. Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning Pvt. Ltd.
4. Neuman, W. L. (2013). Social research methods: Qualitative and quantitative approaches. Pearson education.
5. Kaplan, M.R. & Saccuzzo. (2013) Psychological Assessment and Theory and Using Psychological Tests. Cengage Learning.
6. Gupta K.R. (2016) Statistical methods in education and psychology, Atlantic publishers and distributors.

32 EMOTIONAL COMPETENCY

Learning Outcomes: The students will...

- Be able to understand the basic components of emotions, classifications of emotions, characteristics of emotions, functions of emotions and theories of emotions.
- Get knowledge on techniques of emotions such as fear, anger and sadness.
- Gain knowledge on Emotional maturity, Emotional Quotient and Testing EQ.

UNIT I

Introduction To Emotions-What are Emotions-Basic Components of Emotion, Classifications of Emotions- Characteristics of Emotions- Functions of Emotions-Theories of Emotions.

UNIT II

Techniques in Handling Emotions - Fear - Object of Fear, Relationship with Other Emotions, Anxiety. Interplay of fear and hope - uncertainty in fear - The Functions of Emotions, Traumatic incident reduction therapy, V.K.D, Handling Fear.

UNIT III

Anger-Specific Undeserved Offences, Specific Act, Concrete Threat - Boundary, Blameworthiness, Motivational Component. Anger Management.

UNIT IV

The Impact of Sadness, the State of Self Focus in Sadness- The State of Passivity in Sadness. Functions of sadness- Handling Sadness.

UNIT V

Emotional Maturity: Meaning, Definition and characteristics- Positive emotions: Happiness. Emotional Quotient, Testing EQ- and the Different Scales to Measure Emotional Intelligence.

REFERENCE BOOKS:

1. Arnold, Magda B (Ed). Feelings and emotions, New York, Academic press, 1970.
2. Strongman, K.T., The psychology of emotions, 3rd Ed. New York: John Wiley & Sons, 1987.
3. Antony, D John (2005) Emotions in Counselling, Dindigul: Anugraha Publications.
4. Antony, D John (2009) Principles and Practices of counselling, Dindigul: Anugraha Publication.
5. Singh, Dalip, (2003), Emotional Intelligence at Work: A Professional Guide, New Delhi, A division of Sage Publications.

33 COMMUNITY SERVICE-3 (FIELD WORK)

Course Objectives:

In line with the progressive nature of the field work, the third field work students are expected to manifest competence and clarity in their knowledge and practice. The student is expected to complete 20 days or 100 hours of supervised field experience (counselling practice, preparing/offering a seminar on special area of interest, peer-teaching and support).

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

34 CHILDHOOD DISORDERS AND LEARNING DISABILITIES

Course Objectives:

- The students will come to know about childhood disorders or child mental disorders, which are usually diagnosed in infancy, childhood, or adolescence. understand about various childhood disorders, their causes, symptoms, diagnosis, treatment, and how you can help as a caregiver
- To understand about various childhood disorders, their causes, symptoms, diagnosis, treatment, and how you can help as a caregiver

UNIT I

Childhood Disorders and Learning Disabilities: Definition-Meaning-concept-Components-Different disorders.

Theoretical concepts: Piaget's stages of cognitive development: Sensorimotor, Preoperational, Concrete operations and Formation operations

Mental development-body development and physical development. Relationship between age and stage.

UNIT II

Problems in Childhood: Lack of Love, Abuses, Neglect, Curses Can Cause Acting in Behaviour and Acting out Behaviour, Falling Sick Often, Thumb Sucking, Nail Biting, Bed Wetting, Stammering, Sleep Waking, Sleep Talk,

Childhood disorders: Meaning- Autism- Autism spectrum disorders: a clinical and cognitive Perspective- Attention Deficit Disorder- ADHD: Attention Deficit Hyperactivity Disorder.

