

PANJAB UNIVERSITY, CHANDIGARH
(Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India)

FACULTY OF ARTS

SYLLABI

FOR

**POST M.A. DIPLOMA
IN
PROFESSIONAL COUNSELLING AND
PSYCHOTHERAPY (SEMESTER SYSTEM)
EXAMINATIONS, 2015-16**

PANJAB UNIVERSITY, CHANDIGARH

Outlines of tests, syllabi and courses of reading for Post M.A. Diploma in Professional Counselling and Psychotherapy (Semester System) Examinations of 2015-16.

Semester I

	Title of the Paper	Theory	Practical	Total	Credits
Paper I	Preparation for Counselling	80	20	100	4
Paper II	Assessment and Diagnosis	80	20	100	4
Paper III	Patterns of Maladaptive Behaviour	80	20	100	4
Paper IV	Problems and Issues of Exceptional Children	80	20	100	4
Total					16

Semester II

	Title of the Paper	Theory	Practical	Total	Credits
Paper V	School and Career Counseling	80	20	100	4
Paper VI	Marital and Family Counseling	80	20	100	4
Paper VII	Treatment and Interventions	80	20	100	4
Paper VIII	Addictive Disorders	80	20	100	4
Total					16

SEMESTER- I

PAPER – I: PREPARATION FOR COUNSELLING

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT-I: Building of the self – Personal and Inter-personal awareness, Personal qualities, characteristics and values.

UNIT- II: Process and ethics

UNIT- III: Counselling skills: listening, reflecting, summarizing, confronting, interpreting and informing skills.

UNIT-IV: Techniques of Counselling: Sensitivity training, Transactional analysis, Psychodrama, Sociodrama.

Recommended Books and Readings:

1. Shertzer, B. and Stone, S.C. (1971). Fundamental of Counselling. Second edition. Boston: Houghton Mifflin.
2. Gilliland, B., James, R.K. and Bowman, J.J. (1989). Counselling. New York: McGraw Hill.
3. Cormier, L.S. and Hackney, H. (1993). The Professional Counsellor. Englewood Cliffs; N.J. Prentice Hall.
4. Gelso, C.J., Fretz, D.R. and Bruce, R. (1995). Counselling Psychology. New York: Prisoem Har Court Brace.
5. Woolfe, R. and Dryden, W. (1996). Handbook of Counselling. London: Sage Publications.
6. Rao, S.N. (2001). Counselling Psychology. New Delhi: Tata McGraw Hill.
7. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
8. Orlans, V. Scoyoc, S.V. (2009). Short Introduction to Counselling Psychology. New York: Sage Publishers Ltd.

PAPER – II: ASSESSMENT AND DIAGNOSIS

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT–I: Guidelines for: Assessment and diagnosis – Criteria for test selection; administration and interpretation of tests.

UNIT–II: Aims and utility on Non-Testing techniques: Interview, Observation, Case study, Autobiographies.

UNIT– III: Theory and rationale of Personality tests: EPQ- R, Big V, 16 P. F, MMPI, MBTI.

UNIT–IV: Theory and rationale of Intelligence tests: Weschler’s Adult Intelligence Scale, Weschler’s Intelligence Scale for Children, Bhatia battery and Bender – Gestalt test.

Recommended Books and Readings:

1. Edwards, A.L. (1957). The Social Desirability Variable in Personality Assessment and Research. New York: Dryden.
2. Guilford, J.P. (1968). Psychometric Methods. New York: McGraw Hill.
3. Karlinger, F.N. (1974). Foundations of Behavioural Research. New York: Holt Rinehart and Winston.
4. Brown, F.G. (1976). Principles of Educational and Psychological Testing. New York: Holt, Rinehart and Winston.
5. Sehafar, R. (1977). Projective Testing and Psychoanalysis. New York: International Universities Press.
6. Jensen, A.R. (1980). Bias in Mental Testing. New York: The Free Press.
7. Puhan, B.N. (1982). Issues in Psychological Measurement. National Psychological Corporation.
8. Wigelor, A.K. and Garner, W.R. (Eds.) (1982). Ability Testing: Uses, Consequences and Controversies, Washington, D.C.: National Academic Press.
9. Anastasi, A. (1988). Psychological Testing. Newyork: MacMillan Publishing Company.
10. Singh, A.K. (2001). Tests, Measurements and Research Methods. New Delhi: Tata McGraw Hill.

PAPER – III: PATTERNS OF MALADAPTIVE BEHAVIOUR

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT–I: Patterns and assessment of maladaptive behavior. Biological, Psycho-social and Socio-cultural viewpoints of maladaptive behavior.

UNIT– II: Stress and adjustment disorders: Stress and Stressors, Coping strategies

UNIT–III: Mood disorders: Major depressive disorder, Dysthymic disorder and Bipolar disorder.

UNIT– IV: Post-traumatic stress disorder and Post-traumatic growth.

Recommended Books and Readings:

1. Wolman, B.B. (1976). The Therapist's Handbook: Treatment Method of Mental Disorders. New York. Van Nostrand Reinhold Co.
2. Goldenberg, H. (1983). Contemporary Clinical Psychology. Monterey, C.A.: Brooks/Cole.
3. Hersen, M.; Kazdin, A.E. and Ballack, A.S. (Eds.) (1985). The Clinical Psychology Handbook. New York: Pergamon Press.
4. Bourne, L.E. and Ekstrand, B.R. (1986). Psychology: Its Principles and Meanings. New York: Holt, Rinehart and Winston.
5. Climinero, A.R., Calhoun, K.S. and Adams, H.E. (1986). Handbook of Behavioral Assessment. New York: John Wiley.
6. Achenbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.
7. Davison, G.C. and Neale, J.M. (1996). Abnormal Psychology: The Experimental Clinical Approach. New York: John Wiley.
8. Carson, R.C., Butcher, J.N. and Mineka, S. (2003). Abnormal Psychology and Modern Life. New Delhi: Pearson Education.

PAPER – IV: PROBLEMS AND ISSUES OF EXCEPTIONAL CHILDREN

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT – I: Classification of exceptional children. Issues related to exceptional children.

UNIT– II: Mentally challenged children: Definition, characteristics and behavioural indicators, causes, categories and educational provisions.

UNIT–III: Learning disabled children: Definition, characteristics and behavioural indicators, causes, categories and educational provisions.

UNIT – IV: Gifted children: Meaning, identification, and interventions.

Recommended Books and Readings:

1. Bryan,T.and Bryan,J.H. (1978) Understanding Learning Disabilities.(2nd Ed.). California: Alfred Publishing Co.
2. John,S.W and Morasky,R.L.(1980) Learning Disabilities. New York: Allyn and Bacon.
3. Baine,D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta: Alberta.
4. Narayan,J. and Kutty,A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons pre-primary level. Secunderabad: NIMH.
5. Evans,P and Verma,V. (Eds.) (1990) Special Education. Past, Present and Future. New York: The Falmer Press.
6. Longone,J. (1990). Teaching Retarded learners Curriculum and Methods for improving Instruction. Boston: Allyn and Bacon.
7. Overton,T. (1992) Assessment in Special Education- An Applied Approach. New York: McMillan.
8. Peshwaria,R. and Venkatesan,S. (1992) Behavioural Assessment scales for Indian children with Mental Retardation :A manual for Teachers. Secunderabad: NIMH.

9. Bender,W.N.(1995) Identification and Teaching Strategies for Learning Disabilities. New York: Allyn Bacon .
10. Muricken,S.J.and Kareparampil,G.(1995) Persons with Disabilities in Society. Kerala: Federation of the Blind.
11. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas Publications.
12. Myreddi,V.and.Narayan,J.(1998)Functional Academics for students with Mental Retardation-A guide for teachers .Secunderabad : NIMH.
13. Reddy,L.G., Ramaa,R. and Kusuma,A. (2000)Learning Disabilities: A Practical Guide to Practitioners. New Delhi: Discovery Publishers.
14. Narayan,J.(2003) Educating Children with Learning Problems in Regular Schools, Secunderabad : NIMH.
15. Raj,F. (2010) Breaking Through: A Hand book for parents and teachers of children with Specific Learning Disabilities, Secunderabad: Vifa Publishers.

SEMESTER - II**PAPER – V: SCHOOL AND CAREER COUNSELLING**

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT-I: School counselling: role and functions of elementary, middle and high school counsellors.

 Career counselling: Career decision making theories, difficulties in making career choices.

UNIT-II: Play therapy for children, conflict resolution strategies for youth.

UNIT-III: Career counselling: Process and theories.

UNIT-IV: Career counselling test: At least three tests are administered, scored, interpreted and reported from each of the following:

- a) Intelligence
- b) Aptitude
- c) Interest
- d) Personality
- e) Values

Recommended Books and Readings:

1. Jones, A.J. (1951). Principles of Guidance and Pupil Personnel Work. New York: McGraw Hill.
2. Bell, B.R. (1975). Marriage and Family Interaction. London: Dorsey Press.
3. Gelanty, E. and Harrie, B.B. (1982). Marriage and Family Life. Boston: Houghton Mifflin Co.
4. Gilliland, B., James, R.K. and Bowman, J.J. (1989). Counselling. New York: McGraw Hill.
5. Dryden, W. (1995). Key Issues for Counselling in Action. London: Sage Publications.
6. Gelso; C.J.; Fretz; B.M. and Bruce, R. (1995). Counselling Psychology. New York: Prisolm HarCourt Brace.

7. Phares, E.J. and Timothy, T. J. (1997). Clinical Psychology. U.S.A: Books: Cole Publishing Company.
8. Lines, D. (2000). Brief Counselling in Schools Working with Young Children from 11 to 18. Sage Publishers: London.
9. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
10. Arulmani, G., Nag Arulmani, S. (2004). Career Counselling: A Handbook. McGraw Hill Edu. Pvt. Ltd., India.
11. Geldard, K. (2004). Counselling Adolescents. Sage Publishers: New Delhi.