UNIT III

Cognitive disorders: Meaning- Delirium-Dementia-Amnesic disorder

UNIT IV

Learning disabilities. Definitions. Dyslexia- Dyscalculia- Dyspraxia-Dysgraphia- Aphasia- Apraxia- Agnosia- Alogia- Echopraxia- Echolalia

UNIT V

Various childhood disorders-causes-symptoms- Diagnostic tools - Treatment aspect. Various approaches to learning and cognitive disorders: Psychodynamic-behavior-cognitive-family therapy.

Text Books

1. John Antony, D. *Mental Disorders Encountered in Counselling*, Dindigul: Anugraha Publications, 2006.
2. American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC., 2013.
3. Reference Books
4. Adams, H.E., Sutker, P.B. *Comprehensive Handbook of Psychopathology* (3rd Ed.). New York: Kluwer Academic publishers, 2001.
5. Alexander, F. G., & Selesnick, S. T. *The History of Psychiatry*. New York: Harper & Row, 1966.
6. Blashfield, R. K. *The Classification of Psychopathology*. New York: Plenum, 1984.
7. Millon, T., Blaney, P., & Davis, R.D. *The Oxford Textbook of Psychopathology*. London: Oxford University Press, 1998.

35 EXPRESSIVE ART THERAPIES-I

Course Objectives:

- To gain Knowledge on the methods and techniques of various expressive art therapies.
- To learn the ways of using expressive arts therapy in a professional way.

UNIT I

Expressive Art Therapies- Overview- Definition – History -American Art Therapy Association – Uses and Benefits - Application – Expressive Art therapy as a diagnostic tool.

UNIT II

Role of Expressive art therapies in treatment and intervention – Unique characteristics of Expressive arts therapy – Self expression, active participation, imagination, and mind–body connections – Limitations of Expressive art therapies.

UNIT III

Types of Expressive Art therapies: Using Drawing, Painting, Puppets, clay, Collages and Mandalas in Art therapy, Play therapy, Drama therapy, Psychodrama, Music therapy, Poetry therapy/Bibliotherapy, Dance/ Movement therapy, Narrative Therapy and Movie therapy- Integrated Arts approach.

UNIT IV

Art Therapy Techniques and Applications – Process of Expressive arts therapy – Exercises for Warm ups – Mindfulness and expressive arts therapy – Eugene Gendlin's Focusing with art therapy.

UNIT V

Clinical applications of expressive arts therapy – with children and adolescents – with adults- with families, groups and couples.

TEXT BOOKS:

1. Art Therapy Techniques and Applications-Susan Buchalter-Jessica Kingsley Publishers, 2009
2. Handbook of art therapy – Cathy.A.Malchodi, The Guilford Press, 2003.
3. Focusing oriented Art therapy – Laury Rappaport
4. Introduction to play therapy –Garry Landreth

REFERENCE BOOKS:

1. Kirk K.Mcmanus M. (2002), Containing family's grief therapeutic group work in a hospice setting. *International Journal of Palliative Nursing*.
2. Noice H. Noice T. Staines G, (2004) A short –term intervention to enhance cognitive and affective functioning in older adults. *Journal of Aging & Health*.
3. McIntyre T, (2005) *The behaviour survival guide for kids: How to make good choices and stay out of trouble*. Minneapolis: Free spirit Press.

41 POSITIVE PSYCHOLOGY

Learning Outcome: The student will

- Be Introduced to prominent current and effective techniques
- Identify the theoretical underpinnings of the modern trends in counselling
- Learn to apply various techniques in counselling practice
- recognize ways of pursuing counselling via psycho-education

UNIT 1

Positive Psychology: History and Development The Contribution of Humanistic psychologists- Abraham Maslow- Martin Seligman and his followers Three pillars of Positive Psychology The characteristics of positive psychology What is positive psychology, and what is it not?

UNIT II

The pursuit of well being-Two Traditions Hedonic and Eudaimonic perspective of wellbeing comparing hedonic and eudaimonic views of happiness Holistic view of well-being Individual and collective well-being

UNIT III

Well-being Perspectives: VIA: Development and its usefulness - Flow: Nature and its usefulness in everyday life situation- Meaning: Importance and usefulness - Hope: Definition and application- Gratitude: Importance and usefulness- Resilience: Definition and Application – Altruism: Importance and usefulness

UNIT IV

Living well at every stages of life- 12 stages of Life Pre-birth: potential - Birth: Hope- Infancy : vitality - Early Childhood: Playfulness - Middle childhood: Imagination - Late childhood: ingenuity

UNIT V

Living well at every stages of life- 12 stages of Life Adolescence: Passion - Early adulthood: Enterprise - Middle ages: Contemplation, - Mature adulthood: Benevolence - Late adulthood: Wisdom - Death and dying: Life- The Role of Positive Psychology in Counseling and psychotherapy

REFERENCE BOOKS

1. Steve, B R & Marie, C K (2009) Positive Psychology Dorling Kindersley: India
2. Boniwell, I (2006) Positive Psychology in a Nutshell PWBC (Personal Well-Being Centre)

3. Snyder R, S (2007) Positive Psychology: The Scientific & Practical exploration of human strengths New Delhi: Sage Publications

Recommended Readings:

1. Linley, P A & Joseph, S (eds) (2004) Positive psychology in practice
2. Peterson, C (2006) A primer in positive psychology New York: OUP
3. Peterson, C & Seligman, M E P (2004) Character strengths and virtues: A handbook and classification New York: OUP
4. Seligman, M E P & Csikszentmihalyi, M (2000) Positive psychology: An Introduction, American Psychologist, 55, 5-14
5. Snyder, C R & Lopez, J (2002): Handbook of positive psychology Oxford

42 COMMUNITY SERVICE – 4 (FIELD WORK)

FIELD PRACTICUM (SUMMER PLACEMENT)

Course Objectives:

In line with the progressive nature of the field work, the fourth field work in the final semester focuses on the integration and synthesis of their learning and practice in the last three semesters. Students are expected to manifest competence and clarity in their knowledge and practice. The student is expected to complete 20 days or 100 hours of supervised field experience (counselling practice, preparing/offering a seminar on special area of interest, peer-teaching and support). A comprehensive presentation of the subjects learned (an internal viva on the entire syllabus of four semesters) by the student forms the component of the field work. The Field work shall be undertaken weekly once (20 visits), or a spell of 10 days continuous work in two spells covering 100 hours of work.

Evaluation is based on student skills and competence of counselling skills assessed through the record work and viva voce. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks.

43 : RESEARCH PROJECT (DISSERTATION – SPECIFIC TO SPECIALIZATION AREA)

Course Objectives:

The paper aims at developing a research mind-set among the students and to prepare them for further research in their area of study. Students are expected to select a research problem in the specific field of counselling and psychotherapy, and prepare a research design by the end of III semester. Selection of the problem for the study is at the discretion of the student. However while formulating the research problem, the student shall get the guidance from the research supervisor assigned to guide the research work. Students are expected to maintain a Research Log book and clearly note down the nature of meeting with the research guide with date and time. The draft research work shall be submitted for the scrutiny of the research supervisor.

The project report will be submitted to Alagappa University by the end of the IV Semester, as partial fulfilment of the requirements for the award of the Master's degree in applied psychology. The internal assessment will carry 75 marks while the external viva voce will carry 25 marks

44 CHILD, ADOLESCENT AND SCHOOL COUNSELLING

Learning outcomes: The students will....

- Be able to offer counselling to the Children, Adolescent.
- Be introduced to childhood and adolescent disorders.
- Be able to assess childhood and adolescent disorders.
- Offer the skills and techniques to work as school counselors.

UNIT I

Life-span Crisis or developmental crisis: Meaning and definition. Need for counselling through lifespan. Counselling the Child: Need and its importance. Counselling issues in Early childhood (child abuse, Handicapped conditions), Late Childhood (Identified Patient, Sibling Rivalry, Unrealistic Expectations, Identification, Challenged Children).