PAPER – VI: MARITAL AND FAMILY COUNSELING

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT-I: Introductory: Theoretical foundations, Systems theory, Family Life Cycle, Models.

UNIT-II: Domestic and intimate violence: Causes, dynamics, interventions for victims of domestic violence.

UNIT-III: Inter-parental conflict, inter-personal communication, problems, parenting skills.

UNIT-IV: Counselling for family and marital problems.

Recommended Books and Readings:

1. Jones, A.J. (1951). Principles of Guidance and Pupil Personnel Work. New York: McGraw Hill.
2. Shertzer, B. and Stone, S.C. (1971). Fundamental of Counselling. Second edition. Boston: Houghton Mifflin.
3. Selye, H. (1974). Stress without Distress. Lippin Colt.
4. Bell, B.R. (1975). Marriage and Family Interaction. London: Dorsey Press.
5. Gelanty, E. and Harrie, B.B. (1982). Marriage and Family Life. Boston: Houghton Mifflin Co.

6. Gilliland, B., James, R.K. and Bowman, J.J. (1989). *Counselling*. New York: McGraw Hill.
- Dryden, W. (1995). *Key Issues for Counselling in Action*. London: Sage Publications.
7. Woolfe, R. and Dryden, W. (1996). *Handbook of Counselling*. London: Sage Publications.
8. Sharry, J. (2006). *Counselling Children, Adolescents and Families: A Strength Based Approach*. Sage Publishers: New York.
9. Chatterjee, P. and Deb, S. (2008). *Styles of Parenting Adolescents: The Indian Scenario*. New Delhi: Akansha.

PAPER – VII: TREATMENT AND INTERVENTIONS

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT – I: Biological basis of therapies

UNIT – II: Psychodynamic therapies

UNIT – III: Cognitive behaviour therapies

UNIT – IV: Humanistic and Existential therapies

Recommended Books and Readings:

1. Wolman, B.B. (1965). *Handbook of Clinical Psychology*. New York: McGraw Hill.
2. Garfield, S.L. (1984). *Clinical Psychology: The Study of Personality and Behaviour*. Chicago: Aldine.
3. O’Leary, K.D. and Wilson, G.T. (1985) *Behaviour Therapy: Application and Outcome*. Englewood Cliffs, N.J.: Prentice Hall.
4. Garfield, S.L. and Bergin, A.E. (Eds.) (1986) *Handbook of Psychotherapy and Behaviour Change*. New York: John Wiley.
5. Achanbach, T.M. (1992). *Developmental Psychopathology*. New York: John Wiley.
6. Rosenhan, D.L. and Seligman, M.C.P. (1994). *Abnormal Psychology*. New York: W.W.E. Norton.

PAPER – VIII: ADDICTIVE DISORDERS

Total Marks:	100
Theory:	80
Practical:	20
Time:	3 hours

Instructions for Paper Setter/candidates

There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. 10 questions have to be attempted. It shall carry 20 Marks and shall be compulsory question. Rest of the paper shall contain 4 Units. The entire syllabus be divided into four units. Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit – 4 in all.

UNIT– I: Introduction to Substance abuse disorders and theoretical foundations.

UNIT– II: Alcoholism: Causes and Maintenance of Drinking Behaviour, Theories of Alcoholism and Intervention Programmes.

UNIT – III: Nicotine addiction: Causes and Maintenance , Theories and Intervention Programmes.

UNIT – IV: Internet addiction: Causes and Maintenance, Theories and Intervention Programmes.

Recommended Books and Readings:

1. Friedman-Di, Mateo (1989). Health Psychology. New York: Prentice Hall.
2. Kaplan, R.M.; Sallis, J.E. and Patterson, T./L. (1993). Health and Human Behaviour. New York: McGraw Hill.
3. Sarafino, P. E. (1998). Health Psychology: Biopsychosocial Interaction. New Delhi: John Wiley and Sons.
4. Karren, K.J.; Hafen, B.Q.; Smith, N. Lee and Frandsen, K.J. (2001). Mind/Body Health. New York: Benjamin Cummings.
5. Carson, R.C., Butcher, J.N. and Mineka, S. (2003). Abnormal Psychology and Modern Life. New Delhi: Pearson Education.
6. Cohen, L.M., McChargue, D.E. and Collins, F.J. (2003). The Health Psychology Handbook. New Delhi: Sage Publications.
7. Singh, R., Yadav, A. and Sharma, R.N. (2005). Health Psychology.
8. White, P. (2005). Biopsychosocial Medicine: An Integrated Approach to Understanding Illness. New York: Oxford University Press.
9. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw Hill.
10. Brannon, L. and Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson –Wadsworth.
11. Yadav, A., Sharma, N. (2007). Positive Health Psychology.