UNIT II

Counselling Issues in Adolescence: Acceptance of Changed Physical Self, New forms of relationship, Sexual Identity, Attraction, Peer Pressure. Educational Counselling and Guidance.

(Practical: Psycho education for Self-concept and tips to improve self-concepts. Administering Rosenberg's Self-Esteem Concept)

UNIT III

Childhood Disorders: Autism, ADHD, Dyslexia and Learning Disabilities. Adolescent disorders. Addictive Behaviors, Dealing with Abilities, Disabilities, Gifts, Talents, Academic Achievement Interventions, Remedial Education. Accountability.

UNIT IV

Counselling in School settings: Meaning, Scope, Role of Counsellor, Importance of mentoring and whole person Development, Advocacy, Empowerment, Academic Success. Ethics and law in School Counselling, Special Education in School Counselling.

(Practical: Teaching relaxation techniques and stress reduction, Memory Techniques)

UNIT V

Problems related to School Environment: Teacher and Student relationship, Study stress, Peer pressure (Bullying), Parental Expectations. Importance of physical activities, Games,

Community involvement and extracurricular activities. Leadership. Probability Orientation.

Both the Practical in Unit 2 & 4 will form the Internal assessment for 25 Marks

REFERENCE BOOKS:

1. Antony, D John (1996) types of Counselling- A Life Span Developmental and Situational Approach, Nagercoil, Anugraha Publications.
2. Hurlock, Elizabeth B. (1987) Developmental Psychology. New Delhi: Tata McGraw-Hill Publ. co.
3. Williams, Hank (1996) Managing Groups and Teams.
4. Sharma, R. N., Sharma, Rechana (2017) Child Psychology.
5. Vikram Patel (2013), The School Counsellor case book, Lisa Aronson, Gavri Divan.
6. V. C. Pandi (2007) Educational Guidance and Counselling, Isha Books. ISBN 13:978-81870 55810.

45 EXPRESSIVE ART THERAPIES-II

Course Objective:

- To gain knowledge on drama therapy, psychodrama therapy, Music therapy, poetry therapy, dance therapy and movie therapy and sand therapy and to get self-awareness through various therapies and personal healing

UNIT I

Drama Therapy - Overview – History – application – Method – Principles of drama therapy – Benefits – Family's Involvement in drama Therapy. Role of the therapist

Psychodrama Therapy - Overview – History – application – Method - Benefits – Family's Involvement in therapy. Role of the therapist

UNIT II

Music Therapy - Overview – History – application – Method - Benefits – Influence of Music on behaviour – Principles of therapy- The Therapeutic Relationship

UNIT III

Poetry Therapy - Overview – History – application – Method - Tripartite practice model for poetry therapy - Role of the therapist

Dance/ Movement Therapy - Overview – History – application – basic principles of movement observation - Therapeutic relationships in movement

UNIT IV

Narrative Therapies – Options for telling and re-telling of stories – re-engagement and reproduction of history- Alternative knowledge and skills – Alternative stories – Meta-texts – Meta to meta-texts.

Movie Therapy - Overview – History – application – Method - Role of the therapist

UNIT V

Play Therapy - Overview – History – Benefits – Family's Involvement in Play Therapy. Role of a play therapist

Sand Therapy - Overview – History – application – Method - Child's language – Benefits – Family's Involvement in therapy. Role of the therapist

REFERENCE BOOKS:

4. Kirk K.Mcmanus M. (2002), Containing family's grief therapeutic group work in a hospital setting. International Journal of Palliative Nursing.
5. Noice H. Noice T. Staines G, (2004) A short –term intervention to enhance cognitive and affective functioning in older adults. Journal of Aging & Health.
6. McIntyre T, (2005) The behaviour survival guide for kids: How to make good choices and stay out of trouble. Minneapolis: Free spirit Press.
7. Nicholas F. Mazza, (2017) Poetry Therapy: Theory and Practice. Edition: 2ndPublisher: Routledge. ISBN: 978=1-138-81257-4
8. Introduction to play therapy –Garry Landreth